

**EXPLORING THE IMPLEMENTATION OF DISCIPLINE POLICY: A
CASE STUDY OF THREE PRIMARY SCHOOLS
AT ISIPINGO CIRCUIT**

By

THEMBINKOSI LENNOX NHLAPHO

**Submitted to the School of Education, University of KwaZulu-Natal
in partial fulfilment of the academic requirements for the**

Degree of Master of Education

UNIVERSITY OF KWAZULU-NATAL

December 2018

Durban, South Africa

Supervisor: Dr S.D. Bayeni

DECLARATION OF ORIGINALITY

I, Thembinkosi Lennox Nhlapho hereby declare that this dissertation “**Exploring the implementation of discipline policy: A case study of three primary schools at Isipingo Circuit**” is my work and that all sources used have been acknowledged by means of references. In the case of failure to comply completely with the mentioned declaration, I apologize and confirm that it was not my intention to do so. This dissertation has not been submitted for any degree or examination at any other university.

Signature:

Date:

Thembinkosi Lennox Nhlapho

SUPERVISOR' STATEMENT

This dissertation has been submitted with/without my approval.

Signed:..... Date:.....

Dr S.D. Bayeni

DEDICATIONS

This piece of work is dedicated to:

- My late grandmother, Egnés ‘Madlamini’ Nhlapho who inspired me to focus on education and work hard.
- My late father Ambrose ‘Sunny boy’ Nhlapho who was always there for me through difficult times.
- My wife Gugu Barbara Nhlapho for her love, encouragement, tolerance, understanding and support throughout my academic journey.
- My sons Mpendulo and Simiso for inspiring me to soldier on.

ACKNOWLEDGEMENTS

My sincere gratitude goes to the following people:

- Dr SD Bayeni, the supervisor of this study, who worked overtime guiding, advising, encouraging and motivating me to complete this study.
- Mr Manzolwandle “Manzo” Sibiya for his encouragement and his unwavering support during difficult times.
- Mr Zamokwakhe “Zamo” Ncokwane who encouraged me to persevere with the study.
- My wife, Gugu Barbara Nhlapho for her support and understanding when I had to spend most of my time at UKZN- Edgewood during this study.
- My sons, Mpendulo and Simiso for their support.
- My two cousin sisters, the late Mabuyi Nombela and Nqobile Nombela I started this journey with them, they were typing for me.
- The participants of this study, who sacrificed their precious time to share their valuable information which forms the integral part of the study, I thank you.

ABSTRACT

Teachers are at the forefront in ensuring that quality education is achieved and sustained. As such, they are regarded as the main source of information that learners would need to steer their lives forward. In doing that it is expected that they abide by the professional code of conduct. This study sought to explore the School Management Teams' (SMTs) experiences in the implementation of teacher discipline policy in schools. In exploring this phenomenon, the focus is on the challenges that the SMTs face when implementing teacher discipline policy.

This is a qualitative study located in the interpretive paradigm. The studied schools are located in Umlazi Township in Durban. In-depth semi-structured interviews constituted the data generating instruments. In this study I used purposive sampling to select the participants. My participants were handpicked on the bases of their experienced with the studied phenomenon. I used content analysis strategy to analyse the data.

The study is underpinned by Complexity Leadership Theory (CLT). CLT presents organizations such as schools as complex. Schools are complex because they are populated by humans with self-interests. Having a number of groups with self-interests spark a serious competition and contestations which pose a considerable challenge to those who are at the forefront of the organization.

The findings of the study reveal that the SMTs are finding it difficult to implement teacher discipline policies in the three selected schools. Teachers are flouting discipline policies, the principals, SMTs and the DoE are finding it difficult to deal with teachers who are flouting policies. Principals and the SMTs have very limited powers to deal with teachers who are misbehaving because they cannot suspend or expel teachers. Teacher unions tend to dominate teacher disciplinary processes; teachers who are flouting policies are not brought to book. Principals are not well capacitated about all the processes that need to be followed when charging a teacher who has misbehaved. Teachers who are not given a chance to participate in the crafting of the teacher disciplinary policies tend to disregard them.

ETHICAL CLEARANCE CERTIFICATE



UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

20 February 2017

Mr Thembinkosi Lennox Nhlapo 215079909
School of Education
Edgewood Campus

Dear Mr Nhlapo

Protocol Reference Number: HSS/0145/017M

Project title: Exploring the implementation of discipline policies for educators: A case study of three primary schools at Isipingo Circuit

Full Approval – Expedited Application

In response to your application received 14 February 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application 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.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr SD Bayeni
cc. Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/6350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymann@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za

vii

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses

Edgewood

Howard College

Marina School

North-Westville

Westville

ABBREVIATIONS AND ACRONYMS

EEA	Employment of Educators Act
HOD	Head Of Department
SACE	South African Council for Educators
SMT	School Management Team
SASA	South African Schools Act
LRA	Labour Relations Act

TABLE OF CONTENTS	
ITEM	PAGE NO
Title page	i
Declaration of originality	ii
Supervisor's statement	iii
Dedication	iv
Acknowledgment	v
Abstract	vi
Ethical clearance certificate	vii
Abbreviations	viii
Table of content	ix
<p style="text-align: center;">CHAPTER ONE INTRODUCTION AND BACKGROUND TO THE STUDY</p>	
1.1 Introduction	1
1.2 Background of the study	1
1.3 Research problem	2
1.4 Rationale for the study	2
1.5 Significance of the study	3
1.6 Aims and Objectives of the study	3
1.7 Research questions	4
1.8 Delimitations of the study	4
1.9 Organisation of the study	4
1.10 Conclusion	5
<p style="text-align: center;">CHAPTER TWO LITERATURE REVIEW AND THEORETICAL FRAMEWORK</p>	
2.1 Introduction	7

2.1.1 Teacher's code of ethical conduct	7
2.1.2 Legal perspective and legislation	9
2.2 Teacher disciplinary procedures	11
2.3 Common teacher misconduct in South African Schools	12
2.3.1 Absenteeism	13
2.3.1.1 Corrective measures of absenteeism in schools	13
2.3.2 Drunkenness	15
2.3.3 Examination fraud	15
2.3.4 Teacher poor classroom management	16
2.4 Impact of teacher misconduct	18
2.5 Progressive discipline	19
2.6 Prevention of teacher misconduct	21
2.6.1 School-community relationship	21
2.6.2 Principal-teacher interactions	22
2.6.3 Involvement of teachers in decision making	22
2.7 Factors impeding the implementation of policies	23
2.7.1 Teacher unions	24
2.7.2 Managerial factors	25
2.7.3 Social factors	25
2.7.4 Economic factors	26
2.7.4.1 Private tuition	26
2.7.4.2 Causes for teacher private tuition	26
2.8 Theoretical framework	27
2.8.1 Complexity Leadership Theory	27
2.9 Conclusion	29
CHAPTER THREE	
RESEARCH DESIGN AND METHODOLOGY	
3.1 Introduction	30
3.2 Research paradigm	30
3.3 Research design	31

3.4 Methodology	31
3.5 Access to the research sites	32
3.6 Sampling	33
3.6.1 Table of sampled research site and participants	34
3.6.2 Codes for the participants	35
3.7 Data generation methods	35
3.8 Interviews	36
3.8.1 Interviews in School-A	36
3.8.2 Interviews in School-B	37
3.8.3 Interviews in School-C	37
3.9 Data analysis	37
3.10 Ensuring trustworthiness	38
3.10.1 Credibility	38
3.10.2 Transferability	38
3.10.3 Dependability	38
3.10.4 Confirmability	39
3.11 Ethical issues	39
3.12 Limitation	39
3.13 Conclusion	40
CHAPTER FOUR DATA PRESENTATION AND DISCUSSION	
4.1 Introduction	41
4.2 Profiling of the research sites	41
4.3 Data presentation and discussion	43
4.4 Experiences of the School Management Teams in the implementation of discipline policies	43
4.4.1 School Management Teams endeavours in fostering positive discipline amongst teachers.	44
4.4.2 Dominance of teacher unions	45
4.4.3 The Departmental officials abdicating their duties	47
4.5 Antagonistic attitude to teacher discipline	49
4.5.1.1 Absenteeism	49

4.5.2 Alcohol abuse	55
4.5.3 Corporal punishment	58
4.6 Participation in policy making	62
4.6.1 Teacher's willingness to participate in the crafting of teacher discipline policies	63
4.7 Conclusion	65
CHAPTER FIVE FINDINGS, RECOMMENDATION AND CONCLUSIONS	
5.1 Introduction	66
5.2 Summary of the study	66
5.3 Findings	67
5.3.1 Experiences of the SMTs in the implementation of teacher discipline policy	68
5.3.2 Antagonistic attitude to the teacher discipline	69
5.3.3 Participation in policy making	69
5.4 Implication of the study	70
5.5 Recommendations	70
5.5.1 The importance of policies in schools	70
5.5.2 Staff development	71
5.5.3 The role of DoE	72
5.5.4 Community involvement	73
5.5.5 Teacher unions	73
5.6 Conclusions	74
6. REFERENCES	75
7. LIST OF APPENDICES	80
Appendix 1: Letter requesting permission from school principal	80
Appendix 2: Letter requesting the participants to participate in the study	82
Appendix 3: Template of informed consent letters to participants	84
Appendix 4: Semi-structured interview schedule for participants	85
Appendix 5: Turnitin Certificate	86

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This study aims to explore the School Management Teams' (SMTs) experiences in the implementation of teacher discipline policy in schools. In exploring this phenomenon, the focus is on the challenges that the SMTs face when implementing discipline policy. This is a case study of three primary schools in the Isipingo Circuit at Umlazi District, KwaZulu-Natal Province. This chapter highlights the background of the study. Then, the problem statement, objectives, aims and delimitations of the study are provided. The chapter concludes by outlining the breakdown of all the chapters.

1.2 Background of the study

Teachers are at the forefront in ensuring that quality education is achieved and sustained. As such, they are regarded as the main source of information that learners would need to steer their lives forward. In doing that, it is expected that they abide by the professional code of conduct. This code of conduct is provided by the Department of Education (DoE). Departmental policies are meant to guide educators in order that they display professionalism. The principals as the heads of the schools are tasked with the duty of ensuring that discipline policies are implemented. Boehm (2012) argues that principals' management style influences the way discipline policies are implemented in schools. Boehm (2012) maintains that there is a relationship between principals' management styles and school effectiveness. Principals' management styles to some degree determine the success or failure of the school (Bush, 2017). According to Barrett, Casey, Visser and Headley (2012), a code of professional ethics is put in place to ensure high standard of practice, guide the teachers in making decisions and regulate the teachers' behaviours.

1.3 Research Problem

Policy implementation has been regarded as simple linear process. The policy is developed by the DoE and passed on to schools with the hope that it will be implemented as is, without any problems. The DoE supplies the schools with policy and expect all schools to implement it. However, the DoE does not consider different factors unique to each school, pertaining to the implementation of the policy. This disregards various contributory factors detrimental to the effective implementation of the policy in schools. Strongly related to policy implementation is numerous of factors such as teachers' willingness to adhere to the policy and the SMTs' ability to ensure that teachers are adhering to the policy amongst others. Contextual factors influence the implementation of the policy. These are contexts within and outside the school. The same policy that had been relevant at some stage may not be relevant at a later stage. Literature has alluded that policy implementation is not an easy process. Discipline policy is influenced by changes in the form of pressure and other forces. The problem stems from the fact that even though the DoE supplies the schools with discipline policy to be adhered to by all stakeholders, cases of teacher misconducts are still reported in schools.

The purpose of the study is to explore the role of the SMTs in the process of disciplining teachers who are ill disciplined and deviate from professional code of ethics. In addition, it is important to get to know what the SMTs do in disciplining teachers. In exploring this phenomenon, I focus on the experiences that the SMTs encounter when implementing discipline policy. Since principals are the most senior management employees who also represent the DoE, they are expected to account for the misconduct of teachers in the schools.

1.4. Rationale for the study

I have noticed that there are challenges with regard to the implementation of the teacher discipline policy in schools. Some teachers lack discipline, which manifests through various professional malpractices which include absenteeism, late coming and administration of corporal punishment to learners, sexual harassment of students, intimate relationship between teachers and students, drunkenness as well as examination fraud. Absenteeism has been presented as a more serious misconduct which undermines service delivery (Mgonja, 2017). According to Mgonja (2017) absenteeism is a serious problem facing education institutions in both developed and

developing countries. The study conducted by Betweli (2013) on the nature of teacher misconduct found that absenteeism was amongst the misconducts common amongst many teachers in Tanzania. Van Onselen (2012) argues that between the years 2000 and 2011 South African Council of Educators (SACE) permanently terminated the services of ninety-seven teachers. Termination data provided by the National Department of Basic Education shows that teachers who are dismissed per year are roughly three hundred and fifty across all the provinces (Van Onselen, 2012)

According to Betweli (2013) one in seven male teachers has a drinking problem. When teachers are under the influence of alcohol they forget their professional duties. There are cases where teachers are dishonest by engaging in fraudulent activities related to examination and these activities include inflating examination scores, plagiarism and lying about the qualification amongst others (Lennebald & Dance, 2014).

1.5. Significance of the study

This study may be adding to the existing body of knowledge. It will highlight experiences and challenges that the principals face when implementing Teacher Discipline Policy in schools. This study will provide better understanding of the challenges in implementing the discipline policy in schools.

1.6. Aims and Objective of the study

The aims of the study are to:

- Explore the experiences of the School Management Team in the implementation of teacher discipline policy.
- To ascertain why do School Management Teams have such experiences.
- To find out how does teacher misconduct influences the atmosphere of the school.

1.7 Research questions

- What are the School Management Teams' experiences in the implementation of teacher discipline policies?
- Why do the School Management Teams have such experiences?
- How does teacher misconduct influence the atmosphere of the school?

1.8. Delimitations of the study

The study explores the SMTs implementation of discipline policy in three primary schools at the Isipingo Circuit. This study is confined to the school managers. These schools were chosen to be part of the study because some teacher misconducts had been reported in these schools. This issue will be further discussed in detail in Chapter Three. These schools are located at Umlazi Township. Umlazi Township is characterized by high unemployment rate, poverty, substance abuse and crime. The selected schools are classified as quintile 4 ranking. Parents cannot afford to pay school fees, most of them rely on social grants for living. The selected schools are surrounded by informal settlements.

1.9. Organization of the study

This study is organised into five chapters.

Chapter One

This chapter sets the scene for the study. It outlines various components of the study including the background of the study, the purpose, the objectives, the research questions, the rationale, the significance of the study and conclusion.

Chapter Two

This chapter presents literature review on the implementation of teacher discipline policies in schools as well as theoretical framework that underpins the study.

Chapter Three

This chapter presents a detailed discussion of the research design and methodology that will be used in the research. In this study I will also provide explanation and justification for research design and choices of methodology. The process of generating data including data analysis will be discussed.

Chapter Four

This chapter presents the data and the discussion of the findings.

Chapter Five

Some of the important terms used in this study are; Principals, HODs, Policy and Legislation.

- A principal can be described as the head of the school. He/ She is the leader of the entire community within the school. The principal is accountable to the DoE, parents and the community on what happens within the school.
- A Head of Department (HOD) is the one who is in charge of the Department in the school. HOD provides academic leadership by managing the Department and ensures that the highest standard of excellence is achieved.
- A policy is a system of principles that guides decisions in order to achieve rational outcomes.
- A legislation is law which has been officially made public.

This chapter presents the findings after which recommendations are made.

1.10. Conclusion

This chapter provided the introduction and background of the study. The rationale provided justification of the study in terms of personal, professional and theoretical aspects. The research will be conducted in three primary schools using semi-structured interviews as a research method for generating data.

The researcher will select three participants from each school. The participants will be the members of the SMT (principals and HODs). Chapter two will focus on a thorough review of literature including theoretical framework.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

Chapter one introduced this study by providing the background of the study and highlighting some insights into the implementation of the teacher discipline policy. This is followed by the rationale, critical questions and objective of the study. This chapter starts by presenting teacher's ethical code of conduct, legislation and policy framework. The relevant literature on the implementation of teacher discipline policy is then discussed. The literature includes teacher disciplinary processes that are followed when there is a deviation from code of conduct, common teacher misconducts in South African Schools, prevention of teacher misconduct, the impact of teacher misconduct on the learners and staff. Factors impeding the implementation of policies, namely: teacher unions, managerial, social and economic factors are also highlighted. This chapter concludes by presenting complexity leadership theory as a theoretical framework that underpins the study.

