



The Leadership Role of Principals in Parental Engagement to Address Learner Indiscipline: A Case Study of Four Secondary Schools in Harry Gwala District

By

Zukiswa Zoleka Zennith Mbalo

(215078713)

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School of Education
Pietermaritzburg Campus

Supervisor: Dr P.E Mthembu

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DECLARATION

I, Zukiswa Zoleka Zennith Mbalo, declare that the research reported in this dissertation titled: *The leadership role of principals in parental engagement to address learner indiscipline: A case study of four secondary schools in Harry Gwala District* has not been submitted either to this University or elsewhere for any degree qualification, or other purposes. The current submission is the first at the University of KwaZulu-Natal in partial fulfilment of the requirements for a master's degree qualification.

I further, declare that this dissertation does not contain other persons' writing unless acknowledged as being sourced from other researchers. All the information sources and relevant literature used in this dissertation are cited according to the requirements of the American Psychological Association (APA) Sixth Edition.

██████████

Signed:

Date: February 2022

Zukiswa Zoleka Zennith Mbalo

STATEMENT BY SUPERVISOR

This dissertation has been submitted with/ without the supervisor's approval.

Supervisor: Dr P.E. Mthembu

February 2022_____

Date

DEDICATION

This dissertation is dedicated to all the members of my family who have been by my side from the beginning of this journey until today. Your unconditional love, comfort and support have carried me through, and I can never thank you enough.

I would also like to dedicate this work to my former grade 12 learners since 2016, who have shaped me to be the teacher that I am today. I always aspire to make you proud.

“And without faith it is impossible to please Him, for he who comes to God must believe that He is and that He is a rewarder of those who seek Him” **Hebrews 11:6**

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ABSTRACT

Learner indiscipline is a major challenge that obstructs teaching and learning it also disrupts other stakeholders at schools from carrying out their work smoothly. The various stakeholders must rely on the school code of conduct to respond to the challenge of learner indiscipline. Yet, they continue to battle with learner indiscipline. Learner indiscipline has new complications that the Department of Education has not amended. While reviewed literature shows that a leadership role of a principal is to collaborate with parents to deal with learner indiscipline. Hence, this study explored principals' experiences on parental engagement in addressing learner indiscipline. The study explored the various challenges by adopting an interpretive qualitative case study approach comprising four secondary schools in Harry Gwala District, KwaZulu-Natal. The qualitative approach was adopted because it allowed the participants to share their views and experiences. Semi-structured interviews were conducted face-to-face as a data generation method. The findings showed that principals had not had a pleasant response from parents when engaging them in learner indiscipline. At the same time, principals view them as key in addressing this challenge. Furthermore, they showed less seriousness and motivation on the part of parents to be fully active and engaged in addressing the challenge of learner indiscipline. The recommendations in this study were that principals needed to improve their strategies by developing the right attitude and should prepare themselves psychologically for any eventual embarrassment that might happen during efforts to promote parental engagement.

LIST OF ACRONYMS AND ABBREVIATIONS

SGB	School Governing Body
GPA	Grade point Average
RCL	Representative Council of Learners
DC	Discipline Committee
COC	Code of Conduct
PE	Parental Engagement
SASA	South African Schools Act
UKZN	University of KwaZulu-Natal
HSSREC	Human Social Sciences Research Ethics Committee

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CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

Introduction

Globally, learner indiscipline remains one of the challenging factors that affect the teaching and learning environment. This result necessitates the need for urgent interventions from principals and parents to collaborate effectively in combating learner misbehaviour. This study explored the leadership role of principals in engaging parents to address learner indiscipline. Discipline problems at schools can be addressed effectively if principals utilise their leadership and management role by engaging parents and school administrators in dealing with learner indiscipline, while sharing a similar vision of working with learner misbehaviour (Nnorom, 2020). This chapter presents a background the phenomenon under investigation, the problem statement and purpose, objectives and key research questions guiding the study. After that, the key concepts are presented.

1.1 Background and rationale to the study

Extant literature shows that school principals and parents have a huge role in shaping learners' expected behaviour (Bosire, Sang, Kiumi, & Mungai, 2009). Similarly, Belle (2016) points out that principals are eligible for taking crucial leadership and management actions to maintain learner discipline at schools. In this regard, principals are responsible for ensuring that learner behaviour is acceptable whilst maintaining a working collaboration with the parents to ensure minimal learner misconduct. This collaboration is affirmed by Jinot (2018) who emphasizes that principals cannot undertake such a process individually. This then ultimately suggests that dealing with learner misconduct is a responsibility of the principal. As the highest authority at the school, the principal must exercise their leadership role and simultaneously, the parents must cooperate in the quest to maintain discipline. Furthermore, Ndamani (2008) contended that a working collaboration between educators and parents assist the learner to attain a positive behaviour. Hence, this shared input from the principal and parental engagement in schooling results in improved learner achievement and behaviour.

In addition, *South African Standard for Principalship of the School Principal* (2015) identifies one of the duties which to the principal must undertake as managing the school by creating systems and processes to deal with discipline. Another key responsibility mentioned is that principals should maintain collaboration between the school and the community. One

of the ways mentioned is to construct effective collaborative relationships and partnerships with stakeholders that are concerned with the well-being of learners. Bosire et al. (2009) concurs with the above policy that principals who include teachers and parents in disciplinary measures have higher chances on succeeding.

Prior to the drafting of the South Africans Schools Act Section 20 (1) No 84 Of 1996, parents were not active participants in their children's education. However, after 1994, the Department of Basic Education began to include parents in matters relating to children's education. The South African Schools Act Section 24 (1) (No 84 of 1996) states that parents have a role to play in their children's education. For example, they must demonstrate their core functions as the School Governing Body (SGB). The SGB approves the code of conduct for the learners. In addition, the SGB supports the principal and all the school stakeholders so that they can perform their professional duties. Hence, parents are collaborators and contribute to the guidelines that must be followed when dealing with learner indiscipline. The positive result of parental engagement in their children's behaviour at schools requires commitment from parents. Mwilima (2021) accords that when parents show responsibility, this ultimately guarantees progressively good conduct from the learners. Thus, parental engagement has benefits if confronted with learner indiscipline.

Various local and international studies identify the characteristics of leadership roles principals' model at schools to engage parents in addressing learner indiscipline (Manoor, Sanan, Nor, Nasir, & Wahad, 2017; Mestry, 2017; Chokoko, Naicker & Mthiyane 2015). These studies emphasize that in their leadership roles, principals should engage parents by influencing, encouraging and working together to overcome challenges in the school, such as indiscipline. In South Africa, principals are expected to implement strategies to let parents feel welcome. In this way, parents are also active participants in dealing with learner indiscipline (Shezi, 2012). In Mauritius, principals have been cautious about ways of disciplining learners due to the policies by the ministry of education. However, one of the recommendations included that the principals and the Ministry should reconsider and implement effective strategies that would be appropriate when confronted by learner indiscipline (Jinot, 2018).

1.2 Professional and personal motivation

As a new educator, I continue to experience learner indiscipline at the school where I teach in the Harry Gwala District. These experiences include sneaking out of school without

permission, theft, substance abuse, noise making, lack of punctuality, not submitting tasks on time, bunking classes, and loitering on the school premises, e.g., toilets and back chatting. The frustrating part of my experience is that my implementation of the school code of conduct has not been successful. Dhlamini (2016) concurs that in South Africa, teachers are routinely frustrated because of disciplinary challenges among learners in schools. I address learner indiscipline by putting them in detention, sending a learner out of class, and asking offending learners to stand up during the teaching-learning session. These are some of the strategies I administer when dealing with learner indiscipline. In a study conducted on the use of the restorative approach in disciplining South African children, Reyneke (2015) maintains that schools use punitive disciplinary measures to discipline learners, resulting in resentment by the learners. Consequently, the whole disciplinary process is jeopardised. I constantly experience helplessness and remain demotivated when confronted by ill-disciplined learners.

Further, I have since observed that my colleagues and the school principal are confronted by similar frustrations. The policy on the South African standard for Principalship 2015, states that “one of the duties is to manage the school by creating systems and processes to deal with discipline” (p.10). The SGB adopts the code of conduct which is informed by the school’s disciplinary code of conduct. This is a requirement; hence, it is operational at our schools because it is a requirement. But the facilitation of the policies does not show an improvement in learner indiscipline experienced daily as it rather has deteriorated.

1.3 Statement of the problem and purpose of the study

Learner indiscipline is a crucial issue that negatively impacts in schools immensely. Some scholars identify their experience of learner indiscipline as characterised by bullying and carrying of dangerous weapons to school (Mwaniki, 2018; Maphosa & Mammen, 2011). As a result, this pressing issue has had a significant impact on teaching and learning. Learner indiscipline has been echoed as one of the many reasons teachers have had to leave their work (Mares, 2018). As teachers battle to carry out their work because they are to discipline learners continuously. In a similar vein, learners themselves are impacted inevitably. Similarly, learners themselves are equally affected. For example, learners that are not misbehaving are always left vulnerable to their counterparts that misbehave. These disciplined learners are prevented from focusing on schoolwork (Nunan, 2018; Mares, 2018).

Furthermore, it is impossible for learners to perform in the best of their ability while learner indiscipline is vast at schools. According to scholars (Adeyemo, 2020; Foncha, Kepe & Abongolia 2014) they indicated that teachers and learners cannot perform to the best of their

ability if there is no discipline. Therefore, effective discipline methods are important to ensure that teaching and learning is not interrupted. Thus, the importance of discipline has proven to have good qualities. This is affirmed by (Adeyemo 2020) that discipline has proven to mould well-mannered learners that respect themselves and the stakeholders at school. Discipline ensures a safe environment for teaching and learning as well as an improvement in academic performance (Jinoit & Ravi 2020). In this manner, learner discipline is an important characteristic that schools should enforce to ensure academic success. Kenney (2018) argues that learner discipline is the epicentre of success of a school as it ensures the attainment of educational goals.

Considering the intention of this study, it is important to promote parental engagement to address learner indiscipline. Parents play a fundamental role in moulding the attitudes that produce good behaviour in schools (Wolhunter & Walt 2020). Learners show an improvement in their behaviour when they know that their parents are active participants in their education. Parental engagement has proven to be imperative as it greatly impacts the quality of learners' teaching and learning experience, leading to academic achievement (Manamela, 2015; Sadberry, 2016). This then suggests that parental engagement is key in addressing this challenge. Meanwhile, to ensure parental participation in dealing with learner indiscipline, school principals as head of schools must foster their leadership role in ensuring that parents are actively involved in matters of learner indiscipline. Many scholars concur that the leadership practices of principals play a pivotal role in ensuring committed participation from parents (Upundi, 2021; Usilele, 2015; Afong, 2021). The scholars above have highlighted what should be happening in dealing with this issue.

However, this has not been the case. Jinot, 2018 points out that there is lack of parental engagement when it comes to dealing with learner indiscipline. He further states that lack of discipline is a result of parental disengagement from their children's schoolwork and behaviour. In addition, (Nnorom, 2020) concurs that a lack of parental engagement hinders discipline among learners. The short comings of the leadership role of principals contribute to the failure of addressing learner indiscipline. This is further elaborated by Nnorom, 2020, that principals who fail to implement leadership strategies have a great challenge in engaging with parents in order to address indiscipline. With the highlighted problems above, literature does not seem to show an improvement in effective measures that school principals use in engaging parents to deal with the challenge of indiscipline in schools. At the same time, it does not show an improvement in parental engagement in addressing learner indiscipline. Of

interest to this study, is to explore principal's leadership experiences when it comes to engaging parents in dealing with learner indiscipline. Therefore, the purpose of the study is to examine the leadership and management strategies that principals utilise to deal with challenges of parental engagement in dealing with learner indiscipline.

1.4 Objectives of the study

- 1 To explore principals' understanding of their leadership role in parental engagement to address learner indiscipline.
2. Explore principals' leadership experiences on parental engagement in addressing learner indiscipline.
3. To identify leadership and management strategies principals use to deal with challenges of parental engagement in dealing with learner indiscipline

1.5 Research questions

1. What are the school principals' understandings of their leadership role in engaging parents to deal with learner indiscipline?
2. What are the principals' experiences of parental engagement in addressing learner indiscipline?
3. What leadership and management strategies do principals use to deal with challenges of parental engagement in dealing with learner indiscipline?

1.6 Significance of the study

The significance of conducting this study is to gain insight into the leadership and management strategies that principals utilise to deal with challenges of parental engagement in dealing with learner indiscipline. Parents can be empowered and motivated so they can understand their input in dealing with indiscipline. It is anticipated that principals that read this study will improve on their leadership strategies in combating parental engagement so as to deal with learner indiscipline.

1.7 Location of the study

The study includes four secondary schools situated in a small town in uMzimkhulu, Harry Gwala District Municipality. The municipality is located in the South-western part of KwaZulu-Natal province, bordering KwaZulu-Natal and Eastern Cape Province. The dominant languages in this area are IsiZulu and IsiXhosa. The communities surrounding the

schools consist of scattered, low-density rural settlements. The profiles of the parents and caregivers suggest that they are from low-income households.

1.8 Key concepts informing the study

There are several concepts that are key for this study. These concepts are clarified below.

1.8.1 Learner indiscipline

Learner indiscipline occurs when a learner deliberately violates the school's rules. Wolhunter and Van der Walt (2020) state that learner indiscipline entails the acts and conducts of lawlessness and disobedience to school rules and regulations. It is the type of misconduct that learners demonstrate in the following ways: destruction of school property, poor learning attitude, unethical behaviour, substance abuse, cheating, lateness, and offensive language usage, among others (Mares, 2018).

1.8.2 Parental engagement

Parental engagement relates to everything parents do to ensure their children excel in school and life (Shumow & Schmidt, 2014). It entails parental participation in educational activities both at home and at school. These engagements can be activities focused on school or home. In home-based engagement, the child's learning challenges are established, and the parent can be able to address them with the school as early as possible (de Oliveira & Kuusisto, 2019). Parental engagement involves working together between parents and teachers to improve the children's learning progress.

1.8.3 School leadership

According to Bantwini and Moorosi (2018), a school leader is one who portrays traits of being able to influence teachers and learners toward a desired vision shared by the various school members. On the other hand, the critical role of school leadership in enhancing cooperation with parents is attributed to the positive activity of principals. The nature of this overall process has been conceptualized in two basic ways (Wallace Foundation, 2013). The first component is linked to the leadership identified as 'educational leadership', which involves a collection of specific skills, including a clear understanding of educational programmes so that teachers can be effectively directed in their implementation. It entails a good judgment of the quality of teaching to choose and retain good teaching staff.

1.8.4 Transformational leadership

According to Bush (2014), transformational leadership is one of the essential and most prominent leadership models in the field of leadership in education. First proposed by Burns (1978), the theory was advanced by Bass (1985), who revised the theory (Banks, McCauley, Garner & Guler, 2016). Transformational leaders focus on empowering followers to “commit to a common vision and objectives for an organization or entity, encouraging them to be problem solvers, and build leadership capacity for followers through coaching, mentoring, and provision of both challenge and support” (Bass & Riggo, 2006, p. 4). Scholars in education acknowledged the theory’s relevance to contemporary issues faced by principals.

1.9 Limitations of the study

Maree (2007) claims that a scholar should state the shortcomings of their study as they might influence the process and findings of the study. In this study, the limitation is the use of school principals only and not the parents. This then limits the study. This study employed only the qualitative approach, and that constitutes the key constraint as a mixed method approach could produce better results. In addition, the sample included participants from only four schools in an area with 81 secondary schools. Nonetheless, the study is a case study. According to Cohen, Manion and Morrison (2018), case studies should consider that there are multiple realities in a case. Hence the researcher should consider other participants’ views other than the ones used in this study.

1.10 Ethical considerations

Ethics is a set of rules of behaviour that a researcher should follow to eliminate any misconduct that harms the study participants (Resnik, 2015). I adhered to ethical rules such as voluntary participation, no harm to the participants, anonymity, and confidentiality. Also, I sought and obtained ethical clearance from the University of KwaZulu-Natal. As per the HSSREC (UKZN) requirements, gatekeepers’ letters were provided by the four schools, allowing me to conduct the study.

1.11 The structure of the study

The dissertation comprises five chapters. These are described below.

Chapter One presented the background to the research problem, the problem statement, the research aim, research objectives, research questions and significance of the study. In the

chapter, a summary of the research methodology and definition of key concepts were provided

Chapter Two focussed on reviewing extant literature from different scholars pertaining to school principals' insights on their leadership role in engaging parents to deal with learner indiscipline, principals' experiences of parental engagement in addressing learner indiscipline and on leadership and management strategies that principals use to deal with challenges of parental engagement in dealing with learner indiscipline.

Chapter Three presented and discussed the research methodology adopted in conducting this qualitative study. The chapter first discussed the research philosophy, followed by the research type, including the research paradigm and its determinant. The research design and strategy chosen for conducting the study were also discussed. The study population and sampling techniques used to select participants. The data collection method used in the study was also presented. The chapter also discussed data analysis, the principles of trustworthiness and ethical considerations. The limitations of the study were also highlighted.

Chapter Four presented detailed findings and a discussion of the findings. The discussion of the findings ensued from the data obtained from the standardised open-ended interviews conducted. The analysis and discussion of the findings focussed on the findings vis-à-vis the research questions outlined in

Chapter Five presents a summary of the entire study. The chapter also makes conclusions arising from the findings and provides recommendations on strategies to overcome challenges of parental engagement when dealing with learner indiscipline.

1.12 Chapter summary

This chapter provided the introduction and background and rationale of the study, it then looked at the professional and personal motivation, statement and purpose of the study are clearly discussed. Research questions, objectives, contextualisation of concepts and outline of the dissertation. The next chapter focuses on the literature review.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter presents the discussion on the principal's insights in dealing with learner indiscipline, this includes their experiences when dealing with this challenge. Furthermore, the role of parents within education, types of parental engagement, teachers' perception of parental engagement. This chapter concludes with the theoretical framework for this study.

2.1. The principal's insights in dealing with learner indiscipline

Principals seem to understand their responsibility in dealing with this challenge of parental engagement and learner indiscipline. This is affirmed by Van Wyk & Pelsler, 2014 that principals are recognised as leaders that ensure smooth running of the school. In addition, the policy on South African standard of Principalship 2017, maintains that "one of the duties of principals is to manage the school by creating systems and processes to deal with discipline" (p10). In a similar vein Belle, 2016 states that principals are solemnly given a responsibility to manage discipline at schools. In a study conducted by Nthakyo, 2016 one of the recommendations was that principals adopt leadership skills aimed at minimising learner indiscipline.

2.1.1 Principal's approach in terms of implementing disciplinary measures

Principals have experienced many challenges when implementing learner indiscipline. Jinot, 2018 points out that principals cannot manage learner indiscipline effectively. In addition, the study outlined that one of the reasons was due to lack of collaboration from parents. However, in a study conducted in Australia, Rossow & Stewart, 2008 state that schools needed systems in place in order to manage indiscipline. Principals enforce the code of conduct while stakeholders assist the principal in ensuring that there is a disciplinary committee that attends to cases of misconduct. The policy on the South African standard for Principalship 2015, states that "one of the duties is to manage the school by creating systems and processes to deal with discipline" (p.10). The SGB adopts the code of conduct which is informed by the school's disciplinary code of conduct.

2.1.2 The role of the principal in school leadership

The critical role of school leadership in enhancing cooperation with parents is attributed to the positive activity of principals, and the nature of this overall process has been

conceptualised in two basic ways (Wallace Foundation, 2013). The first component is linked to the leadership identified as ‘educational leadership’, which involves a collection of specific skills starting with a clear understanding of educational programmes so that teachers can be effectively directed in their curriculum implementation and in a good judgment of the quality of teaching to choose and retain good teaching staff. School principals have got five distinct leadership roles (Wallace, 2013);

- *Vision* – Principals as leaders must articulate a strong and positive vision of how they want to improve the school and showcase adeptness at identifying problems and creating solutions.
- *Planning and goal setting*–They need to identify clear and achievable goals and then communicate them to other stakeholders.
- *Sharing the decision-making process* – They also cooperate and work with staff, students, parents, and others. They also have enough flexibility to allow plans to evolve as necessary.
- *Empowering and taking the initiative* – A successful school leader keeps the reform process churning and then encourages the teachers and staff to bring to the planning table their ideas and initiatives. It helps them to "own" the exchange of ideas and experiences of the under-consideration systems.
- *Development of staff*– Proper leadership involves mentoring and professional development resources and opportunities, especially for new teachers. The first three years are key to capacity building. Principals should periodically visit and observe classes, providing additional positive input to assess the strengths and shortcomings of students and support staff.

2.1.3 Role of a principal in parental engagement

Education is a network of three layers, in which parents, teachers, and learners work together. Parents are major players in the learning process. The school principal’s position is that of a link, and high performing schools have administrators who maintain close links to parents (Jeynes, 2018). Principals can play a significant role in fostering family relations between schools. Principals and parents need to be mindful that parental engagement is important for children’s social, emotional and intellectual growth (Magwa & Mugari, 2017). The principal, as the school figurehead, has the power and influence to inspire and persuade parents to take

an active part in schools. Most parents want their children to be successful in school and be better partners in their education. On the other hand, principals are responsible for fostering parental involvement in schools (de Oliveira & Kuusisto, 2019).

2.1.4 Principals may create and share the goals of education with parents

Principals should build and communicate the educational objectives with parents to help establish a sense of parental control of learning and teaching (Krasnoff, 2015). This should, in effect offer their children a loving atmosphere at home. This will also establish a positive relationship between parents and teachers. Establishing goals, keeping expectations and the determination of common values promote bonds among these stakeholders (Mendels, 2012).

2.1.5 Improving the teacher-parent relationship

The principal can enhance parental engagement in education by strengthening the relationship between teachers and parents. Teachers are the key ties between school and home (Gubbins & Otero, 2020). Their partnership is crucial in the educational process, particularly regarding learners' progress. Principals should provide their teachers with appropriate training to allow them to interact effectively with parents on children's concerns during the educational process (Fischer, Barnes, & Kilpatrick, 2019).

2.1.6 Establishing a close relationship with parents

Establishing close relationships with parents at the beginning of the year will pave the way for understanding progress on all issues in a better way, thereby enhancing parental involvement (CDC, 2015). This can provide a strong foundation for the future relationship between parents and the school. Providing parents in school with a supportive atmosphere would also make the parents believe that they are an important part of the education system. Under any requirement, the parents can willingly offer their services. It will help foster the relationship of trust between parents and the school (Đurišić & Bunijevac, 2017). Principals can recognise some of the more active, aware, enthusiastic and educationally committed parents and offer them to volunteer as members of school boards and committees. This will not only provide parents with wider opportunities to work for the development of the school and their children but also strengthen parental engagement (Adams, 2019).

2.1.7 Principals may create a climate of trust and collaboration

Principals can build an environment of confidence and partnership to enhance parental engagement between the school and home through successful year-round preparation and the participation of parents in the implementation of various programmes. Parents must be convinced that their participation is critical to the success of the school and their children's education (Goodall & Montgomery, 2014). Every school has diverse cultures, work environments and priorities that need to be discussed with parents so that they understand the expectations, practices, and procedures of school activities (Jeynes, 2018). Principals must share the school's ideals, traditions, and environment with their parents. In this way, parents will be informed of the expectations of the school and play their role in a simple but aggressive way. It would also remove some of the misunderstandings and suspicions that may occur during the participation process (Mayer, Kalil, Oreopoulos, & Gallego, 2019).

2.2 Parental engagement, its significance and policy implications

Parental engagement is significant for learner indiscipline to be addressed. Hence the policies should address this important involvement of parents in schools. This section below discusses this in detail.

2.2.1 Parental engagement (PE)

Parental engagement involves working together between parents and teachers to improve the children's learning progress. Parents are the first teachers of a child and are partners with teachers in their children's education (Goodall & Vorhaus, 2011). The closer parents and teachers engage, the higher the level of shared agency and responsibility they experience pertaining to children's learning. Central to the success of parental engagement and learner success is the teacher-parent relationship (CDC, 2015). This partnership involves reciprocal open mindsets in which both teachers and parents benefit from each other, display mutual interest in what each has to say and have a sincere concern not only about progress in the child's education but also about all other aspects of life that are important to the child (de Oliveira & Kuusisto, 2019). This relationship between schools and parents also transcends and enhances the well-being and learning of children in various environments-at home, at school, in or out-of-school activities and in the community (CDC, 2015).

Research has shown that parental engagement positively impacts many indicators of student achievement (CDC, 2015). Parents play a vital role in creating learning opportunities at home

and integrating what children learn at school with what occurs everywhere else. Parents are influential in children's overall learning and education by engaging in and promoting broad learning experiences and activities outside the school (Emerson, Fear, Fox, & Sanders, 2012). Therefore, parental engagement as a strategy is essential to incorporate into the comprehensive approach at the school. Schools that effectively engage parents to use a wide definition of parental engagement and parental engagement approaches are consistent with the parent's expectations and values at which they are targeted (Goodall & Vorhaus, 2011).

Parental engagement (PE) with children's learning is effectively supported when parents receive clear, specific, targeted information from schools (Rudo & Dimock, 2017). A study by Shumow and Schmidt (2014) on the impact of parent engagement and high school learners reveals a strong correlation between parent engagement at school and learners' Grand Point Average (GPA). In this study, parental engagement was defined as volunteering, attending events at school, and interacting with teachers (Rudo & Dimock, 2017). Furthermore, parent engagement entails how the active and willing parents participate in school and home-based activities that are educational and non-educational to enhance children's school performance. Therefore, parental engagement promotes and supports a child's physical, social and intellectual development from infancy to adulthood. Where the child is, there must be an accompaniment of an adult in whichever way.

Parental engagement is a dynamic process that brings both parents and educators to work together to benefit the learners (Okeke, 2014). As a strategy, parental engagement encourages parents to communicate with teachers about their children's problems, while teachers can also submit to parents about issues that require immediate attention (Selolo, 2018). Similarly, Okeke (2014, p.3) argued that parental engagement as a concept "contributes knowledge and achievement in schoolwork and needs an appreciation of the relationship between parenting skills and learner performance in learning, and dedication to regular contact with educators on learner development".

2.2.2 South African policy framework regarding parental engagement in schools

Before South Africa's political dispensation marked by the watershed democratic elections in 1994, parents were less interested in their children's schooling practices. With the introduction of independence in South Africa in 1994, the government adopted measures to include parents decisively in schooling affairs (Harber & Mncube, 2012). The South African Constitution Act (No. 108 of 1996) geared at fostering democratic values and human rights

and focused on schools to collaborate with all stakeholders, including parents. Many government papers, such as the National Curriculum Statements (NCS), White Paper 2 (1996), and the South African Schools Act (SASA) (1996), resulted from the interest in parental engagement. Section 24 (1) of the South African Schools Act stipulates that parents must serve on the governing body of a school (Du Plessis, 2013). This Act stipulates that the number of parent representatives must be one greater than the total number of other legislative body representatives with voting privileges (Clause 23(1):18). The Act requires parents to engage in learning practices. In addition, it is an effort to legislate the idea of participatory democracy and to offer parents a greater position in their children's education (Muzvidziwa, 2012).

The South African government emphasises that parents must be aware of their children's schooling for change to occur in the classrooms. The White Paper on Schooling and Preparation (Education Department, 1995) highlights the obligation parents have, which is to promote their children's education. The formation of school governing bodies was a move that was intended to improve democracy and representation (De Waal & Serfontein, 2015). The South African Schools Act stipulates that cooperation with the administration, learners, parents, and educators foster recognition and accountability for the structure, financing, and governance of public schools (Muzvidziwa, 2012). This suggests that their role is pivotal. It also means a difference in approach in terms of the conventional role parents perform in parent-teacher groups through becoming participants (Okeke, 2014). Parents can now determine what is in the child's best educational interest. The South African constitution ensures the operationalisation of the policies.

Parent involvement has an influence on children's educational attendance at all school levels, and instructor ability rates have had a statistically important impact on the variables of total parent involvement (Kigobe, Ghesquière, Ng'Umbi, & Van Leeuwen, 2019). Teacher habits are the most important criterion for parental engagement in schooling. Parents ought to be part of the structured education set up to help them appreciate the South African society's social, political, cultural, and ethical problems (Ndlovu, 2011). Learners should also be mindful of the social, political, cultural, and ethical problems confronting South Africans. The collaboration is in line with parents' commitment to educating their children despite the need for further education on parental engagement in schools (SANDEEP, 2017). The South African Constitution specifies that people need to be treated equally and that is why schools are obligated to treat parents as equals (Ndlovu, 2011). However, anecdotal evidence

suggests that, at this stage of the South African education development, the engagement of parents in schools is not well developed and entrenched to be of benefit to everyone (Ndlovu, 2012).

2.2.3 Significance of parental engagement

Engagement of parents in their children's education has long been advocated as integral to positive childhood development and academic success. The benefit of parental engagement on academic achievement for children, especially during elementary school years, has been emphasised over the past decade (Emerson, Fear, Fox, & Sanders, 2012). Different stakeholders have made numerous efforts to increase parental engagement, notably among parents whose children historically have low academic achievements.

Parental participation is a vital factor that may influence or improve the education of the learner. The more the parent is interested, the more the learner does well at school (Jeynes, 2018). Porumbu and Necsoi (2013) suggest that parental engagement accelerates the psychological accomplishment of a child as it is the robust forecaster of school accomplishment relative to some of the socio-demographic characteristics of the household. They perceive the value of parental engagement as communicating better school results, decreasing dropout levels, voicing diminishing delinquency and a more optimistic outlook toward the school (Rudo & Dimock, 2017). Parental engagement plays a vital role in promoting school achievement for youngsters. In addition, it has beneficial results and social behaviour on the learner and is considered to be a resource for strengthening and expanding schools by school governing bodies (SGB) (Singh & Mbokodi, 2011).

Successful schools assist parents in promoting and fostering the development of their children. This means that successful schools are often schools that strive actively to appeal directly to the parent community (Đurišić & Bunijevac, 2017). The principal will provide the parents with opportunities to see the performance of their children and address development issues. Many successful teachings occur as communities and schools operate cooperatively. There are many advantages of cooperation that pupils enjoy (Đurišić & Bunijevac, 2017). For an example, cooperation has a significant impact on academic performance for the pupils. Furthermore, Shumow and Schmidt (2014) found that parental engagement makes a positive contribution to learners' academic achievement by affecting their academic self-concept, which is essential for academic success. The key to the improvement of children's academic accomplishment is enhanced by parental engagement.

2.3 Types of parental engagement

Parents are now acknowledged by the South African government as key to successful schools and the educational development cycle (Dookie, 2014). Overall, though, this dedication is 'mostly restricted to school governing bodies' activities. Governing bodies were established in terms of the South African Schools Act (RSA 1996) and provincial laws and regulations. Among the roles played by the SGB is to promote parental engagement in teaching and learning matters, with the ultimate goal being high academic performance and overall well-being of the learners.

According to Dookie (2014, p.10), parental engagement is described as “activities involving parents at home and at school to promote the educational achievement of their children.” Many parents help to support their children in their education, and they are willing to share the success of the child with the teacher to recognise the learning abilities and deficiencies of the child.

2.3.1 School-based parental engagement

School-based parent involvement is vital in improving learner success by assisting to fulfil the school's goal and purpose (Adams, 2019). Adams (2019) further posited that if the school supports and cooperates with the parent, the involvement of the parent is stimulated in the education of his or her child and the parent is exposed to various engagement strategies at school. These can be used extensively at home in school-based engagement. According to Hill and Tyson (2009), among other aspects, volunteering at home, where parents will donate their time in school facilities such activities as cooking, gardening, coaching traditional dance teachers and athletic events. Children believe by seeing, therefore when they see their parents at school often, performing certain activities they tend to do better in class (Goodall & Montgomery, 2011).

2.3.2 Home based parental engagement

Home-based parental engagement is very beneficial as it promotes parent-child contact, defines the learning challenges and the parent may address issues with the teacher. Interaction of the parents with the learners at home often creates a difference for the life of the child. The learner gets a second chance to consider what was learned at school (Bywater, Higgins, & Katsipataki, 2015). Moreover, households have specific home habits that influence their children's schooling. Higgins and Katsipataki (2015) encourage families to have different programmes that will encompass homework to enrich family literacy activities.