2.1.1 Teacher's code of ethical conducts

Teaching is a profession. As such, it has code of ethics. The code of ethics includes set of standard of behaviors, good morals. All teachers practicing in this profession need to abide by the code of ethics. The study done by Morrow and Sing (2014) in Andra Pradesh (India) shows that some teachers' practices and behaviours are not in line with the code of conducts. Other study done by Sibiya (2017) in KwaZulu Natal (South Africa) concurs with Morrow and Sing's (2014) study that teachers' practices and behaviors are not in line with the code of conduct. A breach of code of conduct has serious implications and may warrant punishment. Teachers are expected to display professionalism at all times.

Professionalism involves the behavioral practice which is supposed to be in line with the dictates of the profession. Teachers are expected to behave in accordance with the dictates of the teaching profession. The dictates of the teaching profession include adherence to the desirable standards of behaviours acceptable to the teaching profession (O'Neill & Bourke, 2010).

The code of ethical conduct encourages appropriate professionalism and ethical dispositions form the teachers. Those who may be found deviating from the ethical code of conduct may be subjected to punishment. Punishment as mandated by SACE, Section 23(c) of the South African Council for Educators Act, no 31 of 2000 states that the Chief Executive Officer may dismiss or remove the teacher from the register if found guilty of breaching of the code of ethics. Punishment may come in the form of warning, suspension or even dismissal depending on the nature of the misconduct. Codes of ethical conduct are developed to serve specific purposes; therefore, it is important to understand the origin of particular code in terms of the educational and social context in which it functions. The code of ethical conduct helps the teachers to differentiate between acceptable and unacceptable behaviours (O'Neil & Bourke, 2010).

To ensure that teachers are aware of the code of ethical conducts, the schools may develop their own code of ethical conducts as a programme to remind teachers about the expected behaviours. The principal being the head of the school has to play a leading role in ensuring that teachers adhere to the code of ethical conducts. It is important that all the stakeholders participate actively in the drafting and development of the teacher's code of ethical conducts. The teachers 'code of ethical conducts needs to be in line with the Constitution of South Africa, Employment of Educators Act (EEA) and SACE (Tshabalala, Muranda & Gazimbe).

The code of ethical conducts is also contained in the Labour Relations Act No. 66 of 1995. It highlights all the activities that are regarded as acceptable behaviours. Some of the principles of acceptable behaviors for teachers are selflessness, integrity, honesty, objectivity, accountability, openness and leadership (Spendlove, Barton & Shortt, 2012). Tertiary institutions are crucial in the development of the teachers as they prepare them for the teaching career. The tertiary institutions find it difficult to screen students who want to enroll for teaching and pursue teaching profession. Some students decide to pursue teaching after failing to meet the requirements of the profession they had desired. This results in teachers who are not passionate about their career (Anangise, 2011). Teacher training programs and workshops need to include ethical education as a way of addressing misconduct in schools (Anangisye, 2011).

Even though South Africa enjoys twenty-three years of democracy, incidences of teachers who still abuse and harass learners in various ways are reported. The article on newspaper titled "New

24”, 15 March 2016 reported that a total of 102 teachers in Gauteng were fired in 2015, two of whom were found guilty of sexually harassing learners in the school. Furthermore, ENCA (you first need to write ENCA in full then abbreviate and put ENCA in brackets), 30 August 2016 reported that 12 in 2016 were fired in KwaZulu Natal-Department of Education for having sexual relationship with learners. This happens despite the promulgation of the policy which stipulates that teachers are not supposed to engage in sexual relationship with the learners and other forms of harassment in schools. South African Council of Educators (SACE) reported 2 233 cases of teacher misconduct from 2008 to 2012. Of these, 49 related to cases of sexual misconduct and 209 cases dealt with corporal punishment (Mail & Guardian, 28 April 2017). This shows that teachers are still not adhering to the policy of the Department. It is important to understand why the code of conducts promulgated twenty years ago is not adhered to as expected by the teachers at the school level.

There may be various reasons why teachers are still engaging in such malpractices. One of the reasons is that teachers are protected by their teacher unions (Sibiya, 2017). Some schools find it difficult to implement disciplinary measures. This is due to the interventions by some teachers’ unions in the disciplinary processes of the teachers. When a teacher is subject to the discipline, the disciplinary team set up includes a representative from the teacher union with which teachers are affiliated. It has been proven that the intention of the teacher union representative is to protect the implicated teacher. Teacher unions have successfully won a number of misconduct cases that were brought against the teachers (Sibiya, 2017). Another reason for teachers to continue engaging in malpractices is that the Department of education does not act swiftly in all cases reported (Betweli, 2013).

2.1.2 Legal perspective and legislation

For a school to be effective it is important that school policies are in place and that all the teachers understand and follow the policies. The principal being the head of the school together with his or her SMT has a responsibility to ensure that such policies are adhered to and observed by the teachers. For that to happen, it is important that teachers play an important role in drafting of such policies (Tshabalala, Muranda & Gazimbe, 2014).

Section 9 of the Constitution of the Republic of South Africa states that everyone is equal before the law and everyone has a right to equal protection and benefit of the law. Learners at school have a right to be protected, feel safe and free from corporal punishment and other forms of harassment (Ogand, Partela & Pells, 2015). It is the duty of the principal and his/ her SMT to ensure that teachers uphold the constitution. The media still reports the incidents of teachers administering corporal punishment in schools. For example, The Sowetan (12 May 2017) reported that a Secondary School teacher at Lenasia was filmed slapping a child who had allegedly disrupted a class. The official of the department did confirm that the teacher was facing a disciplinary case. There may be many reasons for teachers to continue to use corporal punishment and these reasons may include the pressure from parents who encourage teachers to use of corporal punishment to discipline their children (Morrow & Sing, 2014). Another reason can be the traditional belief by some teachers that corporal punishment enhances academic performance and correct bad behaviours (Morrow & Sing, 2014).

Besides learners being subjected to corporal punishment, female learners are also sexually molested in schools. Schools must be free from any forms of violence and sexual harassment. Additionally, schools need to ensure that the culture of human right is promoted (Prinsloo, 2006). Learners who are experiencing sexual harassment are not safe in school. Literature reveals that there are teachers who are sexually molesting learners in schools (Prinsso, 2006; Deb & Walsh, 2012; Betweli, 2013). The following newspaper articles confirm that teachers are sexually molesting learners in schools. A teacher filmed himself having sex with pupils. This scandal erupted at a high school in Nquthu where at least one male teacher has been suspended and several others are under investigation for allegations that they had sex with pupils (Masweneng & Dookey, 2017). Masweneng and Dookey (2017) reported that a Durban teacher appeared in court for allegedly sending sexually explicit material to a teenage pupil. The investigation by the DoE is still underway.

The incidences of teachers sexually molesting learners in schools reveal that the DoE is failing to stop these criminal behaviours of teachers. News 24.com, (1 March 2017) also reported that a teacher in Mpumalanga has been suspended for having a sexual relationship with a 15-year-old girl who is a learner where the teacher teaches. According to Deb and Walsh (2012) more than thirty percent of female learners are raped by male teachers in schools every year. Betweli (2013)

concurs with Deb and Welsh (2012) by stating that one-third of female learners suffered from sexual molestation by male teachers. This shows that learners are being denied the right to receive education in a safe environment at school.

According to Deb and Web (2012) sexual molestation has a negative impact on the future of the learners as it affects their academic performance negatively. Most learners who are sexually abused experience poor physical and mental health. Others begin to experiment drugs in trying to forget the negative experiences they have endured. Some learners experience severe depression. Abused learners find it difficult to adjust to the school environment Resulting in some committing suicide or harming themselves. According to Deb and Welsh (2012) some symptoms of learners who are sexually abused are soiling and bedwetting.

The Education Amendment Act (EAA) No. 53 of 2000, Section 17 (c) states that any teacher found guilty of having a sexual relationship with a learner of the school in which he or she is employed needs to be dismissed. The sexual molestation of learners in schools prompted the inclusion of section 17(c). All Section 17 offences are dismissible. The inclusion of section 17(c) was done in order to curb sexual molestation of female learners in schools. Teachers in schools need to be work shopped about this act in order to ensure that discipline is always maintained. Sexual harassment of learners is still happening in schools beside the policy that aims to protect the learners and assisting the principals of schools in dealing with teachers who are engaging in these malpractices (Prinsloo, 2006)

2.2 Teacher disciplinary procedures

According to EEA No. 76 of 1998 when the teacher has misbehaved the disciplinary process is instituted against him/her. Misconducts are classified into two, serious and less serious. Serious misconducts fall under Section 17 (1) of EEA No. 76 of 1998. Serious misconducts are all dismissible.

Dismissible misconducts include but not limited to sexual molestation of the learners or colleagues, theft, bribery, fraud and illegal possession of stupefying substance and administering of corporal punishment to the learners.

Less serious misconducts fall under Section 18 of EEA No 76 of 1998. Less serious misconducts are not dismissible. Section 18 misconducts include absenteeism without permission or valid reasons, poor performance, drunkenness and sleeping on duty amongst others.

Disciplinary processes pertaining to less serious misconducts are outlined in Schedule 2 of the Amendment Act No. 50 of 2002, Subsection (4). According to this Act, powers to deal with teacher misconducts rest with the principal. In a case where the principal is implicated, the principal's superior handles the case. Depending on the gravity of the case, the teacher may be given a verbal, written warning and a second written warning or the principal may issue the notice of the case for the official hearing. If the case warrants a written warning, the implicated teacher may be served with the written warning in the presence of the witness. The teacher may be requested to sign to acknowledge receipt of the copy of the warning. The written warning is kept in the teacher's file and is valid for the period of six months. Amendment Act No. 57 of 2001, Section 9(a) states that the teacher has a right to dispute the sanction by lodging a written objection against the sanction.

Amendment Act No. 57 of 2001, Section 9 (b) states that when the principal has exhausted all the stages of the misconduct case including counselling, verbal, written and the final written warning, he/she may issue a notice of the case. The implicated teacher may be given five working days' notice before the hearing. In the notice, the principal must describe the nature of the allegations, time, place, the venue of the hearing and the teacher's right to legal representation. The teacher to acknowledge the receipt of the notice by signing.

2.3 Common teacher misconducts in South African Schools

Teachers play an important role in ensuring that the goals of the Department of education are attained. They are responsible for transmission of national norms and values to the learners. Teachers play an important role in developing learners' understanding, skills, learning and values. However, there are misconducts among the teachers which are not in line with the desired goals. Literature reveals that most teachers are engaging in various unethical practices. Some incidences of teacher misconduct include absenteeism, late coming, drunkenness, sexual abuse, examination

fraud, abusive language and unethical dress code (Betweli, 2013; Sezgin, 2014; Sezgin, Kosar, Kilinc & Ogbdem, 2014). Teacher misconduct affects the process of teaching and learning.

It is essential that the school management understands common misconduct occurring in schools in order to prepare for the preventative measures. The school management needs to be proactive rather than reactive (Sezgin, 2014). This study explores SMTs experiences in the implementation of discipline policies in schools. School discipline determines the basic school functionality.

2.3.1 Absenteeism

Teacher absenteeism is linked to job satisfaction, organisational commitment, principal's leadership style, school climate and academic success of the learners. If teachers are satisfied with what they are doing and happy in schools, they are likely to come to school regularly. If the teaching staff demonstrate commitment to their work, the rate of absenteeism is likely to decrease.

The principal's leadership style also contributes to the teacher absenteeism. Learner's absenteeism is also determined by teacher absenteeism. Teachers who are always on time and on task will improve learner absenteeism (Sezgin, Koşar, Kiling and Ögdem, 2014). A negative teacher perception is created in the minds of the learners if teacher absenteeism persists (Stoica & Wamsiedel, 2012). Teacher absenteeism is a serious challenge that undermines the service delivery in both developed and underdeveloped nations (Mgonja, 2017). Betweli (2013) argues that low salaries are the main cause of high rate of absenteeism amongst the teachers resulting in teachers spending most of their time in private businesses in order to supplement their salaries. The high rate of absenteeism amongst teachers yields failure to complete curriculum implementation and consequently poor academic performance amongst the learners.

2.3.1.1 Corrective measures of absenteeism in schools

The Department of Basic Education has developed a set of policies that govern the conditions of service for teachers. These include Employment of Educators Act No. 76 of 1998, Section 14(1) which states that a teacher who is absent from work for the period exceeding fourteen consecutive days without the permission of the employer will be discharged from service on account of misconduct. Leave measures for educators are also stipulated in the Personnel Administrative

Measures in the Government Gazette Vol.404, No.19767, and dated 18/02/1999. Labour Relations Act No.66 of 1995 also provides guideline on leave matters.

The above mentioned legislations lists the categories of leave that educators are entitled for, which include normal sick leave, family responsibility leave and special leave.

Suryahadi and Sambodho (2013) have identified a number of factors that reduce teacher absenteeism, namely, high quality infrastructure that tend to attract teachers to school and decreases the rate of absenteeism. Secondly, the active participation of communities in school programmes.

Thirdly, incentives for teachers who are excelling in different categories help to motivate teachers to come to school regularly. Fourthly, principal's leadership skills tend to reduce the rate of absenteeism.

Toyamah (2010) came up with other factors that reduce teacher absenteeism, Firstly, the principal who is always present at school. Secondly, the schools with all the facilities like water and electricity. Thirdly, regular school visits by Departmental inspectors. In order to manage teacher absenteeism, the Department of Education and the principals need to improve the working conditions and the school climate by providing all the resources needed by teachers. The work load of the teachers needs to be fairly distributed amongst them. The stress that teachers experience every day pushes them away from school (Mampane, 2015; Lee, Goodman, Dandampani & Kekahio, 2015). It has been proven that if teachers are free and are enjoying what they are doing their attendance is likely to increase (Toyamah, 2010). Monitoring and supervision by the officials of the Department and the school management improves teacher attendance (Suryahadi & Sambodho, 2013). Principals who encourage their teachers to propose their own solutions to the challenges of teacher absenteeism tend to decrease the rate of absenteeism. Teachers need to be part of the processes of developing the policies that address the challenges of teacher absenteeism in schools. Measures must be put in place to hold teachers accountable (Okurut, 2012). Compliance with the Departmental policies and guidelines with regards to leave matters is none negotiable (Okurut, 2012). Time book is an official document that is controlled by the principal. Time book is signed twice a day in the morning when the teachers report for duty

and in the afternoon when the teachers depart. Time book reduces late coming, early departure and absenteeism if it is properly controlled by the principal (Mampane, 2015).

2.3.2. Drunkenness

Drunkenness affects most teachers in schools. When teachers are under the influence of alcohol they forget their professional duties. This is manifested as they spend most of their time drinking as opposed to teaching (Betweli, 2013). Additionally, some teachers would go to the extent of sharing alcohol with learners in school (Burrett, 2004) and others run their own taverns (Burrett, 2004). One in seven male teachers has drinking problem (Betweli, 2013). Work related stress also causes teachers to engage themselves in drinking. Literature indicates that the problem of drunkenness is serious among rural school teachers as some of these teachers renting cottages live far from the schools thus, prone to alcohol abuse. Once the teachers are familiar with and integrated into local communities they involve themselves in drinking habits (Betweli, 2013).

Alcohol abuse falls under Section 18 (p) of Employment of Educators Act of 1998. This act states that a teacher who is alleged to have committed this misconduct; coming to school under the influence of alcohol should face disciplinary processes. The disciplinary process starts at the level of the school. The principal who is representing the employer at the level of the school may institute the disciplinary process and impose sanctions which may include counseling, verbal warning, written warning. If the teacher is not showing any signs of repenting, the principal may submit the written report to the district in order that the disciplinary process may commence at the district level.