2.4 Determinants of parental engagement

Factors affecting parental engagement can be divided into three groups; parent, school, and learner. These factors are discussed below.

2.4.1 Parent-related factors

According to the Centre for Diseases Control (CDC) (2015), several factors that contribute to a lack of parental engagement in education were parent-related. One of the parent-related factors was the socio-economic status of the parents, which includes the schooling, employment status and income level of the parents. Parents with low rates of literacy have been found to lack the awareness and skills required to support their children with their schoolwork (Jeynes, 2018). Parents whose educational level is low may also be less interested, as they may not feel comfortable enough to contact school staff. On the other hand, trained parents are more likely to be interested in the work of their children than parents are not trained.

2.4.2 School-related factors

School plays a crucial role in evaluating parental engagement and commitment to children's education. School also affects parents' decisions to become interested in their children's education. Teacher attitudes affect the degree to which parents want to participate in school events for their children (Bywater, Higgins, & Katsipataki, 2015). Additionally, inadequate school-home contact can also lead to poor parental participation. If parents are not aware of their dedication and the aspirations of the school for their children, they cannot participate successfully in school activities (SANDEEP, 2017). Parents would likely feel better if appropriate help is provided in a welcoming atmosphere. They will be comfortable, free and willing to share the necessary information with teachers (Kigobe, Ghesquière, Ng'Umbi, & Van Leeuwen, 2019).

2.4.3 Learner related factors

Another issue that affects parents' successful participation is the learners themselves. Some learners resist parental involvement particularly at the high school level (Magwa & Mugari, 2017). Magwa and Mugari (2017) asserted that children's age is what determines parents' involvement in the education process. As children approach the middle and secondary school, they feel some responsibility, and such activities as homework should shift from parents to themselves. Griffin and Galassi (2010) also point out that some learners believe that their

parents lack the awareness and expertise that school workers use. They do question parents' abilities. They are less familiar with the participation of parents in their education (Griffin & Galassi, 2010).

2.5 Parents' perceptions of the school

Parents' assumptions about their role in the lives of their children are a significant factor in their understanding of what should be the mother – professional relationship (Magwa & Mugari, 2017). It has now become apparent that positive relationships between parents and teachers have a huge effect on how parents feel about their child's treatment and education (Emerson, Fear, Fox, & Sanders, 2012). Parents tend to have a much wider view of parental participation at home, while teachers have a narrow view that traditional behaviours contribute directly to the school. Further parents viewed the teacher of their child as valuing their commitment to the education of their child, attempting to keep them informed about the strengths and shortcomings of their child and providing them with practical advice to support their child, the higher the engagement of the parents was at home and school (Goodall & Montgomery, 2014).

As parents feel that teachers have extended a relationship to them by keeping them updated and supplying them with the knowledge required to enhance engagement in learning events, the broader engagement would be the dedication to their children in schooling (Meier & Lemmer, 2015). This relationship does not automatically manifest by volunteering and attendance at school but is assisted by the parent's initiative. This partnership does not necessarily manifest at school through volunteering and attending, but that the parent is merely supporting the teacher at home and is monitoring the child's academic work at home. Parents look for a wider spectrum of parental participation (Schueler, McIntyre, & Gehlbach, 2017). Both parents and teachers look at parental participation in education, but parents take it further and see events outside the education system as equally necessary. Some may argue that parents view their role in participation simply as an extension of their position of raising children in contrast to the teacher's understanding of parental involvement in school as the parent's only significant function to fulfil (Meier & Lemmer, 2015).

2.6 Teachers' perception of parental engagement

Teachers' perception of parental involvement is so powerful that teacher expectations for learners may be affected by their interpretation of parental expectations by altering the

essence of their contact with these learners (Đurišić & Bunijevac, 2017). Teachers must also be mindful of the idea parents have about parental involvement. Teachers appear to interpret parental involvement more closely as predominantly a school for home communication (Marquita, Jamaal, & Jemimah, 2017). This differs from the wider view of the parents of the kinds of relationships and roles that needed to be done, such as attending parent meetings, school events, engaging in school committees and serving as advocates for their children (Emmerson et al., 2017). The assumption of most teachers is therefore that the higher the degree of engagement and interaction at school, the greater the involvement of parents in educational activities at home. Teachers usually expect parents with higher education to be more engaged than parents with a lower level of education (Marquita et al., 2017).

Teachers' understanding of parent and family seems to be partially affected by demographic factors such as the parents' level of education, socioeconomic status or marital status. Furthermore, perceptions that exist among many teachers are that parents do not care about education (Selolo, 2018). This perspective is often deeply entrenched in what teachers consider parental engagement to be and teachers' perception of what responsible parents are doing to support the education and functioning of their child's classroom (Schueler, McIntyre, & Gehlbach, 2017). Teachers may view learner absence from school as a sign of parents being uncaring. Additionally, teachers perceive that parents do not have the time or motivation to be involved and that parents are also not interested in leadership roles.

2.7 Ways of enhancing parental engagement in the learning environment

2.7.1 Family literacy sessions

Family literacy session can include Sharing your classroom goals or expectations openly with parents and ask them to do the same. Parents can also take their children into the school and accompany them into their classrooms for literacy sessions. This will help enhance parental engagement (Kigobe, Ghesquière, Ng'Umbi, & Van Leeuwen, 2019).

2.7.2 Creative partnerships

Parental engagement can also be enhanced through creative partnerships between parents and the schools and other stakeholders. Schools can provide opportunities for parents to connect with the school (SANDEEP, 2017). Volunteer shifts, class activities, or parent-teacher committees are all great engagement opportunities. This is because to be able to raise any

academic achievement and motivate learners, there needs to be support and assistance given to schools from different stakeholders (Fischer, Barnes, & Kilpatrick, 2019).

2.8 Learner indiscipline

Cases of indiscipline among learners in public schools are universal issues facing most schools around the world (Ngalya, 2017). Learner indiscipline entails the acts and conducts of lawlessness and disobedience to school rules and regulations. It is the type of misconduct that learners may show in the following ways: destruction of school property, negative attitude towards learning, unethical behaviour, substance abuse, cheating, lateness, and the use of offensive language (Mares, 2018).

In South Africa, most schools are faced with the challenge of learners' indiscipline (Achwata, Shitandi, & Nyang'au, 2016). The issue of indiscipline emerged in the post-1994 period (Joubert et al., 2009). Educators and the general public have been outraged about the increased prevalence of ill-discipline, particularly after 1996, that is, with the banning of corporal punishment (Bechuke & Debeila, 2012).

2.9 Factors contributing to learner indiscipline

The causes of indiscipline in schools appear to be complicated, where factors like inadequate parental care, class size, peer pressure, bullying, social media, and absenteeism were identified.

Most school issues cannot be discussed in isolation (Felix, 2011 as cited by Simuforosa & Rosemary, 2014). Dupper (2010) asserts that learner conduct that threatens the school and society's mutual standards and values is not the product of innate wickedness but rather a multifaceted issue that arises from dynamic network factors. There may be external and internal factors. Certain family situations can affect the actions of the learner. Lack of discipline amongst learners represents in large part the qualities, values, and practices of their society. If there is no social order in society, learners in school may become undisciplined (Kagoiya & Kagema, 2018). Discipline issues echo problems at home. Schools are a microcosm of society, as problems such as drug addiction, violence and physical abuse increase in society, so will the discipline concerns in schools (Lochan, 2010). Therefore, because schools exist as institutions of society, they are predisposed to be influenced by whatever transpires outside them. Several family factors mediate disruptive behaviour in the school.

Permissive home environments contribute to learner misbehaviour. It is noted that if parents spend little time at home, children may seek unsuitable social experiences elsewhere that have devastating effects on their lives.

2.9.1. The internal factors

The internal factors are the causes of a lack of discipline within the individual learner. Leaman (2005) argues that social, developmental and physical welfare is directly related to the manifestations of a lack of discipline. Internally, there are also physical, developmental and emotional factors that affect learner behaviour. However, Richart, Brooks and Soler (2003) argue that learners do not fully understand the consequences of ill-discipline.

2.9.1.1. Biological deficits

Learners act out on account of several disorders that are linked to acquired biological deficits. Elliot et al. (1998) and Minke and Bear (2000) identified Attention-Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), sensory processing disorder, child maltreatment and neglect, fetal alcohol spectrum, autism spectrum disorder, serious head injuries, maternal substance misuse, brain insult during delivery and child abuse and neglect as biological aspects influencing learner behaviour. Fields and Fields (2006) assert that learners with such disorders develop conduct disorder (CD) and can become rebellious, arrogant, verbally aggressive, and disobedient. Consequently, peers may become irritated and display indiscipline. Reinke and Herman (2002) note that learners with these biological deficits may exhibit high levels of inattention, violence towards individuals and animals, property destruction, theft, violations of home or school rules, fighting, involvement with deviant peers, juvenile delinquency, substance, and alcohol abuse.

2.9.1.2 Emotional and social incompetence

Charles (2008) notes that what triggers learner indiscipline are unsatisfied needs that are related to belonging, power, enjoyment, and hope. From this constructivist viewpoint, the causes of a lack of discipline are primarily connected with a lack of emotional competence and inadequate social competence. Hyson (2004) and Fields and Fields (2006) agree that when the need for protection, privacy, power, attention, achievement, love, and affection of the learner is not met, there is a lack of discipline. Such internalised feelings can lead to violent, controlling, intimidating, volatile, short-tempered and power-seeking behaviour (Hung, 2008). Nealis (2014) asserts that the still-developing adolescent brain translates to

immature thinking skills and increased impulsiveness, which can lead him/her to poor choices by manifesting as lack of discipline as described in the previous statements. This is congruent with the view of Charles (2008) stipulated in the above discussion.

2.9.1.3 Maturation level

Landy (2002) suggests that adult intolerance and a misunderstanding of the learner's behaviour may result in the latter showing a lack of discipline. The inappropriate behaviour may be characteristic of the developmental stage for the learner, but it may not be recognised by parents, educators, superintendents, and principals. Additionally, rather than examining discipline issues as only linked to the internal learner deficiencies, they should also be perceived or examined as a result of the learner-environmental discrepancies (Dupper, 2010).

2.9.2 The External factors

The school and classroom environment and the learner's interactions with peers can lead to a lack of discipline (Hurst, Wallace, & Nixon, 2013). The family, the school, the culture, the community, the media and peer pressure are the factors studied to understand how they contribute to a lack of discipline amongst learners.

2.9.2.1 The family

The family is primarily responsible for developing ethical conduct among learners (Brooks & Goble, 1997; Joubert & Bray, 2007; Sudarsana, 2016). In modern societies, however, parents neglect their position as primary educators and they become rather developmental liabilities for teenagers (Zirpoli, 2008), which can result in adolescents being bullied and victimised by peers (Lee & Oh, 2011). Oloyede and Adesina (2013) argue that family characteristics are strong predictors of children's lack of discipline. Several family risk factors affect the learner's conduct at school. Child neglect and abuse, exposure of the learner to parental crime and domestic violence, violent interaction between siblings, mentally ill parents, availability and the use drugs at home, disruption in family functioning due to divorce or remarriage of one parent may influence the learner's conduct (Seegopaul, 2016; Adigeb & Mbua, 2015). Umo (2013) describes parenting as the activity, which involves bringing up and looking after a child by the biological parents or surrogate parents. Mewasingh (2003) claims that discipline starts at home when parents teach the learners right from wrong. Parents' power assertive approach, parents' permissiveness of violence, coercive-hostile parenting, families with no vision of the future, no self-control and no sense of obligation are more likely to

inspire learners to engage in problem behaviour at school (Berk, 2002; Brooks & Goble, 1997). Parents who implement a *laissez-faire* approach, out of ignorance (Mouton, 2015) inculcate in their children lawlessness, ill-discipline, and anti-social behaviour.

Another aspect can be that some working parents do not have enough time to engage themselves in their children's learning and education (Watson & Bogotch, 2015). The family's socioeconomic status can impact on the parenting styles, which can influence the conduct of the children in the family. Ali, Dada, Isiaka and Salmon (2014) agree that the learner with little structure, direction and balanced discipline at home will fail to adapt to the school discipline.

2.9.2.2 The school

The school context, most significantly, helps to generate and shape the learners' attitudes, beliefs, and behaviour. Epstein (2018) acknowledges that the school is a small community or a microcosm of the community with its expectations and social structure, a detailed social environment that influence the learner's conduct. Poor design and use of school space, overcrowded classrooms, learners' alienation, lack of caring but firm disciplinary procedures, rejections of at-risk learners by educators or peers, no teaching of social behaviour skills, and bad principal leadership are some of the characteristics of the school that might encourage a lack of discipline amongst its learners (Ugboko & Adediwura, 2012; Asiyai, 2012; Panchoo, 2016). From the abovementioned, some schools are neither innovative nor active and do not give learners the opportunity and social network to be emotionally well equipped to be responsible learners. Learners take the school, not as a place conducive for learning but a place for spending time (Thody, 2011; Modiba, 2015).

2.10 South Africa's legal framework for school discipline and school safety

The Bill of Rights defined certain fundamental rights that the state has the obligation to protect, uphold and promote. The Constitution also guarantees the common law right to liberty and protection. Some essential sections of Chapter Two inevitably lay down guidelines for childcare and safety. Section 10 on "Human Dignity" specifies that everybody has 'human dignity' and the right to their dignity, valued and protected. According to Section 12 of the Constitution, everybody, including learners have the right to be shielded from all types of violence.

2.10.1 South Africans Schools Act 84 of 1996 (Schools Act)

One of the key educational outcomes of the International Conventions on the child and the Constitution is the 1996 Schools Act. According to Visser (2006, p.15) “one of the central objects of the Schools Act, [is] namely to uphold the rights of all learners, parents, and educators and to promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the state”. By preserving the children’s rights as stated, democratic disciplinary mechanisms have been placed at the core of how children can learn (Narain, 2015). The School’s Act has taken has provided a rational procedure for the learner’s discipline. It has taken the pulse of the world's view of human rights and the democratic processes and introduced different bodies and mechanisms responsible to manage discipline democratically.

2.10.2 Code of Conduct (COC) and Democratic hearing

Schools Act, Section 8 (1) stipulates that “Subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct (COC) for the learners after consultation with the learners, parents, and educators of the school” (RSA, 1996b). The code of conduct seeks to establish a disciplined and purposeful environment and learners are expected to comply with the code of conduct. All stakeholders are in charge of their development and operation. The idea is that once control of the rules is granted, compliance with the regulations becomes easier. Section 8(5) stipulates that “A code of conduct must contain provisions of due process safeguarding the interests of the learner and any other party involved in disciplinary proceedings” (RSA, 1996b). The purpose of this is the strengthening of the democratic process within the school discipline. To sum up, some of the key points about a just and democratic process are: first, the accused learner has the right to be heard, to call witnesses, to pose questions to the plaintiff and to review the evidence submitted. Secondly, anyone involved in the investigation including the principal can be present (to influence the case). Moreover, the accused can appeal the decision ratified by the SGB at the Discipline Committee (DC) hearing (Narain, 2015).

2.10.3 Section 9: Suspension and the debate

Section 9 specifies that, after a fair hearing, the governing body can suspend learners, as a corrective measure for up to seven days, or pending a decision as to whether the head of department will expel the learner from the school (Joubert et al., 2007). According to

Maphosa and Shumba (2010), the Act was criticised by educators criticised for being, at times too sluggish, delayed and ineffective. Although some schools apply the legislative call to the letter of the law, Joubert (2004) found that officials were unaware of, inter alia, the basic procedures regarding the suspension and expulsion of learners, which resulted at times, thus disadvantaging the accused. The school management teams (SMTs) are expected to know the application of the suspension system and to adapt it through their COC and suspension programme (Narain, 2015).

2.10.4 Section 10: Corporal punishment

Corporal punishment is banned in all South African schools according to Section 10 of the Schools Act (Glaser, 2019). Corporal punishment at schools is considered as a criminal offence in South Africa. This is reiterated in aspects of the Personnel Administrative Measures (PAM) document. Once the Act came into effect it has been contested in several sectors. The famous case was the: Constitutional court of South Africa: Case CCT 4/00 Christian Education South.

2.10.5 Section 12: The Representative Council of Learners (RCL)

Section 12 of the Schools Act stipulates that a representative governing body of learners (RCL) must be formed in schools with grades 8 and above. The RCL serves the learners and assists the SMT in handling the school. The establishment of a learner organ within the school by national law has made a resounding announcement that the learner must have a say in school governance (Narain, 2015).

2.10.6 Section 20: Control of school property

Section 20 obliges SGBs to promote the school's best interest and to manage and monitor the properties, buildings, and grounds of the school (Narain, 2015). Joubert et al. (2007) criticise this conclusion that while this is the case, there is nevertheless no clear reference to providing a safe, healthy school environment. Control is an important part of the SMT role in discipline and it comes first of all with the maintenance of a safe school where all learners are protected particularly from undisciplined, violent learners.

2.11 Theoretical framework of the study

The theoretical framework that informs this study is the theory of transformative leadership. According to Bush (2014), transformational leadership is one of the essential and most

prominent leadership models in the field of leadership in education. First proposed by Burns (1978), the theory was advanced by Bass (1985), who revised it (Banks, McCauley, Garner, & Guler, 2016). The transformative leadership theory was posited in education by the influential Brazilian adult educator Paulo Freire (1993), claiming that the theory is praxis because it is action-driven, i.e. It brings theory into practice. Transformational leaders are said to focus on empowering followers to “commit to a common vision and objectives for an organization or entity, encouraging them to be problem solvers, and build leadership capacity for followers through coaching, mentoring, and provision of both challenge and support” (Bass & Riggo, 2006, p. 4). Scholars in education acknowledged the theory’s relevance to contemporary issues faced by principals. The theory was applied rapidly in the field of education and accepted as an ideal model for school leadership (Hallinger, 1992; Leithwood, 1994). Leithwood et al. (1999) have advocated the adoption of transformational leadership behaviours in school management since the early 1990s; in their research, they have shown the advantages of these behaviours, which also correlate with more effective school leadership (e.g., Leithwood et al., 1999; Leithwood & Jantzi, 1990). Transformative leadership, as the name suggests, is a type of leadership in education where management and governance are based on the democratic principle of collective decision making (Berkovich, 2016). The theory is a democratic revolution in educational leadership, management and governance that restricts the constraints imposed by centralised institutionalised authority and gives way to ideas and initiatives from the ordinary people and stakeholders at the grassroots level of education (Al-Farhan, 2018).

Freire’s observations of authoritarianism and a position as a secretary of education in Brazil influenced his formulation of the theory of transformational leadership (Weiner, 2003). The theory promotes democracy and acknowledges the inputs of all relevant educational stakeholders as a precondition for the transformation of schools. A stakeholder is any group or person that may affect or be affected by the achievement of the objectives of the organisation (Lewis, 2006).

Freire (1993) quoted by Weiner (2003), formalised the notion of formative power based on his democratic principles by closing the gap between leaders and the led. According to Aronowitz (1998), the transformative leadership theory, therefore, argues for autonomy as a condition that emerges from ethical and responsible involvement with decision-making, a kind of “democracy from below” (Aronowitz, 1998, p 30.). The theory calls for the popular public schooling system where the contexts of the people are focused by engaging and

involving them in collective processes to take a critical look and action to improve their conditions (Weiner, 2003). Participation here refers to the involvement of many people in situations or actions that can enhance their wellness (Takyi et al., 2013). The goal of participation or engagement in this context is to encourage the involvement of vulnerable people who were historically excluded from decision-making to participate in the preparation and implementation of policies affecting their own children's education.

The transformation of schooling, as Freire's theory argues, is holistic as it transcends physical infrastructure, authority, management, and governance of the entire education system at the local level. It brings together all main stakeholders on board to ensure quality. Freire (1993) asserts that to normalise the relationship between all people involved in education for the achievement of quality education, all stakeholders of the education workforce such as principals, educators, parents, learners, educators, supervisors, community members, and government, should be involved in the design and implementation of school policy. This should start a cycle where they function as a collective force together. People will generally tend to act on things they have strong feelings about because there is a direct connection between emotions and motivation to act (Freire, 1993). This is why, all education and development projects must begin by recognising problems that local community talk about with excitement, fear, hope, anxiety or frustration (Fritze, 2005).

The theory of transformative leadership, as Takyi et al. (2013) observed, is a realistic way to effectively involve people, breakthrough apathy and develop a critical understanding of the causes of problems. The leadership transformational theory has implications for the South African school situation. The South African Schools Act (1996) provided the community members the opportunity to serve on SGBs (Manamela, 2015). SGBs as members of the community or parents must pursue the best interests of the learners and schools. As stipulated in Section 20 (1) (a) of SASA (1996), the public school SGB must promote the best interests of the learners and the school. The implementation of SGBs is an effort to democratise and ensure that all relevant stakeholders participate. SGBs have the mandate, inter alia, to develop a mission statement, adopt a code of conduct for learners, support staff, determine school hours, draw school budget, recommend teachers for appointments, manage and monitor school properties (Karlsson, 2002).

Transformational leadership has four conceptual components (Bass, 2006). The first part is "Idealised Influence" in which followers seek to identify with the leader and match the leader. Follower's loves, value, respects, and appreciates their charismatic leader and regard

them as blessed with exceptional capabilities, perseverance, and determination. Greatly successful leaders are trustworthy rather than subjective and able to take risks since they can be relied on doing the right thing and show consistent high ethical and moral standards. “Inspirational Motivation” is the second component. In this case, transformational leaders are capable of enhancing team morale through their emotional, non-intellectual, qualities by inspiring confidence and enthusiasm. Leaders envision opportunities for the future and express ambitions, shared vision, challenges, and aspirations that followers would like to meet. These leaders are usually good at developing self-confident, action-oriented followers. Idealised influence and inspirational motivation are dimensions of a combined single factor of charismatic leadership, originally described in the charismatic leadership theory (House, 1976; Conger, 1999). This theory helped me analyse school principal’s experiences in dealing with parental engagement to address learner indiscipline.

The third component is “Individualized Consideration”. Here, transformational leaders demonstrate recognition of human differences and pay personalised attention to each follower’s needs for development and advancement. This sort of leader would serve as a mentor to help followers grow their potential by promoting a bilateral communication exchange. They will regularly delegate and track tasks as a way to grow followers and determine their needs for more support. Ideally, followers are not feeling controlled. The fourth and final component is “Intellectual Stimulation”, where transformational leaders inspire their followers to challenge assumptions, think in new, innovative ways, and reframe problems. Such leaders will elicit new ideas and innovative approaches to problems from their followers and include them in the process of testing and implementing suggested solutions. Under these conditions, creativity and innovativeness are encouraged and there is no place for public criticism of mistakes since members are encouraged to try new approaches that may be different from the leader’s way of doing things. Transformational leadership advocates both directive and participative leadership. Two transformational leadership attributes have a directive impact on followers: Inspirational motivation and idealised influence. Thus, transformational leadership was chosen as the theoretical framework for this study.

2.12 Chapter summary

This chapter reviewed the literature on the role of leadership in the school, parental engagement and learner indiscipline. The role of school leaders is of utmost importance,

especially when everything concentrates on leadership and management. Leadership influences the success of learners, and therefore, learner discipline. Parents as stakeholders, also play an important role in promoting learner discipline and success at school. The next chapter will describe the methodology employed in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the systematic methods this study used in conducting the research. This description includes the methods adopted for the research, the research methodology, the research design, sampling techniques, study population, data collection method, and the choice of instrument. Qualitative analysis of data was conducted using thematic content analysis for this study. Interview was the data collection tool used to elicit data from participants because of the nature of the research problem being investigated where the researcher needs to engage with participants in-depth as they share their experiences. The chapter also discusses the validity and reliability of the chosen research methods and presents ethical issues.

3.1 Research methodology

Research methodology has been defined as a “general plan of how [one] goes about answering the research questions” (Saunders, Lewis, & Thornhill, 2016). These methodological issues include decisions the researcher makes regarding research design, sampling methods as well as data collection and analysis techniques. According to Kumar (2019, p.151), “research methodology helps to critically evaluate, by and large, the authenticity of the study and also explicates how data are generated and analysed”. Conversely, LeCompte and Schensul (2015) have failed to make a strong distinction between research methodology and research design. Flick (2015) brings in a very different notion, maintaining that a research methodology is a mixture of research methods and designs, as well as the whole process that determines the choice of research methods. Saunders, Lewis and Thornhill (2016) suggest that research methodology be classified into: research philosophy, research methods, research approach, and research techniques. Nevertheless, although this chapter is strongly influenced by the views of Saunders et al. (2016), other theories of research methods will be integrated (Babbie & Mouton, 2001; Guba & Lincoln, 1994, 2005; Mason, 2002; Creswell, 2017; Maree, 2007; Kumar, 2019).

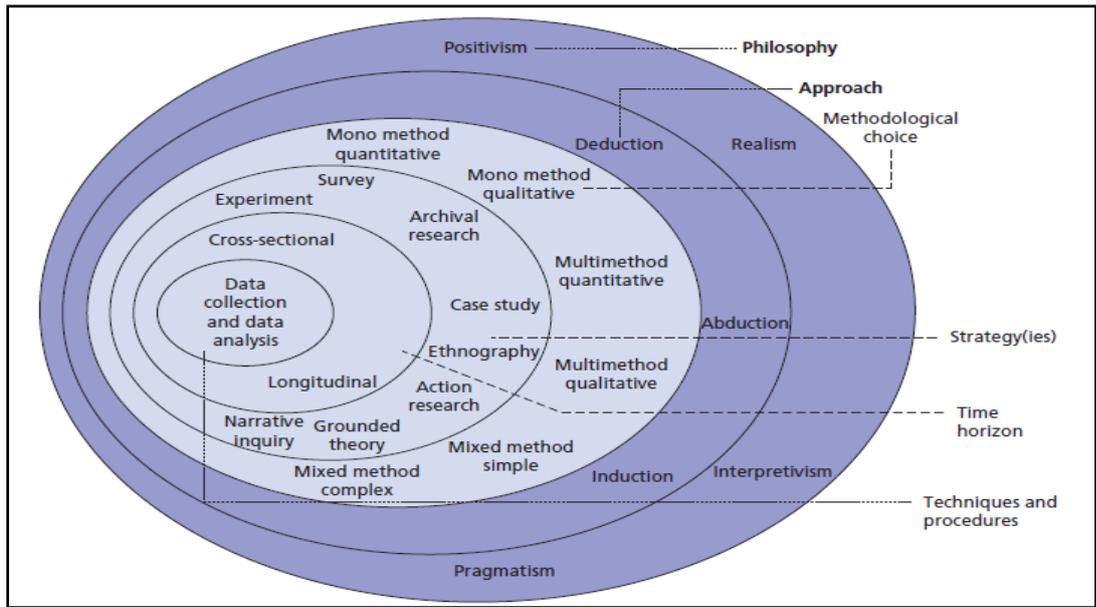


Figure 3.1: Research Onion by Saunders et al. (2016)

3.2 Research questions

1. What are the school principals’ understanding of their leadership role in engaging parents to deal with learner indiscipline?
2. What are the principals’ experiences of parental engagement in addressing learner indiscipline?
3. What leadership and management strategies do principals use to deal with challenges of parental engagement in dealing with learner indiscipline?

3.3 Objectives of the study

The objectives of this study are as follows:

1. To explore the principals understanding of their leadership role in parental engagement to address learner indiscipline.
2. Explore the principal’s leadership experiences on parental engagement in addressing learner indiscipline.
3. To identify leadership and management strategies do principals use to deal with learner indiscipline.

3.4 Research methods and research design

Research methods encompass the techniques used for carrying out a research report (Mackey & Gass, 2015; Quinlan, Babin, Carr, & Griffin, 2019). Research methods, therefore, usually refer to the data collection instruments, or techniques used during the research process (Humphries, 2017). These methods may be mainly divided into two main brands: quantitative and qualitative research methods (Kalof, Dan, & Dietz, 2008; and Silverman, 2016). Mayoh and Onwuegbuzie (2015) and Quinlan (2011) therefore suggest that for graduates to improve their capacity in their scholastic projects, they should consider effectively using both qualitative and quantitative methodologies. Some academics have distinguished qualitative methods from quantitative methods on the basis that the latter relies on the use of statistical or numerical data (Brannen, 2017; Bernard, 2017; Creswell & Plano-Clark, 2007).

A research design is a blueprint or draft of how a researcher intends to process the required data to methodically address the research objectives (Creswell & Poth, 2017; Yin, 2017; Patten & Newhart, 2017). McKenney and Reeves (2018) and Kumar (2019) posit that a research design allows a scholar to objectively address the research aims guiding the study. Research becomes objective when the researcher's perceptions do not impact the results of the study (Chenail, 2011). Thus, "validity is concerned with the integrity of the conclusions that are generated from a piece of research" (Bryman, 2008, p.30). The selection of a suitable research design directs the research study towards legitimate and more reliable results as the research design offers effective and acceptable data collection and analysis systems (Dannels, 2018).

Explanatory, exploratory, and descriptive research designs are commonly used in social science studies. According to Du Plooy-Cilliers, Davis, and Bezuidenhout (2014), an explanatory study method is used when the researcher seeks explanations of certain items as answers addressing specific situations. Descriptive research attempts to explain the relationship between variables as well as relationships between phenomena, whereas exploratory research is often used to investigate new or unknown phenomena. In exploratory research, the design is generally employed with the aim of exploring new scientific discoveries, especially in novel studies (Van Dun et al., 2017). This study has adopted a descriptive research design as it seems more appropriate and aligned with the aim of this study.

3.5 Research paradigm

The word ‘paradigm’ originated from Kuhn’s (1962) work (revised in 1970) focusing on the nature of scientific revolutions (Lapan, Quartaroli, & Riemer, 2012; Schensul, 2012). Jackson (2003) defines a paradigm as a collection of concepts, theories, and beliefs that influence and direct the behaviour of a specific scientific community. Babbie (2011) asserts that a paradigm is a basic model representing a profound understanding of what constitutes phenomena how an entity or a society view things.

Several scholars asserted that four major paradigms could be considered for academic research, namely post-positivism, positivism, social constructivism or interpretivism, and critical paradigm (Creswell & Plano Clark, 2011; Maree, 2007; Creswell, 2007). Blaikie (2010) and Kaczynski, Salmona, and Smith (2014) believe that researchers must determine the paradigm appropriate for a specific study, having identified the research problem and the main research questions.

3.5.1 Interpretivism

Interpretivism contradicts the existence of a single, verifiable truth (reality) that exists outside of our senses (Rehman & Alharthi, 2016). Interpretivism rejects the need “to follow any fixed, invariant (or basic) principles by which reality (truth) can be universally known” (Guba & Lincoln, 2005, p. 204). In their quest for answers to research questions, researchers who follow the interpretive method use these perceptions to develop and interpret their comprehension of the collected data (Thanh & Thanh, 2015). Reality and truth are created, rather than discovered. Truth cannot be understood as it is because it is influenced by human senses. Interpretivists agree that a researcher’s comprehension of the context in which any form of research is carried out is essential to their interpretation of the collected data (Thanh & Thanh, 2015; Willis, 2007). Interpretivism typically attempts to understand a specific context, and the central concept of the interpretive paradigm is that truth is socially constructed (Willis, 2007).

Researchers claim that the interpretive or constructivist paradigm uses primarily qualitative approaches (Glesne & Peshkin, 1992; Silverman, 2000; McQueen, 2002; Thomas, 2003; Willis, 2007; Nind & Todd, 2011). Qualitative approaches also offer rich reports that interpretivists need to fully understand the contexts of the phenomena being studied. Thomas (2003) asserts that qualitative research approaches are generally accepted by interpretivists, since the interpretive paradigm presents a world in which truth is socially defined, nuanced,

as well as ever-evolving. This study falls within the interpretive paradigm thus allowing me to discover the diverse truths about the leadership role of school principals in regards to parental engagement in reducing learner indiscipline in schools. This paradigm helped me to comprehend how participants view the environment in which they operate.