2.3.3 Examination fraud

Schools are places where teachers are preparing learners to be responsible citizens. However, there are cases where teachers are dishonest. This defeats the main aim of taking children to school. People who are entrusted with the future of the learners are betraying the trust of the parents. Teachers who engaged in examination fraud are destroying the future of the learners and killing the nation (Lennebald & Dance, 2014).

Examination fraud involved the inflation of continuous assessment and examination scores by teachers in exchange for money and other services (Lenneblad & Dance, 2014). Plagiarism, cheating and lying about qualifications are the most common academic malpractices by the teachers (Ikiroma and Anyanwu, 2017).

Some teachers go to the extent of pretending to be students thereby replacing student's photographs with their own. Furthermore, they allow other people to write examinations on behalf of the students.

Principals and teachers must display the principles of honesty, fairness and integrity in schools. Teachers need to give learners proper guidance with regard to the expectations, responsibility and the integrity of the examination. Some teachers perpetuate cheating by conspiring with the security officials (Ikiroma and Anyanwu, 2017). Feday (2017) argues that some parents put pressure on learners to pass and consequently learners who are struggling at school feel that cheating is the only way out.

Students come from the corrupt societies. Teachers are not only accountable to the school management and the Department, they also account to the parents and the community about the performance of the learners. Teachers feel the pressure from the public to improve performance.

They are tempted to temper with the learners' assessment marks in order to boost the school performance. Principals also encourage assessment fiddling in order to boost the profile of the school (Lenneblad & Dance, 2014).

2.3.4 Teacher poor classroom management

Literature reveals that effective teaching and learning can only take place if there is effective classroom management (Marzano & Pickering, 2003; Yildirim, Akan & Yalcim (2016). The teachers' failure to manage his / her class is tantamount to incapacity. Employment of Educators Act states that a teacher can be charged for incapacity if he/ she is failing to manage the class. A well-managed and disciplined class enhances quality teaching and learning. It also improves teacher –student relations. The students' attitude towards school and academic motivation is determined by the quality of teacher-student relationship. The learners' good behaviours is influenced by the teachers' support (Marzano, Pickering & Marzano, 2003, Possel, 2013). This

suggests that teachers need to ensure that learners are kept busy in the classrooms. Learners always enjoy well prepared lessons. Learners need to be actively involved in classroom and this will reduce cases of learner misconducts. Learners enjoy learner centered lessons.

Negative attitude of the teachers in the classroom can adversely affect students' learning.

According to Yildirim, Akan and Yalcim (2016) the most common teacher's behaviours that cause learners to drift away from the class and to be afraid of their teachers include excessive negative criticism, humiliating, embarrassing and yelling with anger. This suggests that teachers need to accept the fact that learners learn by making mistakes. Learners do not enjoy the lesson where there is tension. Learners need to be given an opportunity to experience new things and have fun.

Hsu (2014) argues that the willingness of the students to participate actively in their learning is affected by teacher misconduct. Teacher's misconduct results to student's misbehaviour. The attitudes of students towards school, classes, learning, their motivations, self-confidence and will to succeed are determined by teacher's behaviours. The majority of students need love and support from their teachers (Yildirim, Akan and Yalcin (2016).

The uniqueness of individual learners is not valued by teachers as students are always compared to other students. Their individual rights are not respected. According to Genctanirim (2014) methods used by teachers when teaching is not effective, this frustrate the learners. When teachers are preparing their lessons, it is important that the lesson caters for slow, average and gifted learners. The disciplinary methods used by teachers are excessive and do not allow the students to gain self-confidence. According to Page (2014) the reputation of the school is tarnished if teachers are misbehaving. The teacher misbehavior affects the whole school community, learners, staff and the parents. Different forms of misbehaviour that affects teaching and learning takes place in the classroom. They include poor teaching practices, teachers not honoring lessons due to under preparedness, use offensive language, inappropriate jokes and excessive breaks.

Page (2014) argues that what teachers do in their private life outside the school needs to display professional ethics. Parent's involvement in schools is also determined by the way teachers

behave in the community and the community holds teachers accountable both inside and outside the school.

2.4 Impact of teacher misconduct

Misconduct affects the implicated teacher, his /her colleagues, students, principal SMT, the school, parents and the community (Tshabalala, Muranda & Gazimbe, 2014). Knowing the consequences of the misconduct he/she has committed, the teacher may be affected emotionally, physically and psychologically. It will also depend on the nature of the charges laid against him or her. Some offences warrant dismissal. In such cases the teacher may be affected financially. Humiliation as a result of the pending case may cause a teacher to lose self-esteem as it will be difficult for him or her to bring back his/ her reputation. The principals and the SMTs need to devise some strategies of dealing with misconducts before they occur. The SMTs need to be proactive rather than reactive when dealing with teacher misconducts. Teacher misconducts have negative impact on the effectiveness of the school.

According to Page (2014) mixed feelings amongst the staff members may prevail when the teacher is charged for misconduct. Some may sympathize with the implicated teacher. Others may feel that justice must be served. Human relations amongst the staff may be negatively affected. The hearing processes are time consuming, emotionally draining and may psychologically affect the wellbeing of the person involved (Page, 2014).

According to Tshabalala, Muranda and Gazimbe (2014) the reputation of the school involved is also tarnished. Teacher misconducts attract the media. This may indirectly affect the image of the school. The parents and the community may develop the negative attitude toward the school. Parents may respond by withdrawing their children from the school and the school enrolment may drop. Teachers may be directly affected by this because they may be redeployed to other schools with larger enrolment. It is the responsibility of the principal and his/her SMT to minimize the damage caused by teacher misconduct.

2.5 Progressive discipline

According to Page (2014) progressive discipline gives a teacher an opportunity to change the undesirable act before disciplinary action. It is important that before the principal embarks on the punitive measures he/ she provides support and development which will make teachers familiar with their roles and responsibilities regarding policies. The punitive measures should be administered as the last resort to against those teachers who are flouting the policies (Tshabalala, Muranda & Gazimbe, 2014). The principal needs to workshop and provide support to the teachers. The principal has the responsibility to instill the desire and willingness to adhere to the code of conduct in all teachers (Tshabalala, Muranda & Gazimbe, 2014). This can be done through mentoring, workshops and setting good example. When these processes fail then disciplinary processes become necessary. Discipline should not be punitive but should aim to correct the misconduct.

Collaboration between teachers and SMT from the onset could result to some teachers willingly adhering to the policies; this kind of relationship could be regarded as progressive discipline. Progressive discipline has been proven to increase and enhance the school effectiveness. Page (2014) argues that some principals and SMTs are quick to blame, find faults and reprimand the teachers and this has a negative effect in the way the teachers perform their duties. This could be regarded as negative discipline. The manner in which the principals interact with staff members when implementing appropriate disciplinary actions is important (Page, 2014). Page (2014) states that staff discipline affects the atmosphere and effectiveness of the school. Progressive discipline increases the school's efficiency while negative discipline disturbs the school from achieving its goals. When the principal decides to press charges of misconduct against a staff member, he/ she should have collected enough evidence (Ndlovu, 2014). The principal and his or her SMT need to create the atmosphere that is conducive for all members of the staff to interact with them freely. The staff members should not feel intimidated by the authority of the principal. The principal should not allow himself/ herself to act out of malice and prejudice against the staff members (Ndlovu, 2014).

Mgonja (2017) states that the principal needs to sit down with the implicated teacher first, to find out the causes of misconduct. The consequences of the misconduct need to be clearly explained to the teachers. The teacher needs to be given an opportunity to present his or her side of the story. According to Mgonja (2017) depending on the gravity of the misconduct, the teacher needs to be given the verbal warning first which takes place in a relaxed atmosphere. If the problem persists, verbal warning should be followed by a written warning. A warning letter is written and signed by the principal before given to the teacher. The copy of the warning letter is photocopied and put in the teachers' file. The other copy is kept in the principal's masters or mistresses' file (Mgonja, 2017). The warning letter is valid for six months after which the letter will not be used as a reference should the teacher commits another crime. If the teacher is showing no signs of repenting or improving his or her behaviours, the principal and the SMTs initiate the disciplinary processes.

The principal should begin by collecting enough evidence for the case. The principal needs to collect notes of every conversation and action from the moment the principal became aware of the misconduct. According to Page (2014) notes will help the principal in following the complexities of the case. The principal may appoint the investigating officer in writing. The tribunal which is made up of the chairperson, two other persons and the representative of the teacher who is charged is constituted. The implicated teacher will be required to submit a written admission or denial of a charge in writing within twenty-one days. The chairperson, in consultation with the employer determines the time and place of the hearing. The employer shall give the teacher fourteen days' notice of the time and place of the hearing. If the teacher is found guilty of a misconduct at the conclusion of the enquiry, the tribunal will make recommendations regarding steps to be taken and inform the teacher of the findings.

According to the Employment of Educators Act No 76 of 1998, Section 24 (2) states that if the teacher wants to appeal the decision against the findings of the disciplinary tribunal, he or she may appeal within fourteen days after the decision has been taken. The principal and his/ her SMT have to devise strategies to help other members of the school who are affected both teachers and learners. The strategies should try to minimize the impact of the disciplinary process. Counselling services can also be a solution.

2. 6 Prevention of teacher misconducts

Serious teacher misconduct may have multiple impacts, affecting colleagues, learners, the management and the school. However, predicting serious teacher misbehaviour is difficult. Literature reveals that in most cases, teachers who commit serious misbehaviour are good, hard working members of staff with outstanding performance (Tomlinson & Greenberg, 2005; Page 2014). Factors outside the school provides further complications in the extent to which teacher malpractices can be predicted. Experiences of distress and tragedies suffered by the teachers outside the school can also be the cause of teacher misconducts. The school management needs to consider all the complexities of teacher misconducts when dealing with the cases. Balancing the needs of the learner, colleagues, school and the implicated teacher is paramount when negotiating the case (Page, 2017).

2.6.1 School-community relationship

Serious teacher misconduct attracts the interest of the media. Publication of teacher misconduct may erode the extent to which the teachers are trusted by the community. Teachers do not only account to the management and the Department, but they also account to the community. It is important that the principal build a strong relationship between the school, parents and the community. The principal needs to ensure that trust of the community is enhanced so that if incidences of teacher misconduct occur, the image of the school is not damaged (Dunlop & Lee, 2004; Wellen & Neale, 2006). The school can achieve this by involving the community in all the school activities. The school can also cultivate public trust by publicizing the school's academic success and other school accomplishments. Involving the community in all the activities of the school, the principal will be building the capital trust so that when incidents of serious teacher misconduct emerge the damage will be minimal (Barnes, 2005). School- community relationship will encourage the teachers to be disciplined inside and outside the school perimeters. They will know that their private life is monitored by the public.

2.6.2 Principal- teacher interactions

According to Prince (2012) principals' attitudes towards the teachers determine the climate of the schools. The positive school climate is created by shared vision, atmosphere of trust and openness (Price, 2012). The school's professional attitude is influenced by interpersonal relationships between principals and their teachers. If the relationship between the principal and his/her teachers is good, job satisfaction is enhanced and cases of teacher misconduct decrease and consequently their performance in class also improves. When principals and teachers spend more time and put more effort into learning, the learners prosper. The success of the school is achieved when the principals create trusting school spaces (Bryk, Sebring, Allensworth, & Easton, 2010). Good principals always encourage the staff to participate in the decision making of the schools. The teachers develop a sense of ownership to all the programs of the school. Literature reveals that distributing power increases innovative teaching (Bryk, Sebring, Allensworth, & Easton, 2010; Page, 2012)

2.6.3 Involvement of teachers in decision making

According to Kovac, Rafajac and Buchberger (2014), the principal and the SMTs are responsible for creation and implementation of discipline policy in schools. Schools that are disciplined are characterized by high degree of participation of teachers in decision making on important aspects of the school (Sahlberg, 2012). Teachers should be involved in all the activities of the school. The principal and the SMT should try to close the gap between the place where policies are made and the actors through whom the policies will be implemented (Sahlberg, 2012).

The school management should play an important role in this regard. The success of the implementation of discipline policies depends largely on the relationship between the principal, SMT and the staff. If teachers are involved in decision making, they will not feel neglected and cases of misconduct amongst the teachers will decrease.

According to Gumus, Bulut and Bellibas (2013) teachers play a pivotal role in influencing student learning. Teachers are in the center of the teaching and learning activities in the school

and as such, the learner's success depends on the individual teacher's competence, content knowledge and ability to teach.

The teacher's success depends on the ability to improve their knowledge, skills and capacity. Effective collaboration assists teachers to receive feedback from their colleagues, reflect on their teaching strategies and improve teaching skills. Collaboration is not possible if teachers are not disciplined. Chan and Ham (2012) argue that leadership plays an important role in ensuring that teachers are disciplined. If teachers are disciplined, schools will be effective and the learners will benefit from the effectiveness of the school. Principal- teacher collaboration enhances motivation and improves discipline amongst the teachers. The quality and the level of collaborations are determined by the teachers. In order for collaborative programs to be effective the atmosphere must be conducive. It is crucial that teachers feel important and their contributions valued their colleagues (Brownell, Yeager & Riley, 1997). The principals are the key in creating conducive environment which enables professional collaboration among the teachers. Learners benefit from teacher's collaborative working because teachers improve their teaching skills.

2.7 Factors impeding the implementing of policies

Principals from private schools are better equipped to deal with teacher misconduct as opposed to the principals from public schools (Mgonja, 2017). The principals in private schools deal with the teacher misconduct decisively than their public schools counterpart. It is easy to dismiss the teacher in a private school than in public schools. In most private schools, powers are delegated to the principals. The principals have powers to dismiss the teachers who are not adhering to the schools' code of conduct (Mgonja, 2017).

Since teacher dismissal takes a longer process in public schools, Teacher misconduct is likely to persist because the principals and SMTs have limited powers to carry out discipline. Some public school principals and SMTs conceal the teacher's malpractices. Many serious cases remain unreported to the DoE. Principals prefer to resolve case of misconduct internally at the school level.

Some principals and SMTs fear that they might be victimized by the implicated teachers. Lack of proper supervision by the school management increases the cases of misconduct in schools.

When dealing with these cases, the school management sometimes disregards the rules and regulations as stipulated in the policy (Mgonja, 2017).

For the DoE, principals and their SMTs to be able to implement school policies, they should be familiar with factors hindering the implementation of policies. Some of the factors impeding the implementation of policies are teacher unions, managerial factors, social factors and economic factors amongst others.

2.7.1 Teacher unions

Literature reveals that government employees are more protected than the private-sector employees. Government employers find it very difficult to discharge the employees who engage in misconduct or poor performance (Cooper, 2013; Sibiyi, 2017 & Whittle, 2017). In many cases the employees are given the opportunity to appeal disciplinary actions. Teachers are discharged only in extreme cases after long unsuccessful efforts to improve performance.

Teachers, like all government employees are heavily unionized (Cooper, 2012). It is very difficult for the principals and SMT to discipline the teachers. Teacher unions managed to win some serious misconduct cases of teachers whose services were terminated by the Department. The principals and the SMTs find it very difficult to manage the schools in a unionized environment. Management in a unionized environment is characterized by fear and inconsistency. Teacher unions in schools lead to strained relations that compromise teaching and learning. Professionalism and unionism contradict each other (Sibiyi, 2017).

Whittle (2007) argues that teacher unions are deemed as the cause of the disruptions taking place in public schools globally. They make it difficult for the management to manage schools effectively. In most cases the management decision is overruled by the militant union leaders. During strike actions teachers disrupt classes and teachers who do not participate in strikes are threatened violently. School buildings and other properties are vandalized. Professionalism in teaching has been replaced by hooliganism and militancy (Amtaika, 2013). Conflict of interests exists between teacher unions and school management as teacher unions tend to advance their political agenda at the expense of the learner's needs (Coetzee, 2009).

2.7.2 Managerial factors

According to Mfaume and Bilinga (2017) some cases of teacher misconducts are handled by people who are not trained in legal issues. Most cases of teacher misconduct are won by teacher unions in court. The teacher unions try to focus on petty issues like the procedures followed in constituting the discipline committee. The unions do this in order to shift the focus from the misconduct committed by the teacher. Quality management at all levels is essential in ensuring that teachers are performing their duties accordingly. Principals are also failing to document and present the compelling evidence against the implicated teacher. Some principals are the cause of teacher misbehaviour because they lack managerial skills.