3.6 Types of research approach

Qualitative, quantitative, and mixed methods are the three widely used research approaches in social science research and these approaches are discussed in this segment.

3.6.1 Quantitative research approach

Kumar (2019, p.171) claims that “the quantitative research method is known to possess some specific, well-structured features, which have been tested for their validity and reliability, and can be explicitly defined and recognised”. Bryman (2017) concurs with these sentiments, stating that such notions of reliability and validity are not isolated from some kind of quantitative implications. Creswell (2017) argues that quantitative methods are intended to examine observable variables and provide solutions to problems existing between variables. Johnson and Christensen (2012, p.39) noted that generally, “a quantitative variable is a variable that varies in degree or amount. It usually involves numbers”.

A quantitative research method uses a deductive approach when evaluating data (Brannen, 2017; McCusker & Gunaydin, 2015). DePoy and Gitlin (2011, p.8) asserted that “deductive analysis comprises moving from a general principle to understanding a specific case while inductive analysis is from the specific principle to the general one”. Fletcher (2017) and Graneheim, Lindgren, and Lundman (2017) suggested that the deductive approach is related to a quantitative approach.

3.6.2 Qualitative research method

Silverman (2016) argues that scholars can understand the environment around them through employing qualitative study methods. This is not derived from the fact that the qualitative approach provides further clarity on the quantitative research method (Gibbs, 2018). Silverman (2016) and Taylor, Bogdan and DeVault (2015) also agree on the notion that qualitative approaches are appropriately applicable to research into human behaviour, and for that reason, this study has opted for this approach.

According to Plano, Clark, and Badiee (2011), a qualitative research approach usually uses inductive reasoning. Tjora (2018, p. 5) confirms that “the extent to which a qualitative approach is inductive or deductive differs along a continuum”. Flick (2018) noted that the essence of a qualitative approach is contextualised and interpreted research outcomes are understood by using the inductive mechanism to produce plausible explanations that are based on experiential phenomena. Kalof, Dan, and Dietz (2008, p. 20) asserted that “the best approach to understanding the world is to examine how people see and define it”. The qualitative approach is characterised by its flexibility (Curtis, Croker, Walker, Richards, Quinlan, & Goldacre, 2019).

Braun and Clarke (2013, p. 25) posit that “the qualitative research method is a category of a series of interpretive practices”. Several scholars have reiterated this notion (Creswell, 2007; Silverman, 2017; Seidman, 2013; Maxwell, 2012). Locke, Silverman, and Spirduso (2010) claimed that interpretive research mainly seeks to comprehend the situation from the participant’s viewpoint, thus making it easier to understand the way individuals perceive their experiences, how they structure their environments, and the degree of importance they assign to their experience (Merriam, 2009).

3.7 Study population

A study population is a well-established group of individuals or artefacts considered to have similar characteristics (Silverman, 2017). Bourner and Greener (2016, p. 201) describe a research population as “the theoretically defined aggregation of elements of the sample”. This study focused on four secondary schools situated in a small town in uMzimkhulu under the jurisdiction of Harry Gwala District Municipality located in the south-western part of KwaZulu-Natal Province and bordering KwaZulu-Natal and the Eastern Cape Provinces whose dominant languages are IsiZulu and IsiXhosa.

The community surrounding the schools comprises scattered, low-density and rural settlements from which the parents, learners, and staff members were drawn. Parents hail from low-income households and other family members assume parenting responsibilities when the real parents are away or have passed on.

3.7.1 Target population

A target population comprises a group of individuals or objects that are of interest to the researcher (Ackerman, Schmid, Rudolph, & Seamans, 2018). This study chose principals

from four secondary schools situated in a small town in uMzimkhulu under the jurisdiction of Harry Gwala District Municipality.

3.7.2 Sample, sampling strategies, and sample size

A sample is a sub-group of the whole population chosen to take part in a study (Chow, Shao, Wang, & Lokhnygina, 2017). The sample for this study comprises principals from four secondary schools located in a small town in uMzimkhulu.

Sampling methods enable researchers to select a group of people or items from the broader population and incorporate them into the study. A non-probability sampling technique using convenience and purposive techniques was employed to pick study respondents. The sample, in convenience sampling, entails solely known or easily approachable elements while purposive sampling is when the researcher chooses the elements he would like to incorporate into the study on the basis of a defined list of features (Cilliers *et al.*, 2014). The study aimed to examine the leadership role of principals in parental engagement to address learner indiscipline. Therefore, the participants were principals of selected secondary schools in uMzimkhulu.

Boddy (2016) describes a sample size as the total number of individuals or objects selected from a wider population to be part of the study. Four school principals were selected from four secondary schools situated in uMzimkhulu.

3.8 Data generation method

In its attempt to address the research objectives, this study used both primary and secondary data. This study used semi-structured interviews to collect qualitative data. (Cohen *et al.*, 2018) highlights that semi-structured interviews are essential in generating data as a result of using open-ended questions. This allows the participant in a qualitative study to respond fully and not to be limited. In addition, responses are prompted and probed to reach a satisfactory response that answers the research questions. The purpose of generating data using this method is to acquire knowledge in the study through continuous discussion between the interviewer and the participant (Kvale, 2008).

During the interviews, the participants' responses were captured digitally before being transcribed, and then I also took notes as data backup. The questions used in the interview

guide were drawn from the factors and constructs identified in the literature. To address the research objectives, the interview guide comprised 13 questions.

The data collection process took place between July and September 2020. I travelled to the four schools to conduct face-to-face interviews with the respondents. Each interview lasted for about an hour. Firstly, I contacted the participants via telephone to arrange the interview sessions. The permission to audio-record the interviews was sought from each participant. Before starting the interview, the researcher had to explain the purpose of the study to the respondents, and how the interview would take place.

3.9 Data analysis

Data analysis can be described as the compilation and interpretation of data collected during a study (Creswell, 2007). Content analysis was used to analyse data collected for this study. Kalof, Dan, and Dietz (2008 p. 726) contend that “the main goal of content analysis is to systematically classify words, phrases and other units of text into a series of meaningful categories”. Neuendorf (2016) also opined that content analysis generates clear thematic inferences from the text.

3.10. Trustworthiness of the study

Research studies ensure trustworthiness of data to improve and enhance the quality of the research instruments (Noble & Smith, 2015). Thus, “The principles underlying naturalistic and/or qualitative research are based on the fact that validity is a matter of trustworthiness, utility and dependability put into it by the evaluator and the various research stakeholders” (Zohrabi, 2013, p. 258). Merriam and Tisdell (2015, p. 242) assert that “in qualitative research, reality is holistic, multidimensional and ever-changing”. Therefore, it is incumbent upon the researchers and respondents to pursue validity in the different phases of the study from data collection to data analysis and interpretation. The main issue around validity is whether the research study is credible and true and whether it evaluates what is supposed to be evaluated.

(i) Credibility

According to Merriam and Tisdell (2015) refers to the qualitative study’s comparable concept; thus, credibility deals with the question: “How congruent are the findings with reality”? So, one of the most critical factors underpinning the maintenance of trustworthiness is the need to preserve credibility. In order to ensure credibility, I asked the participants to

review the transcripts of their responses to ensure what I recorded was truly reflective of their views. Furthermore, I asked three PhD holders to review the analysis and provide objective feedback on the data analysis and report.

(ii) Confirmability

During the data collection sessions, I audio-recorded the interviews to ensure that the findings from these interviews were not biased towards his own beliefs or interests; this ensured that the findings were a true reflection of the participants' views. I had to use the member-check system, which encompasses asking participants to read my notes and conclusions to ascertain whether I described exactly what he or she had said (Wimmer & Dominick, 2014).

(iii) Dependability

Dependability proves that the study is of quality. Bitsch, (2005 p. 86) asserts that it is the “stability of findings over time”. This is also stated by Sandelowski (1986) that dependability refers to the reliability of the research findings, and the way in which the study is document. Furthermore, anyone else interested in the study should be able to object and look over the research proceeding over time. I maintained dependability by ensuring that the semi-structured interview guide was designed in such a way that allows future studies to produce similar results. Therefore, experts in the area of study were asked to validate the semi-structured interview (Connelly, 2016).

3.11 Ethical considerations

Ethics is a set of rules of behaviour that a researcher should follow to eliminate any misconduct that harms the study participants (Resnik, 2015). I adhered to ethical rules such as voluntary participation, no harm to the participants, anonymity, and confidentiality. Also I sought and obtained ethical clearance from the University of KwaZulu-Natal. As per the requirements of the HSSREC (UKZN), gatekeepers' letters were provided by the four schools, allowing the researcher to conduct the study. The study adhered to the following ethical rules:

3.11.1 Voluntary participation

Social research is often, though not always, an intrusion into people's lives. Participation in a social experiment interferes with the usual activities of the research subject or participant. Moreover, social research often requires individuals to disclose their private information to

strangers (researchers). Therefore, measures must be put in place to ensure that participants willingly participate in the study. Moreover, participants should be aware beforehand that their participation is strictly voluntary and can withdraw from the study at any given point in time (Babbie, 2015). Informed consent was used to inform participants about their right to participate in the study or withdraw from it if need arises.

3.11.2 No harm to the participants

After ensuring participants' voluntary participation, the researcher must ensure that the three key principles namely respect to persons, beneficence, and justice are implemented in the course of the research study to ensure that participants are not subjected to any form of harm. Respect for people means participation must be voluntary and based on the participant's complete comprehension of what the study involves. Beneficence refers to the fact that research should not harm the subjects and that, ideally, the subjects should also benefit from it. Justice means that the research's burdens and advantages should be reasonably shared within society (Babbie, 2015). No harmful questions were used in this research study.

3.11.3 Anonymity and confidentiality

Anonymity and confidentiality are the two techniques that allow the researcher to protect the identity and well-being of the research subjects. Anonymity refers to the protection of the study participants so that even the researcher cannot connect the participant to the information they have given (King, Horrocks & Brooks, 2018).

3.11.4 Anonymity

Anonymity is guaranteed in the research study when the researcher and the readers "cannot identify a given response with a given respondent" (Babbie, 2015, p. 35). In this study, the researcher ensured participants' anonymity by concealing participants' names and identities. Also, that the recordings would be kept in a password-protected file for five years, after which it will be destroyed as recommended by the Humanities and Social Sciences Research Ethics Committee (HSSREC) of the University of KwaZulu-Natal.

3.11.5 Confidentiality

A research study ensures confidentiality if the researcher recognises the answers of a respondent but fundamentally promises not to do so publicly (Babbie, 2015). Respondents' confidential information was not revealed during this study.

All the participants remained anonymous during the study. The names of the participants were not mentioned at any point during the discussion of the findings. Participants were informed of all their rights as specified in the requirements stipulated by the UKZN's Ethics Committee. Participants were told of their right to avoid answering any questions they were uncomfortable with and were reminded of their right to withdraw from the study as and when they so wished.

3.12 Delimitation of the study

The limitations of the study included the fact that there were only four principals in the study. The study only interviewed principals from senior secondary schools. The only deputy principal who was interviewed stood in for the principal that had been on a prolonged sick leave. It is also important to mention that the study was conducted for only one year, as the COVID-19 pandemic was at its peak, making it somehow difficult to meet participants that were sceptical and scared of face-to-face meetings.

3.13 Chapter summary

This chapter discussed the research methods and design employed in the study. The chapter described the research paradigm underpinning the study. The sampling techniques, the study population, data analysis methods, and data collection instruments were methodically discussed in this chapter. Ethical issues were also cohesively addressed in this chapter. The next chapter reports on research findings.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents findings from the data collection process. Collected data are further analysed using a thematic approach. In addition, the presentation of the collected data and the discussions of the findings are driven by the study's key research questions.

4.1 Profiling the participants

Semi-structured interviews were conducted with four participants who held leadership positions namely school principals and deputy principals of primary and secondary schools in uMzimkhulu under the jurisdiction of Harry Gwala District Municipality. In cases where the substantive school principal was unavailable for a prolonged period during the data collection period, the acting principal or deputy principal of the school would be asked to become the respondent representing the absentee substantive principal. All the participants had experience working in the Department of Education as school principals and deputy principals as shown in Table 4.1, experience of participants in education ranged from 18 to 26 years. The experience in the current position among all participants was between 8 and 14 years.

Table 4.1 Participants' profiles

Participants	Years of experience in education	Years in the current position	Age in years
Mrs A	26	11	55
Mrs B	28	14	50
Mrs C	18	6	40
Mrs D	21	8	40

4.2 Themes that emerged from the data Table 4.2 provide an overview of the themes and subthemes that emerged from the data, which are further discussed below.

Table 4.2: Themes and sub-themes

Themes	Sub-themes
1. School principals' insights on their leadership role in engaging parents to deal with learner indiscipline.	(i) Establish and empower a school disciplinary committee (ii) Develop and implement school action plans for engaging parents regarding learner indiscipline. (iii) Liaising with parents and building a collaborative platform on tackling learner indiscipline. (iv) Provide leadership through application of Department of Education policies on learner indiscipline
2. Principals' experiences of parental engagement in addressing learner indiscipline	(i) Poor attendance of parents to engagement meetings on learner indiscipline (ii) Lack of commitment by parents/guardians to engaging on learner indiscipline
3. Leadership and management strategies principals use to deal with challenges of parental engagement in dealing with learner indiscipline	(i) Inviting celebrities to grace parental meetings (ii) Collaboration with the local leadership (iii) Addressing parents at annual general meetings and community gatherings on importance of parental involvement in solving the problem of learner indiscipline (iv) Using WhatsApp technology to engage parents

4.2 School principals' insights on their leadership role in engaging parents to deal with learner indiscipline

After the participants shared their understanding of their leadership role in engaging parents to deal with learner indiscipline, their responses expressed the same voice as they understood that one of their leadership roles was to empower their schools' disciplinary committee members which include parents. Although there may have been similarities in the participants' insights, the responses showed that the composition of the schools' disciplinary committees differed only in terms of numbers.

4.2.1 Establishing and empowering a school disciplinary committee

The participants in this study understood that one of their leadership roles was to capacitate parents and staff members in the school disciplinary committee. In their responses, they declared that one of their roles is to ensure that a school has a functional disciplinary committee that should consist of the school stakeholders that include teachers, parents and learners. Although they held similar views regarding the existence of the school disciplinary committee, participants' views differed on the point that the committee should consist of a mixture of members.

One participant gave their insight, thus:

“The school principal’s leadership role per se is to establish a disciplinary committee comprising a diverse team of members drawn from members of the SGB, members of the school management team, and teachers, which helps the principal to deal with cases of indiscipline among learners. The principal outlines the school disciplinary committee’s responsibilities and powers so that they operate from an informed point of view” (Mrs A).

Other participants concurred with the views expressed by their colleagues on principals' leadership role regarding the establishment of a school disciplinary committee. This is corroborated by the extract below, which states that:

“One of my leadership roles in the school is to ensure that the school has mechanisms of dealing with issues of learner indiscipline and prevent learners from misbehaving. However, since I am overwhelmed by several other responsibilities, I must establish a school disciplinary committee to help me deal with issues of indiscipline among learners” (Mrs C).

Furthermore, some participants highlighted the need to ensure that there are appropriate people in the school disciplinary committee with a clear and specific mandate. Additionally, the principals responded by endorsing one of their leadership roles which include empowering the committee with the departmental policies that offer guidance as to how to deal with learner indiscipline.

One participant stated:

“My leadership role involves exercising due diligence and discretion in certifying that the right professional experienced people are included in the school’s disciplinary committee. Committee members should possess integrity and good judgement skills that enable them to superintend cases of learner indiscipline. I also empower them with knowledge about Department of Education policy and regulations regarding procedures to be followed when dealing with misbehaving learners. Furthermore, I also ensure that I empower them to make binding decisions and to consult the principal in extremely sensitive cases that may need the principal’s attention” (Mrs C).