Teachers are involved in malpractices because they feel that they are neglected by the management at all levels. The management's failure to address sensitive issues like promotions and duty loads exacerbate the problem of teacher misconduct. Some principals are accused of favoritisms (Mfaume & Bilinga, 2017).

Departmental officials hardly visit schools for monitoring, particularly, the schools thus, prone to malpractices. The officials at national and provincial level are failing to fulfill teachers' needs. Teachers feel neglected by the authorities and believe that they are treated unfairly in terms of salaries, transfer allowances and promotions (Betweli, 2013).

2.7.3 Social factors

Poor living and working conditions that teachers are experiencing on a daily basis are believed to be the factors contributing to teacher misbehaviour. The absence of facilities such as furniture, electricity, clean water and ablution facilities affects the teachers. Some teachers work far from home and are forced to rent houses. Some of these houses are in places that risk their professional behaviours (Betweli, 2013). They sometimes find themselves in the environments that tempt them into alcoholism and prostitution. In order to avoid late arrival at and absenteeism from work, teachers often rent houses nearby their schools.

2.7.4 Economic factors

One of the major causes of teacher malpractices is the inadequate income as their salaries do not meet their needs. Teachers are therefore forced to find alternative means of supplementing their income and these means include small businesses and private tuition. Most of these businesses are conducted during the school hours (Betweli, 2013; Bilinga & Mfaume, 2017).

2.7.4.1 Private tuition

As some teachers spend most of their time doing private business in order to supplement their salaries, learners from their schools remain neglected (Mfaume & Bilinga, 2017). Those teachers who manage to come to school encounter challenges with concentration due to a need to prepare for their private tuition. Other teachers spend their time in the staff room chatting, leaving learners in the classrooms unattended. This has a negative effect on learner's academic performances as teachers fail to complete the syllabus on time.

2.7.4.2 Causes for teacher private tuition

According to Mlokozi (2015) there are many factors contributing to a need for securing extra forms of employment such as private business and tuition by the teachers. These factors include the following:

2.7.4.2.1 Teacher Motivation

Motivation is the willingness to put more effort towards assisting learners to achieve educational goals. Teacher's motivation enhances the classroom effectiveness and students' performance. Factors operating within the school system that could negatively affect the performance of the teachers are frustration, discontentment and stress.

2.7.4.2.2 Salary and incentives

Good salary and incentives can prevent teachers from doing private tuition. These incentives and rewards help to develop a sense of job satisfaction amongst the teachers as they boost the

teacher's morale and increase efficiency. Lack of incentives may result in poor performance. Incentives need to be properly planned in order not to divide the staff. The criteria on how teachers are incentivized needs to be clear and clarity in this regard may prevent the teachers from accusing the management of favouritisms.

2.7.4.2.3 Teacher's working conditions

Poor working conditions may demoralize the teachers and thus affect their performance. In addition, teachers may consider moving to schools with good facilities. Good working conditions may improve the teachers' self-esteem and consequently promote teachers' efficiency in class.

2.8 Theoretical framework

Olum (2004, p. 9) defines theory as a systematic grouping of interdependent concepts and principles that gives a frame work to a significant area of knowledge. My definition of the theory is the set of ideas that attempt to explain and provide meaning of a particular phenomenon or practices. This suggests that the theory is trying to provide meaning of the study being researched.

The Complexity Leadership Theory underpins my study. This study will bring insight and understanding of different stakeholders within the school. Having apply this theory I will be able to better understand the relationship and the interactions of the stakeholders within the school

2.8.1 Complexity Leadership Theory

Recent studies conducted about the nature of schools, show that schools are no longer simple organizations headed by the principals alone and deciding what to do (Lichtenstein, Uhl-Bien, Marion, Steers, Orton & Schreiber, 2006). In fact, the schools are becoming more complex with many interested groups on issues pertaining to school governance such as learners, teachers, parents, teacher unions, business people, non-organizations and the DoE amongst others . This upsurge of interest is triggered by the democratic policies such as the Constitution of South Africa of 1996 and South African Schools Act No. 84 of 1996 which mandate these stakeholders to be part of the school governance. The incorporation of these stakeholders into the schools

necessitates that principals as head of schools are required to be responsive and reactive in order to meet and negotiate with the new incumbents.

In order to understand the new way in which the schools operate, a Complex Leadership Theory is favoured and discussed as it is suitable for this study. Complex Leadership Theory presupposes that organizations such as schools are not simple but complex. Schools are complex because they are populated by humans with self-interests. Having a number of groups with self-interest spark a serious contestation which pose considerable challenges to those who are at the forefront of the organizations. Principals in this case bear the brunt of such competitions and thus require new skills of dealing with the demanding situations.

Complexity Leadership Theory aims to address the traditional and hierarchical style of leadership by advocating the decentralization of power, distributed leadership and high degree of participation of all stakeholders in the decision-making (Cillier, 1998). Leadership is seen as a process that emerges in the interactive space between people and ideas. Complexity Leadership Theory disputes the assumption that the essence of leadership resides within the character of the principal.

Leadership is the consequence of a series of events, interactions and deliberations amongst all stakeholders (Bradbury & Lichtenstein, 2000; Seers, 2004). This theory is expanding the position of leadership from isolated role based actions of the principal to innovative complex interactions that occur across entire social system of the school. Complex leadership theory recognizes the importance of complex adaptive system. In this system relationships are not defined as hierarchical as the case with bureaucratic systems, but rather as interactions among heterogeneous agents and across agent networks (Marion & Uhl-Bein, 2003). In a complex adaptive system, the experiences and skills of different people may leverage them to act as leaders.

Complexity leadership theory provides all the members with the opportunity to be leaders. This theory encourages innovations and makes the schools more responsive and adaptive. This theory takes off pressure from the leader of the institution and gives an alliance the opportunity to identify strategic opportunity to close the gap across the organisational hierarchy (Scott, 2004). Complexity leadership theory affords different interest groups within the school with an

opportunity to participate in the important decision-making. Serious competition and contestation from different interest groups will be minimized.

2.9 Conclusion

This chapter has presented the introduction, legal perspective, code of ethical conduct and in depth review of literature wherein the common teacher misconduct in South African Schools, impact of teacher misconduct, teacher disciplinary processes, prevention of teacher misconducts, factors impeding the implementation of policies and theoretical framework were discussed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter begins by explaining the paradigm on which the research is based after which the research design and the methodology for the study are discussed. This chapter ends by presenting the methods used in generating data.

3.2 Research paradigm

The interpretive paradigm underpins this study. This paradigm is relevant to my study because it allowed me to interact with my participants in their natural settings. I interviewed principals and Heads of Departments (HODs) as my participants in their respective schools which was their natural working environment. I chose this paradigm as it focuses on the issues pertaining to reality. Interacting with my participants in their natural settings enabled me to get multiple realities from their own points of view with regard to the implementation of discipline policies.

Interpretive paradigm helps the researcher understand the world from the perspective of the participants (Myers, 2000). Interacting with the participants (principals and their HODs) helped me understand their perspectives and experiences on how discipline policies are implemented in schools. Considering the fact that my participants (principals and HODs), operate at different levels of management, their experiences of implementing discipline policies were assumed to have been different. The construction of interpretive paradigm is based on the ontology that different people understand and experience the world differently (Cohen, Manion & Morrison, 2011).

Interpretive paradigm helped me to understand my participants' epistemological world of experiences.

Paradigms are the basic systems that guide the researcher to make an informed decisions about the method he / she intends using in the study (Lincoln & Guba, 1994). Interpretive paradigm is often used by qualitative researchers when conducting research because it is impossible for the researcher to be distant from the participants.

Qualitative researchers spend most of the time interviewing the participants, analyzing documents or observing how participants make sense of the world from their points of view (Hatch, 2002). In line with the above statement, I managed to develop a good relationship with all my participants. I spent sufficient time interacting with them in their natural settings that is their work place. This provided me an opportunity to understand their perspectives and experiences with regard to the implementation of teacher discipline policies. My choice of methodology was informed by interpretive paradigm; hence I used semi-structured interviews as a tool of collecting data.

3.3 Research design

I adopted a qualitative research design for this study. I found this research design appropriate for my study as it takes the human experiences into consideration. Qualitative approach to research helped me to understand in-depth viewpoints of my participants with regard to the implementation of teacher discipline policies in schools. Every research needs to be properly planned. The research design is a plan of series of logical events that helps the researcher to collect, analyze and interpret data. The research design helps the researcher to decide on the relevant data and on how to analyse and interpret data (Yin, 2003).

The research design assists the researcher to focus on the specific phenomenon. It ensures that the researcher does not deviate from the scope of his/ her study (Yin, 2003). This approach also helped me to ask relevant questions to my participants. Using this approach, I was able to choose a direction and clear guidelines in conducting my study. Qualitative research in most cases takes place in a conducive atmosphere where participants are free in their everyday life activities

(Conrad & Serlin, 2011). Five of my participants were interviewed in their workplace, at school after hours and only one participant was interviewed during the weekend at the library.

3.4 Methodology

The Methodology that I employed to address my critical questions was the case study. A case study provides the detailed investigation of the case which may include community, organisation, and a group of people or an individual person (Cohen, Manion & Morrison, 2000). I found case study to be appropriate for my study since it allowed me an in-depth exploration of the implementation of teacher discipline policies.

The natural setting and interacting with the participants provided me with deeper understanding on how the teacher discipline policies are implemented. A case study gives the researcher an opportunity to focus and study a particular case in depth (Rule & John, 2011). This methodology provided me with an opportunity to have a deeper understanding on how the implementation of teacher discipline policies is implemented. The case study uses a variety of methods of generating data such as questionnaire, storytelling, interviews, document analysis, and observations (Nworgu, 1991). I used semi-structured interviews as a method of generating data.

3.5 Access to the research sites

The three schools selected are similar in terms of socio-economic background which is characterized by high unemployment rate and poverty. There is also high rate of crime and vandalism. The three schools selected are also similar with regard to teacher disciplinary issues that have been reported. In School-A there are two teachers who have a drinking problem and this affects them in terms of coming to school regularly. I was interested in establishing how the Principal handled discipline issues. The HODs are immediate supervisors of the teachers. They ensure that learners are occupied at all times including when teachers are absent from work and I sought to understand how the HODs managed to keep learners occupied. The HODs are also responsible for curriculum implementation and ensuring that the time frames with regard to content or subject coverage are adhered to, which necessitated my inclusion of the HODs in my study. In School-B a teacher who was reported to have a sexual relationship with a learner and the case had attracted the interest of the media. I therefore thought it was important to include

School-B in my study. Two teachers from School-C were reported by parents for the administering corporal punishment in school and I wanted to find out how the SMTs handle such discipline issues.

In order to gain access to the research sites, I sought permission to conduct this research from the Ethics Committee at the University of KwaZulu-Natal. Upon receipt of the ethical clearance from the University, I wrote letters seeking for permission to the schools' gate keepers. Gate keepers are government officials and school principals who have powers to give or deny permission to the researcher in order to access the research participants (King & Horrocks, 2008). I provided the principals with detailed explanation on what I intended to do.

In order to address any fears that the principals might have had, I assured them that my research was not going to bring the school into any disrepute. Permission from the three school principals was sought through written letters.

Subsequent to getting permission from the principals, I set up appointments with the participants (HODs and Principals). I explained how the interviews were going to be conducted and the participants were given an opportunity to ask questions for clarity. Issues of anonymity and voluntary participation were addressed during that informal meeting. I then provided my participants with the written declaration where participants were requested to read and sign. I also explained to the participants that the interviews were to be audio recorded. Even though initially some participants had reservations concerning being audio recorded, eventually they chose participation.

3.6 Sampling

In this study I used purposive sampling to select the participants. My participants were chosen on the bases of their experiences with the studied phenomenon. The participants were also chosen on the basis of the convenience for me, to travel from my school to the sampled schools. I also considered costs when choosing my participants. I chose to conduct this study at the Umlazi district which is closer to home and thus convenient as it allowed me easy access to the selected schools. The sources of data were three primary schools. One principal and one HOD from each selected school were selected. I chose six participants. The participants were chosen on the bases

of their different management levels. This allowed for balanced views regarding their experiences in the implementation of teacher discipline policy in schools. These participants are at the fore front dealing with teacher discipline issues in their schools and they are responsible for ensuring that discipline policies are adhered to by teachers in schools.

Principal-A is a 55-year-old female, with 31years of teaching experience and 17 years' experience as a school principal. For the past 17 years as a principal, she has dealt with a number of teacher discipline issues. She holds a Senior Primary Teacher's Diploma, Higher Diploma in Education, Bachelor of Arts and Bachelor of Education Honour's Degree.

HOD-A is a 50-year-old female with the teaching experience of 27 years. She has 12 years' experience as a HOD. She holds Primary Teachers' Diploma and Bachelor of Arts degree.

Principal-B is a 52-year-old female, with 28 years teaching experience. She has10 years' experience as a school principal during which she has presided over a number of cases involving teachers. She holds a Primary Teachers Diploma, Higher Diploma in Education and Bachelor of Arts. HOD-B is a 39year old female with a teaching experience of 15 years and she has 6 years' experience as a HOD.

Principal-C is a 49-year-old female, with 27 years teaching experience. She has four years' experience as a principal. She holds a Junior Primary Teachers Diploma, Higher Diploma in Education, Bachelor of Arts, Bachelor of Education Honour's and currently doing her Master's Degree. HOD-C is a 52 years old female with 28 years teaching experience. She has 5 years' experience as an HOD.

3.6.1 Table of sampled research sites and participants

School	Principal	HOD	Total
School-A	1	1	2
School-B	1	1	2
School-C	1	1	2
Total	3	3	6

3.6.2 Codes for participants

Site	Participant(code)	Participant (code)
School-A	Principal-A	HOD-A
School-B	Principal-B	HOD-B
School-C	Principal-C	HOD-C

3.7 Data generation methods

Qualitative data was generated from the principals and the HODs using semi-structured interviews. Interviews are classified into three categories namely, informal conversational interviews, semi- structured interviews and standardised open ended interviews (Hoepfl, 1997). To generate data, I used semi- structured one-on-one interview. According to Boeije (2010) semi structured interviews allow the participants to share their perspectives, stories and experiences regarding a particular phenomenon as well the explanation of responses and probing (Boeije, 2010). Kruger and Welman (2001) state that semi structured interviews offer a versatile way of generating data from the participants. Semi structured interviews enable the researcher to identify new emerging lines of inquiry that are related to the studied phenomenon (Creswell, 2014).

Semi structured interviews enabled me to seek an in-depth understanding of the studied phenomenon. Semi structured interviews provided me with the opportunity to ask more probing questions. Probing was used to keep the discussion flowing and to clarify important points during the discussion. I always kept my questions flexible and open ended to facilitate new information likely to emerge. Probing further allowed me an opportunity to ask for clarity from the participants. All three strategies were used during the interview

The interview sessions were audio recorded. Patton (1990) states that an audio- recorder is an indispensable tool during data capturing. Audio recording helped me maintain accuracy on the participants' responses during the interview sessions. An audio recorder is the most reliable tool

of capturing data so that the researcher may focus on the interview (Lincoln & Guba, year?). Each interview session lasted for approximately thirty-five to fifty minutes. I also noted down some artefacts displayed during interviews. Interviews were then transcribed verbatim.

3.8 Interviews

The detailed descriptions of the interview processes are presented in this section. Five interview sessions were conducted in schools. Only one interview was conducted in the municipality library on a Saturday.

The interviews with the participants focused on the following: common misconducts displayed by teachers and how the participants dealt with them; the role played by professional stakeholders in dealing with the teacher misconduct and challenges experienced by the SMT when implementing teacher discipline policies. I wanted to know how the participants dealt with issues of teacher discipline in schools.

I kept asking probing questions in order to clarify certain points. I also took down the field notes about the occurrences that took place in the research sites which included all the disturbances.

Notes about the participants' nonverbal communication such as shaking and nodding of the head were taken.

3.8.1 Interviews in School-A

The interview with Principal-A was conducted at school in the principal's office. The interview started at 15H40 and ended at 16H28. There was a disruption when the security guard knocked at the principal's office to report that three classrooms were not closed and that he did not have keys for the classrooms. We had to pause in order to allow the principal to assist the security guard. Towards the end of the interview the participant was disturbed by a cell phone that. The interview with the HOD-A was conducted at school in her office. The interview started at 15H20 and ended at 15H43. The interview went smoothly without any disruption.

3.8.2 Interviews in School-B

The interview with Principal-B had to be re-scheduled because she had to attend to an emergency. The interview was re-scheduled for a Saturday at the local municipality library. The interview started at 9H30 and ended at 9H05. There was no disruption during the interview. The interview with the HOD-B was held at school in the staff room. The interview started at 15H20 and ended at 15H55. There were minor disruptions such as teachers who were left behind entered the staffroom to pick up their belongings. We had to pause for two to three minutes.

3.8.3 Interviews in School-C

The interviews with Principal-C occurred at the participant's school in the principal's office. The interview started at 16H10 and ended at 16H55. The interview went well without any disruptions. The interview with the HOD was held at school in the HODs office. The interview started at 15H15 and ended at 15H40. We were disturbed by her cell phone as she forgot to put it on silent. We had to pause for two minutes.

3.9 Data analysis

Participants were audio-recorded. Responses were transcribed after which I had to interpret data. Interpretation of data involved though analysis through the use of content analysis strategy. Content analysis advocates for the categorizing and summarizing of data according to themes that might emerge from data (Henning, 2004). This involves reading and re-reading of the text. I carefully read all the transcripts with an aim of identifying the dominant patterns which were then highlighted and labelled. I grouped all the phrases and words that appeared to be similar together. I also re-examined the identified categories in order to determine how they were linked.

The identified categories developed into a specific theme. Three main themes emerged from analysis of data. The themes are as follows: Experiences of the School Management Team in the implementation of discipline policies, antagonistic attitude to the teacher discipline and participation in policy making, which will be discussed in chapter four.

3.10 Ensuring trustworthiness

According to Lincoln and Guba (1985) quantitative study uses internal validity, reliability, objectivity and external validity to persuade the audience that research findings are authentic, while the qualitative study uses credibility, dependability, transferability and conformability as a criterion to judge qualitative work.

Lincoln and Guba (1981) state that the researcher uses trustworthiness to authenticate the findings. Yvonne, Lincoln and Guba (1985) state that prolonged engagement between the between the researcher and the participant is important in ensuring that credibility is maintained.

3.10.1 Credibility

To ensure credibility I managed to develop a good relationship with all my participants. Spending more time with them explaining the importance of the study gave me an opportunity to build trust. I also gave all my participants an opportunity to go through the transcripts in order to authenticate them and make comments where they felt necessary. All the participants gave me positive feedback which was an indication that my analysis was credible. I used audio recordings and verbatim expressions to ensure trustworthiness of my study.

3.10.2 Transferability

Transferability is the extent to which the researcher's findings can be can be successfully applied in another context (Zhang & Wildemuth, 2009). To ensure transferability I ensured that all my transcripts and data analysis are detailed and accessible to other researchers.

3.10.3 Dependability

According Zhang and Wildemuth (2009) dependability can be established through the audit of the research process and by checking the consistency of the processes of the study. In order to address dependability, the findings of this study were audited by a critical academic who hold a PhD degree.

3.10.4 Confirmability

Confirmability refers to the extent to which data presented by the researcher can be confirmed by others (Bradley, 1993). To ensure confirmability, I gave all my participants an opportunity to verify if the transcripts were correctly captured.

3.11 Ethical issues

According to Rule and John (2011) there are three important principles that need to be considered by the researcher when conducting the study, namely, non-maleficence (do not harm), beneficence (public good) and the principle of autonomy (self-determination).

In observing the principle of non-maleficence, all the participants were given assurance of confidentiality and they were assured that their responses will only be used for the purposes of the study. The study was conducted in the environment that was conducive to the participants. Pseudonyms were used to protect their identity as displayed on Tables 3.6.1 and 3.6.2 where participants' identities were hidden.

To ensure that the principle of autonomy is maintained, the participants were also made aware that they were at liberty to withdraw their participation from the study at any time and I explained the purpose of the study before embarking on interviewing process.

In observing the principle of good practice, the finding for this study will be shared with other principals of schools in order to enhance the implementation of discipline policies in schools.

In order to address all ethical considerations, I satisfied all the requirements of conducting the a research. I applied and obtained the ethical clearance from the University of KwaZulu-Natal to conduct this research. The permission to conduct research in schools was also sought from gatekeepers who were the school principals.

3.12 Limitation

The number of sampled schools and participants is too small therefore the findings cannot be generalised to all schools.

3.13 Conclusion

In this chapter I have discussed the research paradigm, research design and methodology employed in this study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter presented a discussion on research design and methodology of the study. This chapter presents the findings and discussion of the data generated from semi-structured interviews conducted in three schools. This study focuses on the implementation of the teacher discipline policies that are developed at the school level. Policies that are supplied by the Department are used as a guide and are contextualised to the level of the school.

The data was generated from three schools and there were two participants from each school. In presenting findings, verbatim quotes are used as evidence to support the claims that I make, I will start by profiling the schools and participants followed by presentation and discussion of data. I will then conclude by providing the summary of the chapter. The critical questions were used as the reference for data presentation. The critical questions were:

- What are the experiences of School Management Teams in the implementation of teacher discipline policy in schools?
- Why does the School Management Teams have such experiences?
- How does teacher misconduct influence the atmosphere of the school?

4.2 Profiling of the research sites

The study was conducted in three primary schools in Umlazi District in KwaZulu-Natal Province, South Africa. The three schools are named School A, School B and School C to protect their identities. Each school profile is discussed below. Three principals and three Heads of Departments (HODs) were participants for this study. The three schools are similar in terms of socio-economic backgrounds which is characterised by high unemployment rate, crime and vandalism.

School A

School-A was established in 1968. The school has no security guard but has a caretaker who also opens and closes the gate. There is poor infra-structure characterised by vandalism and theft. School-A is ranked as quintile 3 school. It has eight grades starting from Grade R to Grade seven. This is a medium size school with 17 state paid teachers including 1 principal, 1 deputy principal and 3 HODs. There are fifteen classrooms occupied by 567 learners. Two participants were selected from School-A and these were one principal and one HOD. The principal and the HOD are named Principal-A and HOD-A respectively for anonymity reasons. Principal-A is a 55-yearold female, with 31 years of teaching experience and 17 years' experience as a school principal.

HOD-A is 50 years old female and has a teaching experience of 27 years. She has 12 years' experience as an HOD.

School B

School-B was established in 1975. School-B is ranked as quintile 3 school and has eight grades starting from Grade R to Grade seven. This is a big school with 31 state paid teachers including 1 principal, 2 deputy principals and 4 HODs. They are 26 classes occupied by 1124 learners. There is one security guard who is paid by the School Governing Body (SGB). The infra-structure is poor characterised by vandalism and theft. Two participants were selected from School-B namely: one principal and one HOD. The principal and the HOD are named Principal-B and HOD-B respectively for anonymity reasons. Principal-B is a 52-year-old female with 28 years teaching experience. She has 10 years' experience as a school principal. HOD is 39-year-old female and has a teaching experience of 15 years. She has 6 years' experience as an HOD.

School C

The school was established in 1970. School C is ranked as quintile 3 school. School-C has eight grades starting from Grade R to Grade eight. This is a medium size school with 19 state paid teachers including 1 principal, 1 deputy principal and 3 HODs. They are 14 classrooms occupied by 689 learners. The Department of Education (DoE) has recently built 14 classrooms,

administration block with five state of the art offices, three multipurpose rooms, library, computer room, science room and strong room.

Old buildings are presently used by churches that are renting classrooms. Two participants were selected from School-C, one principal and one HOD. The principal and the HOD are named Principal-C and HOD-C respectively for anonymity reason. Principal-C is 49-year-old with 27 years teaching experience. She was appointed last year (2017) as the principal of this school. HODC is 52-year-old with 28 years teaching experience. She has 5 years' experience as an HOD.

4.3 Data presentation and discussion

In this section I present and discuss the themes of the study through the analysis of data generated. The themes are discussed below:

When the question was posed about the experiences of the SMT in the implementation of teacher discipline policies, there appeared to be three dominant issues related to the experiences. These are SMTs surrendering their powers, Dominance of teacher unions and DoE officials abdicating their duties.

The participants found that teachers flouted policies by engaging in misconducts like absenteeism, alcohol abuse and administering corporal punishment. These misconducts will fall under the theme antagonistic attitude to teacher discipline. The theme antagonistic attitude to teacher discipline will take this format: causes, impact and how it is address.

I assume that part of the problem experienced by the participants may relate to their involvement in the making of the policies. Part of my question was to check their level of participation in the policy making, hence the theme participation in the policy making.

4.4 Experiences of School Management Team in the implementation of teacher discipline policies.

When the SMTs are trying to implement teacher discipline policies they experience some challenges. These challenges are presented in the form of the SMTs, teacher unions and the DoE.

4.4.1 School Management Teams endeavours in fostering positive discipline amongst teachers.

When the participants were asked about what the SMTs are doing in their schools in fostering positive discipline among teachers. Three out of six participants shared the same sentiments that the SMTs are doing enough in fostering positive discipline to the teachers. The other three participants said there is no role played by the SMTs in fostering positive teacher discipline in their school. HOD-A had this to say:

“For the policies to be implemented, teachers should be made aware about them, even if the school is adopting the policies from SACE. The SMTs should understand and workshop teachers, clarify the concepts and issues that are not clear so that everybody in the school understand what the policy entails. We do try to workshop teachers on discipline policies but there is quite a lot of information to be shared with teachers. Very few workshops that are being held or organised within the school that are addressing discipline policies for teachers. SMTs have a crucial role of ensuring that policies are implemented.”

Concurring with HOD- A, Principal-A had this to say: *“We sit down together for information sharing, focusing on how teacher discipline can be fostered in our school”*

Principal-B emphasized the importance staff development and teachers to be work shopped on regular basis in order to avoid deviation. She said: *“We tried to by all possible means to avoid deviation from policies. We work shopped teachers on discipline policies regularly”.*

HOD-B mentioned that the SMT is not fostering positive discipline to the teachers. The principal does not involve the SMT in ensuring that teachers maintain the discipline. She said:

“With regards to the SMT I’ve said before it is the principal only who is involved in teacher discipline, whether the principal read the policies, follow all the processes of dealing with teacher misconduct... eish I don’t think so.”

School-C seemed not to have a clear programme of fostering teacher discipline. Both participants, HOD-C and Principal-C showed that their school did not have a plan.

4.4.2 Dominance of teacher unions

Proper disciplining the teachers for their misconducts is affected by interference of teacher unions. When participants were asked about their experiences of disciplining teachers, teacher union interference featured prominently. When disciplining teachers, those implicated would demand that a teacher union representative had to be present at the discipline hearing. At these hearings, it transpired that teacher representative would try all means to detract the meeting attention to petty matters such as procedures followed in constituting the discipline committee. Out of six participants, four shared the same sentiments that teacher unions are giving the SMTs and the disciplinary committee’s hard times. Two participants maintained that there is a positive contribution of the teacher unions in the implementation of teacher discipline policies in their schools. HOD-A had this to say:

“Teacher unions are problematic in most schools. When the SMTs or disciplinary committees are disciplining teachers for misbehaviour, the next thing you hear is that the teacher has gone to the union to report. Teachers’ unions should not only call teachers for strikes and marches. Teacher unions should now and again call teachers for workshops and empower them. They should make it clear that they will not stand for teachers who misbehave. Nowadays teachers misbehave once they are charged they run to unions for protection.”

Contrary to what has been expressed by HOD-A, Principal-A states that teacher unions are not posing a threat to the SMT. She maintained that principals need to be capacitated in terms of dealing with teacher misconducts. Correct procedures need to be followed when dealing with teacher misconduct. She argues that the principals should not be bias when they are dealing with cases of teacher misconducts. Principal-A noted that:

“I’ve been a union leader myself, I always involve the union at the level of the school and sometimes I involve the union at the level of the branch. They (unions) intervene because sometimes their members (teachers) do not have a clear understanding of policies.

When the union at the level of the branch intervenes, we (SMT) always provide evidence and move forward. So there is no tension between the union and the school.”

Principal-B shared similar sentiment with Principal-A, that unions are not interfering with the processes of the school. What is important is to involve them. They (unions) must be part of the disciplinary committee. In support of Principal-A, Principal-B had this to say: *“We always bring teacher unions on board, they form part of disciplinary committee. They are very helpful. We tried to resolve all cases internal”.*

Responding to the same question, HOD-B reiterated the fact that teacher unions are there to protect the teachers who are not conforming with the policies of the Department. That was evident when he said: *“I don’t think there is any positive role played by teacher unions in ensuring that teachers behave except when they are protecting teachers who have misbehaved. Protecting teachers is what they normally do”.*

Principal-C shared the same sentiment with HOD-B, by stating that teacher unions are not supportive all. This is what she had to say: *“Unions are not supportive at all; they come to school to defend teachers who are charged for misbehaving. Even if there is evidence they would ask some difficult questions”.*

According to HOD-C, unions were protecting teachers who were misbehaving but this has changed. This is what she had to say in emphasizing her views: *“Recently the principal reported the teacher to the union; the union engaged the teacher and the matter was settled amicably”.*

The ideas expressed in some of the extracts above indicate that teacher unions are not supporting the school management in implementing discipline policies in schools. This is supported by Sibiya (2007) who argued that management in a unionised environment is characterised by fear

and inconsistency. Whittle (2007) concurs with Sibiya (2007) by asserting that all over the world teacher unions are seen as the cause of the disruptions taking place in public schools. Unions make it difficult for management to manage the schools effectively. According to Amtaika (2013) professionalism in teaching has been replaced by hooliganism and militancy.

Contrary to what other scholars and participants are saying, Bilinga and Mfaume (2016) argue that some principals are the cause of teacher misbehaviour because they lack managerial skills. Teachers are involved in malpractices because they feel that they are neglected by the management at all levels. Some principals are failing to document and present the compelling evidence against the implicated teacher (Bilinga & Mfaume, 2016).

4.4.3 The Departmental officials abdicating their duties

Proper disciplining teachers is hindered by the Department officials while at the school level, the SMTs and the disciplinary committees follow all the necessary procedures of charging a teacher who violated discipline policy. The DoE delayed application of or did not apply punitive measures. The DoE is not acting swiftly even if all the documentations are provided by the principals at the District offices. When the question on the experiences by SMTs in the implementation of discipline policies was posed to the participants, out of six participants, three strongly believed that the Department is not doing enough to support the principals in implementing discipline policies in schools. The other three participants maintained that the Department is playing its role of capacitating them in order to deal with teacher misconduct. HOD-A stated that in most cases the Department is letting the principals and the SMTs down by not acting swiftly on the cases that are presented to them. That was evident when she said:

“Sometimes you find that the SMT is very much aware on how to deal with teachers who are misbehaving, follow all the correct procedures entailed in the policy only to find that the Department is keeping quite. That on its own affects the principal negatively and the SMTs in general. When another teacher does the very same thing, the first thing that come to the mind of the principal will be that, even if I follow all the procedures in dealing with the situation, nothing will be done by the Department at the end of the day. The Department needs to deal with the cases

that have been handed to them swiftly. If there is a need to charge the teacher the Department must do that.”

On this issue Principal-A maintained that the Department is capacitating the SMTs in terms of teacher discipline. In emphasizing her views, she said:

“There are workshops organised by the Department although it is not done regularly. Every year if there is an HRM document for promotion, newly appointed teachers are called together and get trained. I’ve also organised HR section to my school to capacitate my staff.”

HOD-B concurs with Principal-A that the Department is supporting schools in ensuring that discipline is maintained. When misconduct cases are reported to the Department they respond swiftly. This is what he had to say:

“The two cases that I remember when the Department was involved were during the case of alcoholic teachers who ended up being displaced to another school. The second case is the one that involved the principal who ended up resigning.”