Some participants were forthright about putting in place systems that empower a school’s disciplinary committee. A participant elaborated that:

“I also empower members of the school’s disciplinary committee with knowledge about the Department of Education’s policy and regulations regarding procedures to be followed when dealing with misbehaving learners. Furthermore, I also ensure that I empower them to make decisions that are binding and to consult me in extreme sensitive cases that may need my attention” Mrs B

These findings suggest that the respondents perceived the establishment and empowerment of a disciplinary committee as one of the leadership roles that should be practised at school in order to involve parents in dealing with learner indiscipline. Drawing from the above principals see the importance of empowering parents so as to enhance their participation when dealing with learner indiscipline. Their comments suggest that a disciplinary committee ought to set up and be made serviceable. These findings are consistent with those of other researchers, such as Bass (2006), who pointed out that the Transformational Leadership Theory requires people to be actively involved within an institution. The theory draws on the South African context by utilising the South African Schools Act of 1996 which states that a school’s disciplinary committee should comprise teachers, parents and learners. These

stakeholders should work tirelessly in consultation with the principal to combat the challenge of learner misbehaviour. Mathebula, Runhare and Marishane (2021) concur that participation of distinct stakeholders such as parents, caregivers and SGB members can assist in repressing indiscipline. They continue to state that this cannot be done alone. In a similar vein, Fengu (2019) reiterates that the members of the school's disciplinary committee made up of some members of the SGB and teachers should work collaboratively to instil discipline at school. These findings echo the view that school principals are expected to be visionaries that demonstrate their leadership roles by establishing a school's disciplinary committee and ensuring that parents can handle the issue of indiscipline. This sentiment is echoed by Naidoo (2019) who opines that one of the leadership roles a school principal ought to play is to drive the vision of the school, simultaneously focusing on school improvement. Lambert and Bouchamma (2019) also suggest that a principal is responsible for transmitting the school's vision and values in and out of the school. Hence, the participants' comments demonstrated that they fully understand that they are responsible for ensuring that a disciplinary committee is functional at school, and that all the stakeholders understand the task of the committee. Muzvidziwa (2012) posited that the role of a school principal must not only be confined to the establishment of a school's disciplinary committee, but must also extend to empowering it to make it more effective in making decisions. This finding perfectly agrees with assertions made by De Waal and Serfontein (2015) who pointed out that the role of school principals is to chair the school's disciplinary committee and preside over decisions pertaining to, among other things, learners' indiscipline. At the same time, principals must ensure a continuous involvement of parents at all times.

4.2.2 Developing and implementing school action plans for engaging parents regarding learner indiscipline

The development and implementation of school action plans on the engagement of parents regarding learner indiscipline is another sub-theme that emerged from the participants on school principals' insights into their leadership role in terms of engaging parents to deal with learner indiscipline. The participants held similar views such as coming up with strategies like action plans that are aimed at combating learner indiscipline. One participant said:

“Since it is known that learner indiscipline is a perennial problem in schools, I see one of my roles as related to developing action plans that advocate the engagement of parents so that we jointly deal with learner indiscipline. So, I do now have a detailed

plan of action regarding what I need to do as a principal, the times and dates I should engage with parents on issues of learner indiscipline” (Mrs B).

Some participants indicated that given their professional experience in a school set up, there was a need to engage parents in meetings that focus on other issues except academics. One participant said:

“I have been the principal of the school for a few years and school year plans have been useful for our school. During our meetings with the school management team, we include parental engagement meetings that do not only attend to academics but also deal with issues that need their intervention at the school” (Mrs A).

Findings suggest that the active involvement of parents in their children’s well-being was paramount because it gives them a picture of how a child’s indiscipline can affect their future. One participant indicated that:

“Parents always need to be reminded of the importance of being active in their children’s behaviour and not to leave everything in the hands of teachers; this is done at our school as we invite parents in the Safety and Management programmes that are brought to the school by the SAPS. I use this strategy so that they can get to hear first-hand information about the consequences of misbehaviour in society” (Mrs C).

Whilst exercising a variety of approaches that involve parental engagement, participants also mentioned that the plan had to accommodate the category of parents at the school and in so doing, the parents can be collective participants in dealing with learner misbehaviour. One participant said:

“One of my duties as a principal is to strategise on methods of reaching out to parents. As you know, we have different classifications of parents in terms of literacy, familiarity with school operations and many other criteria. Thus, my role is to prepare strategic action plans which provide guidance as to how I will approach the different categories of learners’ parents in my school so that we all engage and reach a common understanding of what needs to be done collectively in terms of dealing with learner indiscipline. Thereafter, I have to ensure the implementation of action plans agreed upon on dealing with the problem of learner indiscipline” (Mrs A).

From this perspective, principals seem to understand that one of their leadership roles is to strategise and plan in order to get the parents on board. In line with the Transformative

Leadership Theory, as altered by Paul Feirer (1993), states that leaders should influence and convince their followers to carry out a common vision. In this instance, the principals stimulate a common vision through action plans that include parental engagement in dealing with learner indiscipline. In a similar vein, the Weiner Foundation (2013) highlighted that one of its leadership roles was to craft a vision. The school principal, as a leader, should seek ways of articulating a strong and positive vision, as to how they aspire to improve the school. Apart from recognising the problem and developing solutions, the findings of this study are consistent with the views expressed by Goodall and Montgomery (2014) who pointed out that one of the school principals' objectives is to plan strategically to engage with parents from diverse cultures and backgrounds on matters affecting learner behaviours and remedial actions. Jeynes (2018) further posited that school principals need to do prior planning and develop action plans that deal with work environments and school priorities that need to be discussed with parents so that parents understand the expectations, practices, and procedures involved in dealing with wayward learners. Parents seem to be key in dealing with learner indiscipline.

4.2.3 Liaising with parents and building a collaborative platform on tackling learner indiscipline

Liaising with parents and building a collaborative platform on tackling learner indiscipline emerged as one of sub-themes describing school principals' insights on their leadership role in engaging parents to deal with learner indiscipline. Some of the respondents pointed out that they viewed one of their roles as that of liaising with parents through invitations to meetings held for purposes of making collaborative effort to deal with learner indiscipline. One participant said:

“There are a lot of approaches that we try as a school, apart from reporting on learners' progress. Parents are called to the school when a learner is called by the disciplinary committee to the school. This is done through written communication done with the intension of giving a parent an opportunity to listen to and make their own judgements about learner indiscipline. I then liaise with the parent on what they think must be done to solve the problem. Most importantly, I facilitate a joint meeting between the parent and the disciplinary committee and allow them to give each other the chance to collectively denounce an undisciplined learner. The involvement of the

parents might help the learner to appreciate the seriousness of the disciplinary issue”
(Mrs A).

Some participants indicated that a good working relationship between the principal and the parent should be enforced. This strategy should be adopted by many as a collaborative effort meant to instil discipline in children and is believed to yield positive results. One participant said:

“Personally, I view my role as involving the calling of parents to meetings, talk to them about the nature of learner indiscipline prevailing in the school and make the concerned parents to engage their troublesome kids and counsel them. This involves a collaborative effort where parents themselves are given the platform to talk to their kids because I believe that if parents assist the principal in talking to their kids about the unacceptability of all forms of indiscipline. Only talking sometimes positively changes children’s behaviour” (Mrs C).

Apart from calling in parents to attend disciplinary hearings at school, some participants seemed clearer on the importance of singling out the learner who may have misbehaved from the group with an intention of convincing them to refrain from indiscipline. This is what she said:

“Sometimes calling a learner alone and separating them from the rest of the learners is better than shouting in front of the class. Calling the learner into the office helps, as it irons out the dangers of drugs and misbehaviour. My observation reveals that talking helps, as parents develop liaison strategies and collaborative efforts meant to jointly condemn learners’ indiscipline thus helping to reduce learners’ indiscipline”
(Mrs A).

Another participant asserted that:

“My role is to call concerned parents and liaise with them and then facilitate a meeting between the parent and the learner either in my presence or in the presence of another disciplinary committee member. This is done when the learner has committed major offences and when there is no change, the parents are called to the school. In case the learner has to be suspended from school, the parent is expected to be at the school, asking the learner or the teacher if there is need for clarity. The parent pleads with the school not to suspend the learner and promises to also monitor the learner’s behaviour at home” (Mrs D).

The above interview excerpts demonstrate that some school principals view that liaising with parents and building a collaborative platform on tackling learner indiscipline as one of the leadership roles they play in engaging parents in dealing with learner indiscipline. A further analysis of the themes demonstrates that principals play a facilitative role of liaising with parents and facilitating their active and personal participation in denouncing or condemning learner indiscipline. This involves a joint, face-to-face joint interface with the principal, a strategy developed to deal with the problem of learner indiscipline. This finding is consistent with the views expressed by Jeynes (2018) who posited that the school principal's position is that of maintaining close links with parents in order to ensure that they are intimately engaged with the disciplinary behaviours of their children. This finding is also consistent with assertions made by Magwa and Mugari (2017) who pointed out that parents and school principals need to be mindful of the importance of parental engagement in children's social, emotional and intellectual growth. Further, the strategy of liaising with parents regarding learner indiscipline is supported by de Oliveira and Kuusisto (2019) who asserted that most parents want their children to be successful in school and be better partners in their education while, on the other hand, principals are responsible for fostering parental involvement in schools.

Comparable to these findings are assertions made by Gubbins and Otero (2020) who pointed out that the principal can enhance the process of parental engagement in education by strengthening the teacher-parent relationship. Teachers are the conduits linking the school and home. The finding also vindicates the findings by Dhlamini (2016) whose study recognised the fact that a collaborative effort made in managing learner indiscipline is highly effective in curbing this undesirable behaviour. Fischer, Barnes and Kilpatrick (2019) also posited those collaborative partnerships between principals and parents are crucial in the educational process as they enhance students' progress. This finding also resonates with assertions made by Bosire et al. (2009) who asserted that school principals and parents have a huge role to play in sculpturing expected learner behaviour. Bosire et al. (2009) further averred that the key players in the management of learner misconduct are parents, teachers and the school principal. Ndamani (2008) also stressed the view that a working collaboration between parents and educators assists the learner to acquire and exhibit positive behavioral traits. These findings are consistent with the tenets of the Transformative Leadership Theory in that it promotes engagement and involvement of parents in the public-school system (Aronowitz, 1998). Principals and parents should work as collectives to improve conditions that require attention at school.

4.2.4 Providing leadership through application of the policies of Department of Education on learner indiscipline

Discussions on liaising with parents and building a collaborative platform meant to tackle learner indiscipline were followed by discussions on the leadership role played by principals in adopting the Department of Education's policies on learner indiscipline. It appeared that most participants understood the procedures and guidelines to be followed when dealing with this pressing issue. This was firmly expressed by one participant who averred that:

“Another role that a principal play is that of implementing departmental policies and procedures for engaging parents when issues of learner indiscipline occur. My role is to follow procedures laid down to avoid making mistakes” (Mrs C).

Learner indiscipline is a phenomenon not only dealt with at school level; findings suggest that indiscipline is also an issue addressed on a broader spectrum. Participants indicated that there are guidelines that are followed in schools to deal with student indiscipline. One participant said:

“When confronted with learner indiscipline at my school, my role is to ensure that I consult the school's disciplinary handbook handed out by the Department of Education and follow the steps outlined in that handbook especially with regard to engaging with parents. I have to follow the procedures outlined in the handbook for engaging parents and follow those steps in dealing with learner indiscipline, but one thing contained in the handbook is that the school disciplinary committee has to have the right composition and procedures that enhance the engagement of parents” (Mrs D).

From the above interview excerpts, it is apparent that school principals play the role of implementing the policies of the Department of Education regarding the engagement of parents on matters of learner indiscipline. This is plausible given that every school principal must follow the laid-down procedures in the application of strategies for dealing with issues of learner indiscipline. This finding demonstrates that one of the roles of school principals is to implement policies stipulated by the Department of Education on the engagement of parents on matters of learner indiscipline. This finding is consistent with the policies and procedures outlined in the South African Schools Act (SASA) No. 84 of 1996 developed by the Department of Education endorsing the code of conduct intended to harness discipline at schools to create a conducive school environment. The finding is in perfect agreement with

policies outlined by the Department of Basic Education contained in a document entitled “Protocol to Deal with Incidences of Corporal Punishment in Schools (2017)” to empower all the stakeholders so that they can be able to respond constructively to learner ill-discipline rather than using corporal punishment. Bosire et al. (2009) also posited that to comply with the policy cited above, principals should include teachers and parents in disciplinary measures.

4.3 Principals’ experiences of parental engagement in addressing learner indiscipline

Respondents were asked about principals’ experiences of parental engagement in addressing learner indiscipline. The principals’ experiences regarding parental engagement in addressing learner indiscipline were homogenous. There were two general sub-themes that emerged from respondents, and these were frustration and unhappiness with non-cooperation and lack of motivation displayed by parents during the engagements with principals. Some respondents pointed out that parents were not active in these engagements; therefore, principals were not happy with the engagements.

4.3.1 Poor attendance of parents at engagement meetings on learner indiscipline

Some respondents experienced the problem of poor attendance by parents at engagement meetings meant to address learner indiscipline. This suggests that there was a problem of lack of seriousness and motivation on the part of parents, which prevented them from being fully active and engaged in the addressing learner indiscipline. The following was said:

“This is a pressing issue, as most parents are not very active at school. Most of them do not even bother to attend the engagement meetings when they have been called to such meetings. At the end of the day, issues of learner indiscipline end up being my sole responsibility and that of teachers. Personally, I am embarrassed, the parents are not willing to engage; they act as if they are forced to attend these meetings. They are often not engaged. Parents don’t bother themselves with what often happens at the school except for the end of the year report” (Mrs A).

Some participants reported similar experiences of poor attendance of parents at the engagement meetings meant to address this issue of learner misbehavior. One participant even added that some of the parents and guardians are illiterate; therefore, they see the school as a mechanism of scrutinising their illiteracy hence they do not avail themselves for such engagement meetings.

“Working in rural schools is tough as parents have not gone far with education, hence they fail to understand why they are needed at school, called for meetings on programme of assessment, and termly meetings, thus a majority of them hardly attend” (Mrs. B).

Findings indicate that some parents lacked concern about their children’s indiscipline. This was, evidenced by parents dodging meetings that are set out for them with the school and such behaviour is not condoned by many participants. One participant said:

“Am not happy with the parental engagement because parents hardly attend meetings, even if they are called many times to come and engage on the indiscipline displayed by their children at school. This is embarrassing in spite of a little improvement noted” (Mrs. D).

The interview excerpts above demonstrate that most parents are not attending engagement meetings on learner indiscipline to which they have been invited by respective school principals. The participants viewed parents as not being active in the engagements by virtue of poor attendance to engagement meetings. The respondents attributed poor attendance to parents’ little education and had therefore little appreciation of the importance of attending engagement meetings meant to help resolve issues of learner indiscipline. This demonstrates lack of seriousness on the part of parents in terms of engaging with other stakeholders in resolving learner indiscipline. Therefore, this embarrassed school principals by leaving all the work of addressing learner indiscipline to them. This is grossly undesirable as parents are key stakeholders in addressing learner indiscipline. The finding on non-attendance by parents regarding engagement meetings with school principals on issues of learner indiscipline is at variance with policy pronouncements contained in the White Paper on Schooling and Preparation (Education Department, 1995), which emphasises the need for parents to be aware of their children's schooling for positive change to take place in classrooms. The non-attendance of parental engagement meetings by parents is regrettable. Porumbu and Necsoi (2013) echoes the same sentiments, pointing out that parental engagement should be taken seriously by both school principals and parents as it accelerates learners’ psychological accomplishment as it foreshadows school accomplishment relative to some of the socio-demographic characteristics of the household. This finding is also at odds with assertions made by Shumow and Schmidt (2014) who posited that parental engagement positively contributes to students’ academic achievement by affecting their academic self-concept, which is of considerable importance in academic success. The findings, however, show a lack

of parental engagement when it comes to attendance of meetings in dealing with this challenge. While for schools to combat indiscipline, parents need to be active.

4.3.2 Lack of commitment by parents or guardians to engage on learner indiscipline

Lack of commitment by parents or guardians to engage on learner indiscipline emerged as one of the-sub themes describing principals' experiences of parental engagement in addressing learner indiscipline. The respondents overtly pinpointed these experiences as a huge challenge that acts as a stumbling block in jointly addressing learner indiscipline at schools. This was confirmed by some participants who said:

“I also discovered that some people I thought were the parents of ill-disciplined learners were actually not the biological parents of these children, thus making it hard to implement parental engagement in deep rural schools. I discovered that it's rare for parents to engage as some are not biological parents of the learners. They are basically not committed to help and do not take full responsibility. There is a gap and learners misbehave because they know parents do not come to school” (Mrs. B).