According to Principal-B, the Department is not doing enough in terms of supporting the schools. This is what she had to say:

“The Department is not giving enough support in terms disciplining educators. I don’t remember a workshop where we were taken through the process of charging a teacher step by step. The Department only supplies us with documents but they don’t unpack them step by step.”

On the same issue, the HOD-C concurs with Principal-B that the Department is not playing its role in supporting school to implement teacher discipline policies

4.5 Antagonistic attitude to the teacher discipline

When implementing policies, SMT found that teachers have flouted policies by engaging in misconducts. These misconducts include absenteeism, alcohol abuse and corporal punishment.

4.5.1.1 Absenteeism

It is important to note that not all teacher absenteeism can be deemed as misconduct. Some teachers absent themselves from school for valid reasons. If the teacher is sick or attending to family matters and has followed all the procedure of applying for a leave, this cannot be regarded as a misconduct.

Absenteeism becomes misconduct if the teacher has not reported or pretends to be sick.

(a) Causes of teacher absenteeism

It has been found that teacher absenteeism is one of the misconducts that teachers are engaging in. When the participants were asked about the causes of teacher absenteeism, three out of six participants mentioned that teachers who have a problem of alcohol abuse tend to absent themselves from school. Two participants mention family problem as the cause of teacher absenteeism. One participant said teacher absenteeism is caused by teachers who are working away from home. When responding to this question, this is what HOD-A had to say about the cause of teacher absenteeism: *“Teachers who are abusing alcohol will be absent from school without reporting. When they come back they don’t start from the office to report or inform the principal as where they have been”*.

The same sentiment was shared by Principal-A, she mentioned that: *“Most male teachers have a tendency of absenting themselves especially on Mondays after they have consumed a lot of alcohol during the weekends”*.

On the question of teacher absenteeism from school, HOD-B stated that: *“Most teachers who are using alcohol are always absent from school without good reason”*.

According to Principal-B teachers who live away from school have high rate of absenteeism. Sometimes they are affected by transport or towards the end of the month they are running short of transport fee. *“This has been one of the challenges we have been experiencing in this school.”* In emphasizing her point, this is how she expressed herself: *“Some teachers who work far away from home have high rate of absenteeism because of a number of reasons like shortage transport fee, or may be the distance itself to be travelled by teachers is a challenge”*.

On the same issue of teacher absenteeism, HOD-C highlighted the issue of family problems. Teachers with family problems have a habit of absenting themselves from school especially if the problems are financially related. Teachers are tempted to do other private business in order to supplement their inadequate salaries. HOD-C stated that: *“Teachers engage in other income generating activities in order to supplement their salaries which are inadequate. The unfortunate part is that these activities are done during the school hours”*.

Principal-C echoed the same sentiment with HOD-C when she said family problems used to demotivate the teachers. Teachers with problems cannot give their all at work; they are easily distracted and irritable. Learners bear the brunt and end up being the victims because teachers do not come to school on regular basis. This is how Principal-C commented about this issue: *“Teachers who are experiencing family problems do not come to school on regular basis. They come up with many excuses in order to avoid going to school”*.

Teacher absenteeism is a serious challenge that undermines service delivery in both developed and underdeveloped countries (Mgonja, 2013). According to Betweli (2013) low salaries are the main cause of teacher absenteeism. Teachers spend most of their times in private businesses in order to supplement their salaries. High rate of absenteeism amongst teachers lead to failure to complete curriculum implementation and poor academic performances amongst the learners (Mgonja, 2013). If teachers are satisfied with what they are doing and happy in schools, they are likely to come to school regularly (Mgonja, 2013).

(b) Impact of teacher absenteeism in schools

Teacher absenteeism affects negatively teaching and learning in schools. When the participants were asked about the impact of teacher absenteeism in schools, two out six participants said teacher absenteeism affects human relationship because teachers who are always present at

schools are forced to maintain order to the learners who are left unattended and also have the responsibility of teaching their learners. Two participants mentioned that learners are left without teachers and they cause chaos disturbing other learners who are working. One participant said teacher absenteeism affects the whole school and parents respond by withdrawing learners and enrolling them to other schools that are disciplined. One participant said when teachers absent themselves learners lose confidence on them. These are some of the comments that HOD-A made:

“Take the issue of the teacher who is always absent from school and does not report, when the teacher is absent learners are left unattended neighbouring classes are working and teachers are teaching. The classes without teachers will misbehave; make noise, disruptive and disturbing classes that are working. Teachers who are teaching will be running up and down trying to bring order to classes without teachers. Teachers who are always at school will be emotionally disturbed. This affects teachers in terms of human relations.”

On the same issue of the impact of teacher absenteeism, Principal-A asserted that:

“Teachers who are serious about their work and teaching as a profession do not want to be disturbed. The disturbances caused by learners who are unattended frustrate them. Last year we had a case where a teacher who was always absent from school was confronted by other teachers who were not happy about what this teacher was doing.”

HOD-B highlighted the chaos that is always caused by learners who are left alone in school unattended. She said: *“As long as there is a teacher who is always absent from school there will be lack discipline among the learners”*.

Principal-B mentioned that teacher absenteeism affects the whole school and it also results to high failure rate. When the school is not performing the parent respond by withdrawing learners from school and enrol them to other schools. This also affects the school in terms of staff establishment because some teachers are declared surpluses. Principal-C mentioned: *“When*

teachers absent themselves learners become ill disciplined and parents respond by withdrawing learners from school and enroll them to other schools”.

HOD-C alluded to the fact that: *“When teachers have a tendency of absenting themselves from school, learners may lose confidence on the teachers”.*

On the same issue of the impact of teacher absenteeism, Principal-C mentioned that: *“When there is a high rate of teacher absenteeism, teachers who are always absent fail to cover the syllabus for the year. This also affects learners in terms of their performance”.*

According to Page (2013) when teachers are absenting themselves from school the reputation of the school is tarnished and this affects the whole school community, learners, staff and the parents.

(c) How teacher absenteeism is addressed

When the question on how teacher absenteeism is addressed in schools was posed to the participants, four out of six participants mentioned that they have policy on teacher absenteeism that stipulates clearly what needs to be done when teacher has deviated from the policy. They also highlighted the procedures that are followed when charging a teacher starting from verbal warning, written warning until the cases are referred to the Department. One participant said they do not have policy on teacher absenteeism. It is the principal alone who handles teacher misconducts including teacher absenteeism. One participant mentioned that they sit down with the teachers who have a history of absenting themselves and talk to them but never mention the disciplinary processes. HOD-A stated that:

“With regards to teacher absenteeism, we have absenteeism policy at school. When the teacher has been absent he/she has to report to the principal. The principal has to inform the deputy and the HODs. The teacher who does not report, the principal has powers to charge that particular teacher. Charging a teacher involves the disciplinary committee and I am not part of it.”

Principal-A shared the same sentiment with HOD-A by saying:

“At school we have a disciplinary committee but I first engage with teacher myself. If teacher absenteeism is persistent and the teacher is showing no sign of repenting, we start by verbal warning, advice and guide the teacher. Verbal warning is followed by written warning until I hand over the case to the Department.”

This is how HOD-B expressed herself:

“At school the principal is the one who deals with such behaviour. We use to get report from the principal how she has gone about dealing with such behaviour.

There is no disciplinary committee and we the HODs are not involved.”

When emphasizing her point Principal-B articulated that:

“I first call a teacher to account for his/her inconsistency in terms of coming to school. If there is no change then I start to institute the disciplinary processes. I read the policy on absenteeism together with the implicated teacher. The process begins by verbal warning, followed by written warning and refers the case to the Department.”

This is how HOD-C commented: *“We sit down and talk about things that teachers are not supposed to do, like frequent absenteeism”.*

Principal-C mentioned that:

“At school there is a discipline committee that handles all the teacher misconducts including absenteeism. After having tried and exhausted all the means of helping the teacher, we start the process of charging a teacher. The teacher is given verbal warning, if there is no charge we proceed to written warning until the case is referred to the Department.”

Suryahadi and Sambodho (2013) have identified a number of factors that reduce teacher absenteeism, namely: high quality infra-structure tends to attract teachers to school; the active

participation of communities in school programmes which decreases the rate of absenteeism; incentives for teachers who are excelling in different categories help to motivate them to come to school regularly and; principals' leadership skills tend to reduce the rate of absenteeism. In addition, regular school visits by the Departmental officials tend to improve teacher absenteeism (Toyamah, 2009). Time book also reduces late coming, early departure and absenteeism (Mampane, 2015). In order to improve teacher absenteeism, the Department and the principals need to improve working conditions and the school climate by providing all the resources needed by teachers (Toyamah, 2009). It has been proven that motivated teachers tend to enjoy their work and thus likely to display good attendance (Komani, 2015).

4.5.2 Alcohol abuse

Teachers flouted the discipline policies by engaging in excessive drinking, sometimes drinking during the school hours within the school premises.

(a) Causes of alcohol abuse

When the participants were asked about the causes of alcohol abuse by teachers, three out six participants mentioned that personal problems cause teachers to abuse alcohol. Personal problems manifest in the form of family problems and financial problems. One participant highlighted the fact that working conditions that are not conducive for effective teaching and learning also lead to stress and in trying to deal with stress teachers resort to excessive drinking. Principals' leadership style is also mentioned by one participant as the cause of teachers to abuse alcohol. One participant mentioned that novice teachers are not receiving proper guidance, they like partying and use excessive alcohol.

HOD-A claimed that: *“Most teachers are having financial problems and that results in stress in order to deal with stress, they resort to drinking”*.

Principal-A stated that: *“Other teachers have personal problems and they end up drinking”*

According to HOD-B:

“Prior to 1994 new teachers were introduced to the previously called school committees. The school committees used to sit down with the teacher and induct him/her; Tell the teacher about the history of the school, the kind of the community the teacher will be serving and the expectation from the community. The school community even goes to the extent of finding the suitable place for the teacher to stay. Nowadays when the teacher is employed nobody cares. The teacher looks for the place to stay, whether the place is suitable or not nobody cares. Nobody checks the background of the teacher. This is one of the causes of the teacher misconducts like alcohol abuse. Other novice teachers develop misbehaviour by looking at the senior teachers who are misbehaving.”

On the same issue Principal-B asserted that:

“The working condition that is not conducive for effective teaching and learning may lead to stress, like shortage of resources. The kinds of learners we are teaching are very difficult to handle. Stress also leads to excessive drinking.”

HOD-C mentioned that: *“Sometimes it is frustrating to work under some principals; there is favouritism and they are always on your case”.*

Principal-C pointed to the fact that: *“Some teachers are very young they are fresh from tertiary institutions; they like partying and engage in alcohol abuse”.*

According to Bilinga and Mfaume (2016), some principals are the cause of teacher misbehaviour because they lack managerial skills. Some teachers work away from home and are forced to rent houses and some of these houses are in places that risk their professional behaviour. They find themselves in the environments that tempt them into alcoholism (Betweli, 2013).

(b) Impact of alcohol abuse

When the participants were asked about the impact of alcohol abuse in schools, all six participants said alcohol abuse has negative impact in the school. According to the participants

alcohol abuse lead to infighting amongst the members of the staff and it also affects human relations.

In emphasizing her point HOD-A had this to say:

“Looking at the teacher who has drinking problems, he comes to the staffroom and make silly jokes about the SMT. Sometimes jokes about other teachers within the staffroom and those teachers feel offended, belittled and embarrassed definitely the tone of the school will be negatively affected. Human relations within the school are negatively affected.”

Principal-A stated that:

“At school there were two teachers who had a problem of alcohol abuse; they even went to the extent of bringing alcohol to school. After having used all the disciplinary processes, I even went to the extent of inviting their spouses to school. I referred their cases to the DoE. Some teachers sided with them they were not happy that their cases were referred to the DoE. The staff was divided into two camps, those who sided with the teachers with the drinking problem and those who believed that the SMT was correct to refer the case of the two teachers to the DoE.”

According to HOD-B: *“As long as there is a teacher or teachers who have a problem of alcohol at school there will be lack of discipline amongst the teachers and learners. This also results to infighting amongst the teachers”.*

Principal-B stated that: *“This year I have inherited seven experienced teachers from other schools and five of them have a drinking problem. These teachers are not co-operating and they have divided the staff into two”.*

This is how HOD-C commented: *“Teachers with a drinking problem affect the atmosphere of the school, some teachers tend to side with them”.*

According to Principal-C: *“At school the problem started with the SMT, the SMT was divided when an alcoholic teacher had to be disciplined. There was mistrust among the SMT members. Teachers who are behaving tend to be discouraged by teachers who keep on misbehaving by drinking or even bringing alcohol to school”.*

(c) How alcohol abuse is addressed in schools

When the participants were asked on how they address alcohol abuse in their schools. Four out of six participants highlighted that schools should have a policy on alcohol abuse. Policies should be in line with SACE and Employment of Educators Act. One participant mentioned that they confiscate the alcohol and the teacher who is found drinking is sent home. One participant decided not to respond to this question.

HOD-A stated that:

“At school we made sure that all the teachers were involved in the making of the policy on alcohol. Teachers are continuously workshopped on Employment of Educators Act and SACE code of conduct. The policy on alcohol was made using these legislations. So, teachers know exactly what will happen to them if they are found drinking alcohol or smelling alcohol within the school premises or educational trips organized by the school. They even know all the procedures followed when charging a teacher.”

According to Principal-A, they do have policies on teacher discipline including the policy on alcohol abuse. Teachers were actively involved in the crafting of the policies, but there are cases of teachers who are flouting this policy. The DoE has not given principals enough powers to discipline teachers because the principals cannot take the final decision. Sometimes the principal has to wait for the DoE to take the final decision at the level of the province before the teacher who has misbehaved is suspended or moved to another school. While the principal is waiting the teacher is causing more damage. In emphasizing her point Principal-A had this to say: *“In my school there is a case that started in March, now is October the case is still pending there is no closure. If teacher misconduct cases can be sorted within the maximum of two weeks that can help”.*

HOD-B emphasized the importance of the policies and that all teachers need to be involved in the making of the policies. She mentioned that:

“There must be policies in place and all teachers should be involved in the crafting of the policies. The policies need to be in line with SACE and Employment of Educators Act. But to be honest with you in my school there are no policies on teacher discipline. Teachers are not workshopped. In fact, we are lacking the direction from the principal. Nothing is being done at school to prevent this kind of malpractices from taking place. I remember the case of a teacher who came to school drunk it was on Monday. The teacher was sent back home by the principal

I don’t remember any disciplinary processes instituted against him.”

Principal-C commented:

“When the teacher is found to be under the influence of alcohol or drinking within the school premises, the members of the SMT confiscate the alcohol, if the teacher is drunk he/she is send home. The alcohol that is confiscated is used as evidence during the hearing process.”

What transpired from the participants is that the schools are still finding it difficult to address alcohol abuse in schools. Some schools might be having policies in place but teachers are still flouting the policies. The DoE is not acting swiftly on the cases presented to them. Some principals are not skilled enough to deal with this malpractice. The same sentiment is echoed by Mgonja (2016) when he argued that teacher misconducts are likely to persist in public schools because the principals and the SMTs have very limited powers to deal with them. Mgonja (2016) further argues that principals in private schools are better equipped to deal with teacher misconduct than their public schools counterpart. In most private schools powers are delegated to principals. The protocol in private schools is short compared to public schools.

4.5.3 Corporal punishment

Corporal punishment is presented as one of the misconduct highlighted by the participants that schools are failing to address.

(a) Causes of corporal punishment in schools

Corporal punishment is abolished in schools but teachers in School-A and School-C are still administering it as a way of maintaining order. Three out of six participants said they are using corporal punishment in their schools. Two participants from School-B said they are not using corporal punishment. One participant was not willing to respond to this question.

According to HOD-A: *“The pressure put on us teachers by the DoE, parents and the community to produce good results, sometimes compels us to use corporal punishment in order to make learners to work harder. Learners who are lazy sometimes need a bit of whipping”*.

Principal-A pointed that: *“Sometimes teachers are tempted to use corporal punishment in order to maintain order in the classrooms”*.

Principal-C stated that: *“We still have some teachers who are using corporal punishment. These learners are very difficult to handle; some teachers especially inexperienced teachers resort to corporal punishment when disciplining learners”*.

Studies conducted by Ogand (2015) found that teachers and parents believe that corporal punishment enhances academic performance and correct bad behaviour. Parents put pressure on teachers to use corporal punishment in order to maintain discipline in schools (Morrow & Sing, 2014). Administering corporal punishment to the learners is an offence that falls under Section 17 of Employment of Educators Act No. 76 of 1998. All Section 17 offences are dismissible.

(b) Impact of corporal punishment in schools

When the participants were asked about the impact of corporal punishment in schools, two participants out six participants said corporal punishment has a positive impact in schools. Three participants said schools should find alternative ways of disciplining learners other than corporal punishment. One participant was not prepared to respond to this question of corporal punishment.

HOD-A commented like this: *“I stand to be corrected; most schools that are disciplined and performing well in terms of results are using corporal punishment, so corporal punishment has a positive impact in schools”*.

This is how Principal-A expressed herself: *“Look you cannot take short cuts about peoples’ life, corporal punishment does not solve the problem instead it makes learners worse. Learners should be taught while they are still young that violence is not the answer. Corporal punishment is perpetuating violence”*.

According to HOD-B: *“There is no place for corporal punishment in schools, in fact it’s barbaric. Corporal punishment has negative impact in schools and learners’ life”*.

Principal-B shared the same sentiment with HOD-B and said:

“I’m strongly against corporal punishment; learners come from different background others are physically abused at home. Schools should be a place where learners feel safe and free from any form of physical abuse. There is nothing positive about corporal punishment. Corporal punishment has a negative impact in schools.”

Contrary to what HOD-B and Principal-B said, Principal-C stated that: *“If you want my honest opinion corporal punishment has a positive impact in schools but it needs to be control. There is a difference between causing a bodily harm to a learner and using corporal punishment in order to correct bad behaviour”*.

According to Morrow and Sing (2014) some learners’ home experiences cause them to misbehave, corporal punishment does not solve the problem instead, it aggravates it.

(c) How corporal punishment is addressed in schools

When the question on how corporal punishment is addressed in schools was posed to the participants, four out of six participants mentioned that it is hard to address the issue of corporal punishment in their schools. The reasons they put forward was that alternatives to corporal punishment are not clear. They need to ensure that learners are disciplined and learning. Two participants mentioned that they were able to stop teachers from administering corporal punishment through the involvement of teacher unions, parents and sister department like SAPS and Child Protection Units. HOD-A mentioned that: *“It is difficult to address corporal punishment because most of us (teachers) are using it; we are failing to control the learners”*.

On the same issue of corporal punishment Principal-A commented like this:

“Time and again we workshop teachers about the danger of using corporal punishment. I also bring to the attention of all teachers to the newspaper headline that talks about teachers who are suspended or dismissed because of using corporal punishment. I also ask the parents to alert the school if there are teachers who are using corporal punishment.”

In emphasizing her points HOD-B said:

“At school, teachers are not administering corporal punishment, the principal and the disciplinary committee took it upon themselves to stop the teachers from using corporal punishment. Teachers who are found using corporal punishment are charged. The parents were actively involved in the programmes of the school of ensuring that no learners are physical abused at school through the use of corporal punishment. They were numerous campaigns in the school led by the principal to stop corporal punishment. In these campaigns we invited SAPS, teacher unions, DoE officials to address both teachers and parents about the dangers of using corporal punishment in school.”

Principal-B stated that:

“We have stopped completely the used of corporal punishment in our school. Teachers were given an option of using corporal punishment and take a risk of losing their jobs or stop administering corporal punishment. We asked our sister departments like SAPS, Child Protection Unit to dress the teachers and parents about the danger of using corporal punishment.”

This is what HOD-C had to say: *“At school we are battling to stop the use of corporal punishment. Teachers have been work-shopped about the danger of using corporal punishment. In fact, we are fighting the losing battle because some teachers are still administering it”.*

Principal-C stated that: *“You know alternatives to corporal punishment are not clear. Teachers are expected to maintain discipline; learners are expected to be disciplined. It is very difficult to strike the balance between the two. We are finding it difficult to stop corporal punishment”*.

4.6 Participation in policy making.

Part of the problems experienced by the participants may relate to teacher involvement or participation in policy making. In this study I have made assumptions that teacher participation in the policy making will have an influence in the way teachers conceive or accept that policy.

Teacher participation in policy making will create positive attitude with regards to discipline policies. Part of my questions therefore was to check their level of participation in the making of teacher discipline policies. When the question about participant’s participation in policy making was asked, three participants out of six noted that their schools do have teacher discipline policy and all teachers participated in the making of teacher discipline policy. Two participants said their schools are using the policy from SACE. One participant denied categorically and stated that they do not have teacher discipline policy at school. On this issue Principal –A responded this way: *“There is SACE as well as Employment of Educators Act, so we combine the two and then drafted something together with the members of the disciplinary committee and consulted teachers in order to come up with one final document”*.

On the same issue HOD-A responded this way: *“As far as I know the school does not have teacher discipline policy developed inside the school. We rely on the policy from SACE to deal with misbehaviour within the school”*.

On the same issue, HOD-B responded by stating that her school does not have discipline policy for teachers. Cases of teachers are handled by the principal and teacher unions. This is what he had to say:

“No, no, no, the school does not have such. The only thing that we have at school is the code of conduct for learners. Even when we deal with those issues (teacher discipline) the unions are more involved. Other cases are referred to site the steward to deal with them. Policies that have been developed by the Department

have not been communicated to all teachers. You only come across them (policies) when you are doing other things. I don't think teachers have been told as to how they should behave in this school. Teachers become aware of these policies once they get charged, and then they start reading all these things to them."

The views expressed by Principal-B are that there is discipline policy for teachers in her school. She said: *"Yes, there is a policy. It was crafted by the entire staff. Being a coordinator in terms of setting it up, we discussed it with the SMT. It needed to be revised now and again"*.

Looking at the contradicting statements from the members of the SMT of the same school (SchoolB), one gets worried it shows that they are not working together as a team. There is no harmony in this school.

The similar view is expressed by Principal-C, she stated that: *"Yes, basically the policy we are using is the ones taken from SACE. It was communicated to all staff members"*.

HOD-C echoed the same sentiment with Principal-C, he said: *"Yes, all staff members were involved in the development of the teacher discipline policy"*.

When the participants were asked who were involved in the drafting of the teacher discipline policies. Three participants said they were involved in the development of the discipline policies for teachers. Two participants, principal and HOD state that the discipline policy for teachers they are using is the ones that was developed by the Department but was communicated to all staff members. One HOD claims that there are no policies for teachers in her school. According to Complexity Leadership Theory (CLT) which underpins this study organisation like schools are no longer simple organisations headed by principal alone deciding what to do (Lichtenstein, UhlBien, Marion, Steers, Orton & Schreiber, 2006). CLT is advocating the decentralisation of power, distributed leadership and high degree of participation of all stakeholders in the decision-making. Based on this theory it is important that teachers are fully involved in the crafting of discipline policies. These policies are about them and affect them directly, so they need to be part of their development.

4.6.1 Teachers' willingness to participate in the crafting of teacher discipline policies

When the participants were asked if teachers were involved or willing to participate in the crafting of the teacher discipline policy, three out of six participants said that teachers were involve in the crafting of the teacher discipline policy. Two participants said teachers were willing but there were not given a chance because their schools are using discipline policy from SACE as well as EEA. One participant noted that they do not have discipline policy for teachers in her school. Teachers would have participated if there were given a chance. According to three participants, teachers are willing to participate in the crafting of the code of conduct but they were not given a chance. In responding to this question HOD-A explained: *"I would have willingly participated in the development of the teacher discipline policy but unfortunately we do not have such policy developed at school. The policies we are using are those supplied by the Department"*.

Contrary to what HOD-A said, Principal-A had this to say:

"Yes, everybody participated in the crafting of the teacher discipline policies. They were all guided to consult policies like SACE, SASA, EEA, Continual Professional Teacher Development (CPTD) and Public Finance Management Act (PFMA). The Departmental officials were organized to deal with staff development in various policies and we all contributed in drawing up our school teachers' code of conduct."

Responding to the same question HOD-B maintained that they do not have teacher discipline policy and that she would have taken the opportunity to participate in the crafting of such policy. She also express that it would have been a challenging task because it would require a thorough consultation of the Departmental policy documents for teacher code of conduct and relevant policy documents in line with school management. She explained that that: *"Teacher discipline policy is amongst important policies that can create a conducive teaching and learning environment in the school. Everybody will be well informed of what is expected of him/her in terms of behaviour in the school environment"*.

Principal-B stated that teachers were not involved in the crafting of teacher discipline policy. She said: *“We inherited these policies from the Department of Education; we only use them when there is a deviation from code of conduct”*.

HOD-C mentioned that: *“All the teachers participated in the development of the teacher discipline policy”*.

Principal-C concurs with HOD-C and she stated that: *“Teachers were actively involved in the crafting of their code of conduct and other discipline policy”*.

Bellibas (2013) argues that if teachers are involved in decision-making, they will not feel neglected and cases of misconduct amongst teachers will decrease. Cha and Ham (2012) state that leadership plays an important role in ensuring that teachers are disciplined. Principal-teacher collaboration enhances motivation and improves discipline amongst the teachers (Brownell, Yeager & Riley, 1997). I CLT also presents schools as complex organisations populated by humans with self-interest (Cillier, 1998). Therefore, if teachers are not given a chance to participate in the crafting of the teacher discipline policy, they will not own the policy. The principal and his/her SMTs will find it difficult to deal with teacher misconduct.

4.7 Conclusion

This chapter has presented the findings regarding the implementation of discipline policies in schools. The generated data was analysed with the intention of responding to the critical questions. The analysis of data was presented according to the themes and sub themes that emerged from the data generated from the participants (Principals and HODs). Themes discussed in this chapter were: the experiences of school management team in the implementation of discipline policies in schools, antagonistic attitude of teacher discipline and participation in policy making. Different opinions emerged from the participants with regard to this study.

CHAPTER FIVE

5.1 Introduction

This chapter starts by presenting the summary of the study followed by conclusions and the recommendation of the study.

5.2 Summary of the study

In this study I sought to explore the implementation of teacher discipline policies in three primary schools at Isipingo Circuit. Chapter one presented an introduction and background of the study. I have also provided the rationale of the study. The aims of the study were to explore the experiences of the School Management Teams in the implementation of teacher discipline policies and also to ascertain why the School Management Teams have such experience and find out how does teacher misconduct influences the atmosphere of the school. Three critical questions that underpinned the study were:

- What are the School Management Teams experiences in the implementation of teacher discipline policies?
- Why do the School Management Teams have such experiences?
- How does teacher misconduct influence the atmosphere of the school?

Chapter two commenced by presenting legislative and policy framework that is essential for the policy implementation. The relevant literature on the implementation of teachers' discipline policy was discussed. The literature included the common teacher misconducts in South African Schools which included absenteeism, drunkenness, examination fraud and poor classroom management. Impact of teacher misconduct in schools and teacher disciplinary processes that are followed when teachers have deviated from discipline policies were presented. Literature also looked at how teacher misconduct can be prevented. Prevention of teacher misconducts included school community relationship, principal-teacher interaction and involvement of teachers in decision making. Factors impeding the implementation of teacher discipline policies were also

highlighted in chapter two and they included teacher unions, managerial factors, social factors and economic factors. Chapter two closes by presenting Complexity Leadership Theory as the theoretical framework underpinning the study.

Chapter three presented the research design and methodology used in the study. This study employed qualitative approach. Within the qualitative approach a case study methodology was used. Interpretive paradigm was seen as relevant to this study because it holds the view that there are many truths. Hence experiences of the SMTs in the implementation of teacher discipline policies differ. Semi structured interviews were used as a method of generating data. There were six participants, three principals and three HODs. The responses of the participants were analysed and grouped into themes. Subthemes were also identified. The issues of credibility were addressed. The permission to conduct research was secured from gatekeepers. Consents from the participants were also secured.

Chapter four presented a discussion and analysis of the findings based on the data generated from the participants. Complexity Leadership Theory was infused in the discussion of the findings. Literature review from chapter two was used as a point of reference in the discussion of the findings. In chapter four five major themes emerged, and these were: experiences of the SMTs in the implementation of teacher discipline policies, antagonistic attitude to teacher discipline and participation in policy making.

Chapter five presented the summary of the study, findings and recommendations.

5.3 Findings

Three dominant themes emerged from the study. The themes are listed as follows: experiences of the SMTs in the implementation of teacher discipline policy, antagonistic attitude to the teacher discipline and teacher participation in policy making.

5.3.1 Experiences of the SMTs in the implementation of teacher discipline policy

It was evident from the participants' responses that the SMTs are finding it difficult to implement teacher discipline policies in three selected schools. Teachers are flouting discipline policies and

the principals, SMTs and DoE are finding it difficult to deal with teachers who are engaging in a number of misconducts like absenteeism, alcohol abuse and other teachers are still administering corporal punishment in schools. The principals and the SMTs are not doing enough in fostering teacher discipline policy. It emerged from the study that principals and the SMTs have very limited powers to deal with teachers who are misbehaving because they cannot effect suspension or expulsion of teachers but have to make recommendation for suspension and expulsion. It is found that principals' recommendations are not considered but ignored. This invariably defeats the whole purpose of disciplining teachers.

Such an inaction of choosing not to discipline teachers have influenced teachers to continue with misbehaviour. Therefore, the limited powers that the SMTs possess with regard to disciplining teachers proved to be ineffective. With the failure of discipline policy, SMTs are rendered useless and powerless side line watchers of teachers' misconduct with no voice to change or influence it.

Part of discipline policy failure can be attributed to the considerable power that teacher unions wield at school level and to some degree at district level. Teacher unions are found to be posing an obstruction to the process of disciplining educators. In this study teacher unions appeared to be smart at identifying loopholes in the disciplining process and start to capitalise on that to stop the implementation of the discipline policy. If the SMTs can acknowledge that teacher unions are their partners rather than enemies some of the incidences that emerged from the study can be avoided. If the SMTs can develop a good relationship with the teacher union leadership at the school and branch level the school can benefit because the SMT can use union leaders to discipline their members who are misbehaving. This can make the principals', SMTs' and disciplinary committees' duties easier. Communication between the SMT and union leadership is crucial.

5.3.2 Antagonistic attitude to the teacher discipline

One of the serious teacher misconducts is absenteeism. Teacher absenteeism can be linked mainly to alcohol abuse. Some male teachers tend to absent themselves especially on Mondays and this behaviour is usually linked to the hangover effect. Teachers' absenteeism particularly on Mondays, affects the school in terms of discipline as learners are left unattended. This also

compromises the curriculum coverage and learner performance. Some teachers are frustrated by poor working conditions, like classes that are overcrowded, insufficient teaching and learning aids and learners who are unruly. Some teachers resort to alcohol abuse as a way of dealing with stress. The DoE to some degree is not doing enough in addressing teachers' working conditions. Teachers' morale is low due to low salaries resulting in teacher absenteeism and a temptation to engage in other income generating activities in order to supplement their salaries. These extra income generating activities, tend to interfere with the teachers' work ethos as at times they are carried out during teaching and learning hours and thus, compromising notional time for effective teaching and learning in the classroom.

Teacher absenteeism also affects human relations at school. Teachers who are serious with their work do not want to be disturbed. The disturbances caused by learners who are unattended frustrate them. This results to the tension between the teachers who are always at school teaching and those who have a habit of absenteeism. Frustration from some teachers results in these teachers resorting to corporal punishment in an attempt to instil discipline and maintain order on learners who are unattended. Some parents put pressure on teachers to use corporal punishment as they still believe that corporal punishment corrects bad behaviour and improves academic performance. The DoE, parents and community make matters worse by putting put pressure on teachers to produce good results which sometimes compel teachers to use corporal punishment in order to push the learners to work harder.

5.3.3 Participation in policy making

It has emerged that some schools do not have policies on teacher discipline and such schools are prone to teacher misconduct as these teachers do not have the guideline in terms of the expected behaviour.