“I experienced frustration in dealing with some of these parents. In fact, most of them are not serious enough; they are basically not committed to engage in solving learner indiscipline, as some of them even side with their children whilst others basically do nothing to condemn these acts of indiscipline. When some of them come to attend parental engagement meetings, they do not show any motivation to engage” (Mrs. C).

The above interview excerpts demonstrate that some parents are fully committed to engaging with school principals when required to do so. Lack of commitment and reluctance to take responsibility emerged as a serious concern in this study. Respondent 1 attributed this lack of commitment to the fact that some people who come to school for engagement meetings purport to be parents whilst they are in fact not the biological parents of the learners and therefore, they do not actually commit themselves to serious engagement in addressing learner indiscipline. Mrs. A further stated that this lack of commitment by such parents translates into failure to take responsibility in terms of addressing learner indiscipline.

Mrs. C experienced frustration at failure of parental engagements arising from the fact that the purported parents were reluctant to commit themselves to the issue of learner indiscipline on the grounds that they were not the biological parents of misbehaving students hence their failure to take responsibility. This finding on lack of commitment by parents vindicates the

views expressed by the CDC (2015), which identified several factors contributing to a lack of parental engagement related to the socio-economic status of the parents, which includes the level of schooling, employment status and income level of the parents; these all contributed to either full commitment or lack of commitment to parental engagement. Jeynes (2018) also posited that parents with low rates of literacy have been found to lack the awareness and commitment needed to fully engage on issues of supporting their children with their schoolwork. This finding on lack of commitment by parents to engage is also at variance with the assertions made by the CDC (2015) which emphasised the view that parental engagement has a positive impact on many indicators of student achievement. This finding negates the views expressed by Emerson et al. (2012), who argue that parents should commit themselves to engagement with school principals as they play a vital role in moulding learners' behaviours and discipline.

4.4 Leadership and management strategies principals use to deal with challenges of parental engagement in dealing with learner indiscipline

4.4.1 Inviting celebrities to grace parental meetings

The earlier findings pointed to lack of enthusiasm on the part of parents in terms of actively engaging in helping the school principals and teachers to solve problems of learner indiscipline. To solve this problem, some participants felt that the school leadership needs to invite local celebrities to help to appeal to parents to take active roles in the nurturing the behaviour of their children.

Participants were of the view that inviting celebrities to speak about the virtues and or benefits of active parental involvement in addressing learner indiscipline was an effective strategy as these celebrities are well-respected and listened to by parents; hence, parents will be motivated to attend meetings on disciplinary matters involving their children. One participant said:

“I think principals need to consider identifying some celebrities that hail from our communities and persuade them to join us in influencing parents to become actively involved in influencing the desired learner behaviour; the reason for that is that most people have greater respect for well-known people such as celebrities; hence, they tend to listen to them and act as directed by celebrities in society. These celebrities

can be respected musicians, sportsmen, artists or radio and TV personalities. I believe this strategy can work” (Mrs. A).

As shown in the above interview excerpt, participants emphasised the view that the school can invite respected celebrities to come to the school and address parents. The word ‘respected’ is key in the participant’s sentiments as it implies that some celebrities are not respectable by virtue of certain behaviors they may be exhibiting.

Some participants indicated the need to use respected celebrities respected in society. Findings suggest that using celebrities that model bad behaviour will not help alleviate the problem of learner indiscipline in schools. One participant said:

“We must ensure that we approach celebrities, such as TV, music, and film stars, to ask parents to cooperate in the parental engagement drive. School principals need to provide a background of the problems schools are facing in terms of making parents come to the school and participate in dealing with this problem of learner indiscipline. We ought to invite these celebrities to come physically or in some other form to help address parents in our community so as to inspire and motivate them to appreciate the virtues of being physically present at school to help address their children on the consequences of learner indiscipline. These celebrities can either be from the locality, the schools’ catchment areas or from elsewhere. I am sure celebrities would enjoy this because it also puts them under positive spotlight. The advantage of soliciting the involvement of celebrities is that people like to interact with celebrities from the showbiz industries, the media and other professions. They take pleasure in listening to celebrities and they often take their words of advice to heart” (Mrs. C).

Findings demonstrate the faith that some principals have in the power of the celebrities to inspire and motivate parents to be actively engaged in helping schools to deal with learner indiscipline. The involvement of celebrities in mobilising communities towards the achievement of community developmental goals is not new; the Department of Health, Department of Youth, and the Department of Sport and Culture are always known for inviting and working with celebrities to help champion health causes such as campaigns against HIV and AIDS, drug abuse, sports and cultural activities. This finding is consistent with assertions made by Brockington (2020) who posited that the roping in of celebrities in community development programmes is effective because they do attract more attention and

ordinary people value their opinions and positions on social issues. Turner (2018) also posited that the ascribed greatness, achieved fame and attributed glory that celebrities are deemed to have, make people to view them positively as authentic, hence they help to lend credibility to what they endorse as good for society.

The findings also resonate with assertions made by Rojek (2019) who asserted that celebrities' endorsement of community-related programmes enables them to bring the attention of community members to issues they advocate for and this lends credibility to such programmes and brings other intangible benefits to the issues being championed. Nouri (2018) also pointed out that, in their capacities as famous people, celebrities are instantly recognisable and attract the interest of community members in practicing what they hear from them. In line with these findings, Archer, Cawston, Matheson and Geuskens (2020) asserted that as long as a celebrity is authentic, they can help lend credibility to issues being advocated for and thus influence the way the issue is perceived by virtue of the fact that many people believe that if pursuing a certain course of action is good enough for a star, it is also good enough for them. Kresovich and Noar (2020) also pointed out that celebrities can promote positive behaviour and influence people to make responsible personal decisions. Kresovich and Noar (2020) further stated that some celebrities promote real life-related lessons, thereby serving as good role models because they inspire community members, bring awareness to burning issues, and often participate in environmental safety projects.

4.4.2 Collaboration with the local leadership

Findings also show that some participants were of the view that school principals can improve their engagements with parents by collaborating with relevant stakeholders to help them motivate parents to take active roles in solving cases of learner indiscipline. Such stakeholders included traditional leaders, religious leaders and political leaders by virtue of the influence they wield on community members they live with. Some participants said:

“Some parents refuse to come to school physically and involve themselves in addressing issues of learner indiscipline. One strategy would be to collaborate with politicians and religious leaders and other leaders of various persuasions to be provided with the platform to address parents attending those gatherings on the advantages of parents getting immersed in processes that help deal with the problem of learner indiscipline. This might help persuade a greater number of parents to

engage with the principal and teachers to solve disciplinary cases involving learners” (Mrs A).

“The problem of poor attendance at school meetings is worrisome; so, I think that it’s better to approach traditional leaders, councilors and other political leaders who often hold meetings with community, members in our school catchment areas and emphasise the need to allow the principal to also attend those meetings and be made a guest speaker on educational matters and youth development. Then, the principal can use the opportunity to address parents on such gatherings and workshop the parents on the importance of their involvement in molding desired behaviour of their children at schools. This must also be reinforced by similar speeches presented by traditional leaders, political leaders or civil society leaders, at least for the sake of emphasis. Maybe, this can help improve parental involvement and engagement at school” (Mrs. B).

Some participants agreed with the idea of collaborating with the relevant and influential community-based stakeholders who include community leaders; however, participants were more biased towards collaborating with religious leaders as they felt that most of the community members who are parents and guardians of learners attending the school, he leads were too religious. One participant said:

“One good idea is to work with religious leaders based in the community. As you know, most of the community members belong to two biggest church denominations which attract large numbers of congregants every week. That is why I suggest that principals should visit those churches and engage with parents in collaboration with church leaders. Ideally, a principal needs to establish a good relationship with church leaders and make them understand the worrying trend of learner indiscipline in the school and ask for their collaboration in motivating parents to attend parent engagement meetings” (Mrs. D)

4.4.3 Addressing parents at annual general meetings and community gatherings on the importance of parental involvement in solving problems of learner indiscipline

The findings suggest that some participants were of the view that parental engagements can be enhanced if school principals address parents during the annual general meetings and at community gatherings on the importance of parental involvement in solving issues of learner indiscipline. Some participants mentioned that principals can take advantage of annual

general meetings and community gatherings where parents attend and thus address parents in those forums. One participant indicated that:

“Normally, parental attendance at our annual general meetings is generally good; so, as a principal I propose to manipulate these gatherings and workshop parents on the significance of attending meetings related to learner indiscipline. By harnessing the opportunity of engaging parents at these annual general meetings, I believe that we can manage to convince parents to see an improvement in parental involvement in learner indiscipline issues” (Mrs. A).

From the above interview excerpt, it is clear that some participants believed that principals must take advantage of the high numbers of parents attending annual general meetings to workshop parents on the advantages of parents engaging and involving themselves in issues of learner indiscipline. However, some participants indicated that school principals should workshop parents at community gatherings where they often attend in large numbers as they will be expecting some to receive some benefits from various organisations and the governments. One participant averred that:

“Since parental attendance at school meetings is poor, I think that it is better to request to be a guest at those meetings and be given an opportunity to workshop parents on the roles they should play in terms of helping the school to deal with learner indiscipline” (Mrs. D).

While some participants believed in the power of work-shopping parents as a strategy of enhancing parental engagements on learner indiscipline, they differed on the platforms they should use to achieve this objective. The first respondent expressed the view that parents should be work-shopped at school annual general meetings whilst the other respondent was of the view that parents can be work-shopped at community gatherings and meetings. However, what is common among these participants is the importance of work-shopping parents on the importance of parental engagements on learner indiscipline.

This finding is consistent with assertions made by Kigobe et al. (2019) who posited that school principals can enhance parental engagement through provision of detailed information and explanations regarding behavioural problems involving learners. Kigobe et al. (2019) further posited that the provision of information must help train parents on the importance of their roles in curbing learners' wayward behaviour. Similarly, Goodall (2018) also pointed out that most parents require a detailed understanding of the school programmes, events and

processes for them to act from an informed point of view. Goodall (2018) further stated that the work-shopping of parents helps to eliminate some of the ill-informed perceptions that parents have regarding learner indiscipline, which improves cooperation between the school and the parents on a variety of issues. This finding also vindicates assertions made by Rattenborg, MacPhee, Walker and Miller-Heyl (2019) that also supported the notion of sensitising parents about their role and significance in moulding learners' behaviour.

4.4.4 Using WhatsApp technology to engage parents on learners' disciplinary issues

Findings also reveal that participants felt that principals can find means of creating WhatsApp group chats involving parents and send regular chats communicating with parents on, among other things, issues of learner indiscipline. Participants ideally believed that the use of modern communication technologies such as WhatsApp to engage parents can be useful in enhancing parental engagements. The following was said:

“The use of WhatsApp can be a unique way of reaching out to parents and engage them on issues related not only to learner indiscipline but to other issues as well. However, the only challenge would be that some parents may not be on WhatsApp because of different reasons, such as having incompatible phones, lack of data and or basic technical literacy, but if we as principals can get as many WhatsApp contact numbers as possible from as many parents and guardians who are on WhatsApp, I think this will foster parental engagement and involvement in issues of learner indiscipline” (Mrs. B).

Another participant added:

“Nowadays, it's easy to engage parents on the WhatsApp platform than to sometimes worry about poor parental attendance at meetings based on learner indiscipline. The fact that most parents are working in various occupations or are busy with household chores and other stuff renders physical attendance by parents at meetings problematic. My experience with parental engagements shows that engaging parents on WhatsApp can be enhanced by getting their numbers from the learners' enrolment forms and create WhatsApp groups for parents where we can start discussing learner behavioral issues and most parents have welcomed the move and engagements are starting to be meaningful. I preferred WhatsApp because most South Africans use this platform more than other communication platforms. Where I need personalised

communication, I inbox the parent and discuss what needs to be done to solve an individual learner's problem” (Mrs. C).

An analysis of the issues raised by some participants demonstrates that the principal had already created WhatsApp group chats for parents to engage in discussions on learner indiscipline. The participant clearly stated that issues of learner indiscipline are addressed through contacting concerned parents through an inbox chat presumably to safeguard confidentiality of the particular learner involved. One participant said:

“Despite our school being in a rural setup, I have observed that most parents are on WhatsApp and use WhatsApp as a cheaper mode of communication. I have therefore decided to create a WhatsApp group specifically for the parents of our learners so that we engage one another on this platform. Admittedly, not all parents will have WhatsApp, or I may miss their numbers, but I will encourage learners to inform their parents to join the WhatsApp group created for them. I am sure this strategy is effective because most parents do have android cell phones and are on the WhatsApp platform and it's a cheaper mode of communication” (Mrs. D).

The above interview excerpts express a common view shared by participants. It is apt to note that the creation of WhatsApp groups specifically for parents is an effective method of enhancing parental engagement and involvement in learner indiscipline. Thus, findings established that the creation of WhatsApp group chats is deemed to be an effective strategy of engaging with parents to make them involved in solving of issues learner indiscipline. The finding further reveals that WhatsApp is preferred as an engagement tool because most parents are perceived to own WhatsApp compatible cell phones and that the social media platform is perhaps the cheapest and most effective method of engaging many parents all at once.

This finding also resonates with assertions made by Addi-Racah and Yemini (2018) who posited that school administrators need to exploit the WhatsApp group, with its instant messaging communication technology useful for parental engagement and participation in learner-related behavioural issues and other matters. Novianti and Garzia (2020) also supported the use of social media platforms, such as WhatsApp, to connect with parents and share learning materials, and post updates on events. Erdem and Avcı (2020) observed that the immediate and intensive home-school communication that social networks such as WhatsApp offer have transformed parent-school dynamics by eliminating physical presence

at school as a requirement for involvement and the introduction of new interaction avenues. Mrs B posited that most parents use WhatsApp because it is cheap. This assertion is in perfect agreement with assertions made by Erdem and Avci (2020) who pointed out that the WhatsApp platform is the most popular messaging platform used worldwide since it functions on nearly all types of devices and operating systems, enabling various means of individual and group communication. Kurtz (2015) found that parents mainly use the WhatsApp communication platform for quick informational updates on classroom tasks, learners' behaviours and many other issues. Badshah, Jalal, Rehman, Zubair and Umar (2021) also pointed out that WhatsApp enables parents to be extremely active among themselves as a group, while also maintaining their control over their communication with teachers regarding learner discipline and progress.

4.5 Chapter summary

This chapter presented, analysed and discussed the findings obtained from the interviews held with respondents and literature review. The next chapter presents the summary, conclusions and recommendations based on the study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The aim of this research was to explore the leadership role of a principal in parental engagement to address learner indiscipline, with four secondary schools in Harry Gwala District as the case study. This chapter offers a summary of the entire study and further proposes recommendations to school principals on strategies that can be adopted to overcome challenges of parental engagement when dealing with learner indiscipline. The conclusions are drawn from the findings in the previous chapter and recommendations suggested the way forward.

5.1 Conclusion

From the research findings the study reached the following conclusions:

The research findings have shown that principals share the same voice as they understand that one of their leadership roles is to empower members that are in the school disciplinary committee which includes parents. However, there may have been similarities in the participants' insight, who observed that the composition of school committees differed only in terms of numbers. The participants understood that one of their leadership roles was to capacitate parents and members of staff in establishing the school disciplinary committee. They intimated that one of their roles is to ensure that the school has a functional disciplinary committee, which consists of teachers, parents and learners as the main stakeholders of the school. While they held similar views regarding its existence, their views differed with regards to the composition of the committee.

Thus, one of the prevailing perceptions regarding school principals' insight in engaging parents to deal with learner indiscipline was the need for establishing and empowering a disciplinary committee. Hence, empowering parents that are appointed into a school disciplinary team is one of the leadership roles that should be practised at the school, in order to involve the input of all stakeholders when addressing learner indiscipline. Therefore, a disciplinary committee needs to exist and to be serviceable.

The research findings have established that school principals understand that one of their leadership roles requires them to be strategists and planners, in order to get the parents on board. School principals perceive the development and implementation of school action plans for engaging parents in addressing learner indiscipline as one of their critical roles. Thus, the development of strategic action plans for guiding school principals on when and how to engage parents on learner indiscipline emerged as a key perception and insight. Hence, the strategic plans need to accommodate different types and/or categories of parents in order to be successful.

School principals also perceive liaising with parents and building a collaborative platform on tackling learner indiscipline as one of their critical roles in tackling learner indiscipline. Liaising with parents and building a collaborative platform on tackling learner indiscipline emerged as one of the school principals' leadership role in engaging parents to deal with learner indiscipline. Therefore, principals play a crucial role of liaising with parents and facilitating their active and personal participation in denouncing and condemning learner indiscipline on a face-to-face basis, through a joint interface with the principal.

In addition, another perception on school principals' role in tackling learner indiscipline is that of implementing the Department of Education policies that entails the engagement of parents on matters of learner indiscipline. Every school principal should follow laid down procedures in the application of strategies for dealing with issues of learner indiscipline. Therefore, it is crucial for school principals to implement the Department of Education policies regarding the engagement of parents on matters of learner indiscipline.

The research findings have established that principals' experiences of parental engagement in addressing learner indiscipline were mainly inadequate. School principals experienced frustration and unhappiness with the parents' lack of cooperation and lack of motivation in the process of engagement. School principals experienced the problem of poor attendance by parents in engagement meetings meant for addressing learner indiscipline, which they interpret as lack of seriousness on the part of parents in addressing learner indiscipline. Hence, parents display lack of interest in their engagement with school principals on matters of learner indiscipline. Most parents have little education and therefore little appreciation of the importance of attending engagement meetings to help resolve issues of learner indiscipline.

Therefore, principal need to employ several leadership and management strategies in order to deal with challenges of parental engagement when solving learner indiscipline. Inviting celebrities to grace parental meetings is one of the strategies school principals can use to help increase parental enthusiasm in engaging school principals to deal with the problem of learner indiscipline. School leadership needs to invite local celebrities to encourage parents to take active roles in nurturing their children's behavior. Inviting celebrities to speak about the virtues or benefits of active parental involvement in learner discipline is an effective strategy to improve parental attendance at the meetings on learner indiscipline. Celebrities are respected individuals in society, so their presence is a source of inspiration to parents who would be motivated to attend school disciplinary matters involving their children.

Collaboration with the local leadership is another strategy that school principals can use to deal with challenges of parental engagement in dealing with learner indiscipline. Relevant stakeholders help in motivating parents to take active roles in solving cases of learner indiscipline. Such stakeholders include traditional leaders, leaders of religious organisations and political leaders by virtue of the influence they wield on members of communities in which they work and live.

Furthermore, addressing parents at annual general meetings and community gatherings on importance of parental involvement in solving learner indiscipline problems is one of the strategies that school principals can use to solve challenges of parental engagement in dealing with learner indiscipline. Parental engagement can be enhanced if school principals address parents during the annual general meetings and at community gatherings on the importance of parental involvement in solving issues of learner indiscipline. Principals must take advantage of the high numbers of parents who normally attend annual general meetings to educate parents the advantages of parental engagement and in the negative consequences of learner indiscipline in society.

Moreover, principals can make use of WhatsApp technology to engage parents in dealing with learner indiscipline. Principals can find means to create WhatsApp groups involving parents and send regular chats and communication to parents regarding learner indiscipline, among other issues. Thus, modern communication technologies are useful tools that enhance parental engagements. The creation of WhatsApp groups specifically for parents is an effective method of enhancing parental engagement and involvement in learner indiscipline issues, since have the acumen and expertise to utilise internet technology. WhatsApp is preferred by school principals as an engagement tool because most parents are perceived to

own WhatsApp compatible phones and WhatsApp is a cheaper and effective method of engaging many parents at once.

5.2 Recommendations

5.2.1 School principals' insight on their leadership role in engaging parents to deal with learner indiscipline

School principals' role must be to plan on how to engage parents with regards to learner indiscipline. A strategic plan for engaging parents on learner indiscipline must exist and must be developed and implemented in accordance with the South African School Administration Act. A multi-stakeholder approach for engaging parents on learner indiscipline must be adopted. Therefore, civic organisations, celebrities, traditional leaders, councillors, religious leaders must also be approached and given empowered roles to participate in engaging parents regarding learner indiscipline.

The study also recommends that school principals should develop a communications plan that caters for the needs of all parents, followed by the development of a communications policy that ensures regular engagement with all parents. School principals must work closely with members and/or representatives of parents in a collaborative way to help promote parental engagement.

5.2.2 Principals' experiences of parental engagement in addressing learner indiscipline

Every teacher can experience frustration and unhappiness with confrontational parents, or parents who seemingly refuse to be engaged in their child's education. This confrontation may have arisen from the parents' prejudice against the school and its teachers or from bad experiences during their school years. This may also be due to lack of time or willingness – they may even have been at the same school, and this now manifests itself in a refusal to interact with their children's teachers.

The study recommends that, rather than trying to force matters, school principals should connect with such type of parents on a social level during social hours, because people behave differently in different times of the day. It is recommended that when dealing with such hostile parents, school principals can improve their experience by first communicating the positives, followed by recommendations on how their children can improve their behaviour.

Furthermore, in order to improve school principals' experiences in addressing learner indiscipline through parental engagement, school principals need to develop the right attitude and must prepare themselves psychologically for any eventual embarrassment or unpleasant things that may happen during parental engagement efforts. This might involve going for counselling and engagement training sessions so that they become prepared to tackle any eventuality during their parental engagement efforts. The engagement training sessions and counselling would help school principals to have proper engagement strategies to deal with different parents. Moreover, training and counselling would help school principals to develop mental attitudes, such as perseverance and resilience.

5.2.3 Leadership and management strategies used by principals to deal with the challenges of parental engagement when solving learner indiscipline

Improved communication with parents is one of the leadership and management strategies used by principals to deal with the challenges of parental engagement, when solving learner indiscipline. Effective communication requires a two-way flow of information and to develop efficient structures for disseminating information to the parents, such as newsletters, web sites, and press releases, and further develop similar structures to ensure that feedback from parents is actively solicited. For some schools, improving communication involves technology, such as e-mail messages and interactive mobile phone systems. The school can develop systems, such as Parent link, so that parents can use the system to receive important information from the school principal and the teachers about what is happening in their children's learning, about their children's behaviour and about what they are being asked to do.

The research findings have revealed that one thing that keeps parents from being involved in their children's learning is their discomfort with schools, which often stems from parents not knowing how to be involved. Schools with a commitment to parent involvement take an active role in helping parents learn a variety of ways on how to be involved. The study recommends that communication and engagement with parents need to be frequent and simple. The communication must also cover information regarding the various ways in which parents can engage with the school principals, so that parents can engage using a method they prefer. A school principal cannot force a parent to be involved in their child's education but can encourage and facilitate it. Parents are more likely to be involved if a school principal makes it easy for them. Twice-a-year parent-teacher conferences are not enough anymore. In

a world of dual-income households, single-parent households, and parents with unconventional working hours, a school principal should provide multiple opportunities for them to fit engagement and interaction into their schedules.

The use of any strategy must be tailored to the school's population. For instance, if families do not have reliable access to the Internet, the e-mail would not work like in most rural schools. Also, a phone message in English would not communicate much to parents who speak only IsiXhosa or Isizulu. The bottom line for schools is to communicate using strategies that convey what is important in a way that can be heard by parents and families, and that invites them to respond.

I also recommend that parents who have the acumen and expertise to utilise internet technology, school principals can use a myriad of digital tools and resources to keep them informed of their child's disciplinary problems. The use of digital meeting rooms can provide flexibility for parents who cannot physically attend parent-teacher meetings that are held on school premises. The study recommends the creation of an online portal to view all aspects of their child's school life, including disciplinary issues, attendance, timetables, assignments, exams, and so on. Enabling them to stay in regular contact with the school principal and teachers can also make it easy for such parents to receive feedback about the child's disciplinary problems and what remedial actions can be taken to improve their child's behaviour.

The social media has changed almost all aspects of our everyday lives. Parents, just like their children, are using social media at an increasing rate. The study recommends that school principals set up a dedicated social media team to connect with parents on various channels and update them about the events going on at school and highlight the learner disciplinary issues that needs attention.

Furthermore, the study recommends the hosting of open days and special events for parents. Inviting parents on open days, festival celebrations and other school events can help them connect with other parents and the school community. It enables parents to connect with teachers in a more relaxed setting and build an excellent rapport with each other. Hosting these events also gives the student's entire family an opportunity to visit the classroom and campus and see how things are done at the school. This would also give the student's family a greater understanding of the child's school life and motivate them to get involved in their child's disciplinary issues.

Lastly, the study recommends that school principals should promote parental engagement on learner indiscipline by organising a home visit and engage parents regarding their child's indiscipline. However, this should be done if it is safe to do so as this might be risky in some instances. For example, visiting a learner's home in a crime infested area may be risky to the principal.

5.3 Key learning's and concluding marks

Learner indiscipline is a crucial issue which impacts negatively in schools. This study has highlighted the leadership role of principals in parental engagement to address learner indiscipline. The findings of this study reveal that School principals' role must be to plan on how to engage parents with regards to learner indiscipline. A strategic plan for engaging parents on learner indiscipline must exist and must be developed and implemented in accordance with the South African School Administration Act. A multi-stakeholder approach for engaging parents on learner indiscipline must be adopted. The experiences of principals in engaging parents may contribute to guiding them on how best to motivate, empower and maintain parents in dealing with indiscipline. The findings of the study may give insight to principals on the leadership strategies they could improve on in tackling this issue. Lastly, the findings may suggest that parents should not only be called to school for learner indiscipline. But for open days and special events for parents. In this way, parental engagement will become effortless which will result into improvement in learner indiscipline.

It is also important to note that this study only interviewed a few principals and no parents. The parent's perspective has not been heard. Perhaps more studies could be done so as to find the parents version in addressing learner indiscipline. However, the findings do suggest that more can be done to improve the leadership role of principals in dealing with parental engagement.

5.4 Chapter summary

This chapter has provided a summary of the whole study and the conclusions. The study provided conclusions on the insight of school principals on their leadership role in engaging parents to deal with learner indiscipline and on the principals' experiences of parental engagement in addressing learner indiscipline. The study also provided conclusions on leadership and management strategies used by principals to deal with the challenges of parental engagement when solving learner indiscipline. Furthermore, based on the findings

and conclusions, relevant recommendations have been made to help promote parental engagement.

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APPENDIX 1: INFORMED CONSENT LETTER

P.O BOX 554

uMzimkhulu

3297

23 February 2020

The Principal

Jozana Senior Secondary School

P.O BOX

uMzimkhulu

3297

Dear Participants

INFORMED CONSENT LETTER

My name is Zukiswa Zoleka Zenith Mbalo. I am a Master of Education student in the Educational Leadership, Management and Policy field studying at the University of KwaZulu-Natal, School of Education (Pietermaritzburg Campus). As part of the requirement for completing the degree, I am required to conduct research.

The title of my study is: The focus of the study is exploring the principal leadership in enhancing parental involvement to reduce learner indiscipline. The experiences of the participants in the study will assist in contributing leadership roles that principals can apply in improving parental participation in order to deal with learner misconduct at schools.

I have purposefully selected you to participate in this study. Therefore, I kindly request your permission to be one of the participants in my study. You will be required to participate in an audio-recorded, interviews. The interview may last for about 1 hour and may be split depending on your preference. The dates and times for these interviews will be negotiated with you in advance.

PLEASE TAKE NOTE THAT:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but, reported only as a population member opinion.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating at any stage in the research. You will not be penalised for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

For further information on this research project, please feel free to contact my supervisor or the research office whose contact details are provided below.

Thank you in advance for your contribution to the study.

Yours faithfully

Miss Z.Z.Z. Mbalo

Researcher's details: Zukiswa Zoleka Zennith Mbalo Cell No: 0832699054

Email address: mbalozukiswa@gmail.com

Supervisor's details: Dr P Mthembu : Tel No: (033) 2606095 and cell No: 0845817544;

Email: Mthembup@ukzn.ac.za.

Faculty of Education HSSREC Research Office

University of KwaZulu Natal Tel no.: 031-260 4557

School of Education Email: mohunp@ukzn.ac.za

APPENDIX 2: DECLARATION FOR PARTICIPANTS

I..... (Full names of participant) hereby confirm that I have been informed and am fully aware about the purpose of the study: **The Principal leadership in enhancing parental involvement to address learner indiscipline**, its nature and procedures that will be followed. I consent to participating in the study. I understand that I can withdraw at any time from the research project should I wish to do so. I also understand that there will be no financial benefits accrued to me as a result of my participation.

Additional consent, where applicable

Conditions	YES	NO
I give consent to audio-record my interviews		
I understand that there will be no financial benefits accrued to me.		
I understand that I can withdraw from the study at any time.		

SIGNATURE OF PARTICIPANT

DATE

.....

.....

APPENDIX 3: INTERVIEW SCHEDULE QUESTIONS

Research Questions

1. What are the school principals' insights in their leadership role when dealing with parental engagement to address learner indiscipline?
2. What are the principal's experiences of parental engagement in dealing with learner indiscipline?
3. What leadership and management strategies do principals use to address the challenges of parental engagement in dealing with learner indiscipline?

Interview Questions

1. What is your understanding about leadership?
2. Describe your leadership role as the principal of the school.
3. How do you view parental engagement at school?
4. What is the school policy on parental engagement in this school?
- 5.1 What type of misconduct do you experience at your school?
- 5.2 How is learner indiscipline tackled in the school?
6. In the process of your leadership, how do you engage with parents to take part in learner indiscipline at your school?
7. Which leadership style do you use to manage indiscipline? Why?
8. Do parents partake in any school activity? If so, which are those activities and how does that assist the school?
9. In your school, do you also have a Disciplinary Committee (DC) or a similar structure and could you explain how it works and who its members are?
10. Do parents respond when they are asked to come and attend a disciplinary meeting? If so, what role do they play in addressing a disciplinary case?
11. As a school principal, what are your perceptions and experiences on parental engagement in the challenge of learner indiscipline at your school?

12. What leadership and management strategies do you use to manage the challenge of parental engagement in dealing with learner indiscipline?

13. What can be done to get parents involved in disciplining learners at the schools?

APPENDIX 4: ETHICAL CLEARANCE LETTER



24 June 2020

Miss Zukiswa Zoleka Zennith Mbalo (215078713)
School Of Education
Pietermaritzburg Campus

Dear Miss Mbalo,

Protocol reference number: HSSREC/00001437/2020
Project title: The leadership role of a principal in parental engagement to address learner indiscipline: A case study of four secondary schools in Harry Gwala District
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 08 June 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 24 June 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,

Professor Dipane Hlalele (Chair)



/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8360 / 4697 / 3587
Website: <http://research.ukzn.ac.za/research-ethics/>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Methile

INSPIRING GREATNESS

APPENDIX 5: EDITORS LETTER



Mufasa Research Consultancy

SERVING WITH DISTINCTION

10 February 2022

To Whom It May Concern,

Re: Editor's Letter

This letter serves to outline the scope of activities that were done during the editing of a thesis titled:

THE LEADERSHIP ROLE OF A PRINCIPAL IN PARENTAL ENGAGEMENT TO ADDRESS LEARNER INDISCIPLINE: A CASE STUDY OF FOUR SECONDARY SCHOOLS IN HARRY GWALA DISTRICT

The following activities were done;

- Grammar check
- Sentence construction
- Spelling check
- Punctuation
- In-text referencing
- Reference Checking
- Formatting

As a professional editor, I pledge that the above aspects of the thesis were, to the best of my knowledge, meticulously and correctly done at the time the work was sent to the author(s). However, I am not responsible for any corrections that were made after the editing process.

Faithfully,

Kemist Shumba (PhD)

Cell: +27 78 315 6186 Email: info@mufasarc.co.za Web: www.mufasarc.co.za
Address: 7 Chartham House, 180 Brand Road, Glenwood 4001, Durban, South Africa

APPENDIX 6: TURNITIN REPORT

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