It transpired from the participants that some principals and the SMTs of schools where these policies are in place, do not involve teachers in the crafting of the policies. These policies are dictated to teachers and yet they are expected to implement them. Exclusion of teachers in policy making takes place even though they are willing to participate in the crafting of the policies. Such exclusion makes teachers critical of policies and thus reluctant to implement policies. For some

teachers, exclusion from policy formulation warrants their reluctance to implement the policies, an activity they regard as revenge.

Some principals used the Employment of Educators Act document and the SACE code of conduct that is supplied by the department as a guide when disciplining teachers who are flouting discipline policy. These documents are not well communicated to all the teachers at schools. Teachers are not workshopped on these documents. Teachers become aware of these documents when there is a misconduct case against a teacher. This is one of the reasons why some teachers are reluctant to implement policies.

5.4 Implication of the study

There are few studies that explore the implementation of teacher discipline policy in schools, in most studies the focus is on learner discipline (Deb & Walsh, 2012). This year (2018) there are more than thirteen teacher misconduct cases reported by the media. Looking at the number of cases reported by media on how teachers are misbehaving in schools, there is a need for further research on this phenomenon. This study has implications that may assist with the enforcement of teacher discipline in schools.

5.5 Recommendations

The following recommendations from the study may benefit those schools encountering challenges with the implementation of teacher discipline policy.

5.5.1 The importance of policies in schools

Policies on teacher discipline must be in place. All staff members must be involved in the making of teacher discipline policies. The study found that policies that are well communicated are likely to be effectively implemented. The principals who managed to develop a good relationship with the SMT and the staff, the implementation of policies is more likely to succeed. Policies need to be in line with SACE and Employment of Educators Act. Regular workshops on teacher discipline policies in order keep all teachers well informed about these policies is

paramount. Policies assist the principals and SMTs in managing the schools so that every staff member knows what he/she is expected to do.

The study also found that the schools that do not have policies are struggling to enforce teacher discipline. The cases of teacher's malpractices are increasing. Teachers will always be reluctant to implement policies that are that are not there. For instance, HOD-B indicated that they are failing to address the cases of teachers who are misbehaving because there are no policies on teacher misconduct. To make matters worse, the principal does not involve the SMT when dealing with teacher misconduct cases.

5.5.2 Staff development

Principals and SMTs need to be capacitated on how to deal with teacher misconduct cases. Workshops, seminars, group discussions and information sharing could be some of the ways of capacitating the principals and SMT members. If they are well capacitated they will be able to implement the discipline policy in their schools. The focus should not be on school management even teachers need to be capacitated on discipline policies. Schools need to have induction programme to assist inexperienced and newly appointed teachers in terms of teacher discipline. Inexperienced teachers should be assigned good and experienced teacher to mentor them. This will help them to quickly acclimatize to the school working conditions. When the novice teachers are well inducted they are likely to behave. Cases of teacher misbehaviors will decrease. HOD- B emphasized the importance of capacity building by saying:

Prior to 1994 new teachers were introduced to the previously called school committees. The school committees used to sit down with the teacher and induct him/her. Tell the teacher about the history of the school, the kind of community he/she will be serving and the expectation from the community. The school communities even go to the extent of finding the suitable place for the teacher to stay.

HOD-B maintains that nowadays nobody cares when the teacher is employed. The teacher looks for the place to stay, whether the place is suitable or not nobody cares. No body check the background of the teacher. This is one of the causes of teacher misconduct.

5.5.3 The role of the DoE

The DoE should give the principals and SMTs more powers to deal with teacher discipline. Principals and the SMTs are the ones who work closely with teachers on daily basis. If the principals are given more powers to communicate direct with the head office or even expel teachers who are misbehaving that might help to minimize the rate teacher misconduct. The DoE officials are also letting the principals and SMTs down by not acting swiftly on the teacher misconduct cases presented to them. This is what Principal-A reiterated this point by saying that in her school there is a case that started in March, but now is October the case is still pending there is not closure. If the teacher misconduct cases can be sorted within the maximum of two weeks that can help.

The DoE also needs to improve the working conditions of teachers by addressing the issues of classes which are overcrowded and inadequate teaching and learning resources. The DoE also needs to devise strategies of incentivizing committed and good performing teachers in order to motivate them. Improve the salaries of the teachers in order to stop teachers from engaging in other income generating activities during the school hours.

Regular school visit by the DoE officials is recommended in order to reduce teacher misconducts. If schools are visited on regular basis teachers tend to behave because they don't know when the DoE officials are going to come. The principals need to be exemplary in terms of observing disciplinary policies. For an example, principals should be at school all the times.

5.5.4 Community involvement

The community is an important stakeholder in the life of the school. As such, it should be given an opportunity to participate actively in the school programmes. This will help to build a strong relationship between the school, parents and the community. School- community relationship will

not only encourage the teachers to be discipline inside the school premises but also outside the school. In School-B, the community was involved in addressing the issue of the teachers who were administering the corporal punishment. In emphasizing this point, HOD-B said:

At school teachers are not administering corporal punishment, the principal and the disciplinary committee took it upon themselves to stop the teachers from administering corporal punishment. The parents and the community were actively involved in the school programme of ensuring that no learners were physically abused at school through the use of corporal punishment. They were numerous campaigns which were led by the principal to stop corporal punishment. In these campaigns we invited SAPS, teacher unions, DoE officials to address teachers, parents and the communities about the dangers of administering corporal punishment in schools.

According to HOD-B the campaign was a success. This indicate that the community if given a chance can play an important role in addressing challenges of the school including teacher discipline cases.

5.5.5 Teacher unions

The SMTs should not only involve teacher unions when there is a teacher who has committed misconduct. Teacher unions needs to be involved in all the programmes of the school, like workshopping teachers on Employment of Educators Act and SACE code of conduct. Teacher unions are there to support the SMTs in ensuring that there is discipline and that teachers' right are not violated. According to Principal-A, teacher unions are not posing a threat to the principals and SMTs, she maintained that correct procedures need to be followed when dealing with teacher misconduct cases.

5.6 Conclusions

This chapter presented the summary, findings and recommendations.

6. REFERENCES

- Afacan, Y., & Erbug, C. J. A. E. (2009). An interdisciplinary heuristic evaluation method for universal building design. *40(4)*, 731-744.
- Anangisye, W. A. (2011). Teacher ethics in the curriculum of teacher education in Tanzania. *Journal of Educational Sciences and Psychology, 1(1)*, 1-9.
- Barrett, D. E., Casey, J. E., Visser, R. D., Headley, K. N. (2012). How do teachers make judgments about ethical and unethical behaviors? Toward the development of a code of conduct for teachers. *Teaching and teacher education, 28(6)*, 890-898.
- Betweli, O. (2013). The nature of teacher professional misconduct in Tanzanian public primary schools: The case of Sumbawanga municipal and rural districts. *International Journal of Education, 5(1)*, 81-93.
- Bianca, B (2017). Mpumalanga teacher suspended for sexual relationship with pupil. eNCA. Johannesburg, 1-2.
- Boeije, H (2010). Doing qualitative analysis. *Analysis in qualitative research, 4(1)*. 63-91
- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education*: Allyn & Bacon Boston, MA.
- Bradbury, H., & Lichtenstein, B. M. B. (2000). Relationality in organizational research: Exploring the space between. *Organisational Science, 11(5)*, 551-564.
- Bradley, J. (1993). Methodological issues and practices in qualitative research. *The Library Quarterly, 63(4)*, 431-449.
- Brownell, M. T., Yeager, E., Rennells, M. S., Riley, T. J. T. E., & Education, S. (1997). Teachers working together: What teacher educators and researchers should know. *Teacher Education and Special Education, 20(4)*, 340-359.
- Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago: University of Chicago Press.
- Bush, T. (2017). *School leadership and student outcomes in Asia: What makes the difference?*. SAGE Publications Sage UK: London, England.

- Cha, Y.-K., & Ham, S. H. (2012). Constructivist teaching and intra-school collaboration among teachers in South Korea: An uncertainty management perspective. *Asia Pacific Education Review, 13*(4), 635-647.
- Cohen, L., Manion, L., & Morrison, K. J. (2011). Coding and content analysis. *Research Methods in Education, 2*(1), 559-573.
- Conrad, C. F., & Serlin, R. C. (2011). *The Sage handbook for research in education: Pursuing ideas as the keystone of exemplary inquiry*. London: Sage.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. London: Sage Publications.
- Deb, S., & Walsh, K. (2012). Impact of physical, psychological, and sexual violence on social adjustment of school children in India. *School Psychology International 33*(4), 391-415.
- Dunlop, P. D., Lee, K. J. J. (2004). Workplace deviance, organizational citizenship behaviour, and business unit performance: The bad apples do spoil the whole barrel. *Journal of Organisational Behaviour, 25*(1), 67-80.
- Feday, S. W.(2017). Academic Dishonesty in Ethiopian Higher Education and Its Implication for Corruption. 8, 10.
- Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches*: Jossey-Bass.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of Qualitative Research, 2*(105), 163-194.
- Gumus, S., Bulut, O., Bellibas, M. S. (2013). The relationship between principal leadership and teacher collaboration in Turkish primary schools: A multilevel analysis. *Education Research and Perspectives, 40*(1), 1-3
- Hatch, J. A. (2002). *Doing qualitative research in education settings*: Sunny Press.
- Henning, E., Van Rensburg, W., & Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik
- Hoepfl, M. C. (1997). Choosing qualitative research: A primer for technology education researchers. *Journal of Technology Education, 9*(1), 47-63.

- Hsu, L. (2014). An Exploration of the Effects of College English Teacher Misbehaviours on Students' Willingness to Communicate in English Classes, *American Journal of Educational Research*, 11(2), 1050-1059.
- Ikiroma, B., & Anyanwu, J. (2017). Students Perception of Teacher's Involvement in Academic Dishonesty, *Advances in Social Sciences Research Journal*, 4(7), 1-9
- King, N., Horrocks, C., & Brooks, J. (2018). *Interviews in qualitative research*. London: SAGE Publications Limited.
- Kovač, V., Rafajac, B., & Buchberger, I. (2014). Croatian teacher competencies related to the creation and implementation of education policy. *CEPS Journal: Center for Educational Studies Journal*, 4(4), 51-73.
- Lunneblad, J., Dance, L. J. (2014). Performativity pressures at urban high schools in Sweden and the USA. *Ethnography and Education*, 9(3), 298-312.
- Mabagala, S. (2017). Prevalence of professional misconduct in Nzega District, Tanzania public secondary schools. *African Journal of Teacher Education*, 5(1), 1-18.
- Mampane, P. M. (2012). The crisis of teacher turnover. A threat to public service stability. *In Global Conference on Business & Finance Proceedings*, 7(1), 293-297.
- Manion, L., Cohen, L., & Morrison, K. (2013). Surveys, longitudinal, cross-sectional and trend studies. *In Research Methods in Education*, 3(1), 280-312
- Marion, R., & Uhl-Bien, M. (2003). Complexity theory and Al-Qaeda: Examining complex leadership. *Emergence*, 5(1), 54-76.
- Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*: ASCD. Virginia, USA.
- Mfaume, H., Bilinga, M. J. (2017). Prevalence of Teachers' Professional Malpractices in Tanzanian Public Secondary Schools: What Ought to Be Done? *Journal of Education and Training Studies*, 5(2), 43-52.
- Mgonja, M. G. (2017). Responding to Workplace Absenteeism in Tanzania: The case study of Public and Private Schools in Ilala Municipality and Mkuranga District. *International Journal of Educational Leadership and Management*, 5(1), 85-108.
- Morrow, V. & Singh, R. (2014). *Corporal punishment in schools in Andhra Pradesh, India*:

- Children's and parents' views: Young Lives, Oxford.*
- Mulokozi, C. (2015). *Teachers' Moonlighting and its Impact on their Job Performance in Dar es Salaam Region Secondary Schools*. The Open University of Tanzania.
- Myers, M. (2000). Qualitative research and the generalizability question: Standing firm with Proteus. *The Qualitative Report*, 4(3), 9-16.
- National Planning Commission, (2012). National Development Plan 2030: Our future-make it work. Pretoria: *National Planning Commission*.
- Nworgu, B. (1991). Education Research: Issues and Methodology, Ibadan. In: Wisdom Publisher Limited.
- O'Neill, J., Bourke, R. (2010). Educating teachers about a code of ethical conduct. *Ethics and Education*, 5(2), 159-172.
- Ogando Portela, M. J. & Pells, K. (2015). *Corporal punishment in schools' longitudinal evidence from Ethiopia*. India, Peru and Viet Nam.
- Okurut, H. E. (2012). Nature, causes and magnitude of teacher absenteeism in the rights, education and development (Read) project schools in Uganda.
- Olum, Y. J. U. (2004). Modern management theories and practices, *a paper presented at the 15th East African Central Banking Course, held on 12th July*.
- Page, D. (2014). Managing serious teacher misbehaviour. *School Leadership Management*, 34(3), 269-283.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. London: SAGE Publications, inc.
- Price, H. E. (2012). Principal–teacher interactions: How affective relationships shape principal and teacher attitudes. *Education Administration Quarterly*, 48(1), 39-85.
- Prinsloo, S. J. (2006). Sexual harassment and violence in South African schools. *South African Journal of Education*, 26(2), 305-318.
- Republic of South Africa. (1998). Employment of Educators Act No. 76 of 1998, Pretoria: *Government Printers*.
- Republic of South Africa. (1996). South African Schools Act No. 84 of 1996, Pretoria:

Government Printers.

- Rule, P., & John, V. (2011). *Your guide to case study research*: Pretoria: Van Schaik
- Seers, A. (2004) Leadership and flexible organizational structures. *New frontiers of Leadership LMX Leadership. The Series, Greenwich, CT: Information Age Publishing*,4(2), 1-31.
- Sezgin, F., Koşar, S., Kılınç, A. Ç., & Öğdem, Z. J. (2014). Teacher Absenteeism in Turkish Primary Schools: A Qualitative Perspective from School Principals. *International Online Journal of Educational Science*, 6(3), 612-625
- Sibiya, T. P. (2017). *Key stakeholders' experiences and perspectives on the role of the South African Democratic Teachers Union (SADTU) in education*, (Doctoral dissertation, University of Kwa-Zulu Natal, Pietermaritzburg).
- Spendlove, D., Barton, A., Hallett, F., & Shortt, D. (2012). Shifting codes: education or regulation? Trainee teachers and the Code of Conduct and Practice in England. *European Journal of Teacher Education*, 35(4), 449-462.
- Straus, A., Corbin, J. (1990). Basics of qualitative research. *Grounded Theory and Techniques*, 5(2), 9-21.
- Suryahadi, A., & Sambodho, P. (2013). *Assessment of policies to improve teacher quality and reduce teacher absenteeism* Education in Indonesia: Singapore. Institute of South East Asian Studies.
- Tomlinson, E. C., & Greenberg, J. (2005). Discouraging employee theft by managing social norms and promoting organizational justice. *Managing Organisational Deviance*, 4(1), 113-126.
- Toyamah, N., Sulaksono, B., Rosfadhila, M., Devina, S., Arif, S., Hutagalung, S. A., Yusrina, A. (2011). Teacher absenteeism and Remote Area Allowance baseline survey: *SMERU Research Institute at http://www.Smeru.Report/research/absenteeism_eng*
- Tshabalala, T., Muranda, A. Z., Gazimbe, P. & Khosa M.T. (2016). Challenges Faced by School Heads in Handling Teacher Disciplinary Issues in Primary Schools in Umguz District. *Nova*, 2(4), 1-7.
- Wellen, J. M., & Neale, M. (2006). Deviance, self-typicality, and group cohesion: The corrosive effects of the bad apples on the barrel. *Small Group Research*, 37(2), 165-186.

- Wildemuth, B. M. (2016). *Applications of social research methods to questions in information and library science*: ABC-CLIO.
- Yildirim, I., Akan, D., & Yalcin, S. (2016). Teacher Behaviour Unwanted According to Student's Perceptions. *International Education Studies*, 9(11), 1-12.
- Yin, R. K. Calif. (2003). *Case study research: design and methods*. California: Sage Publication

7. LIST OF APPENDICES

Appendix 1: Letter requesting permission from school principal

15 Maple Place

House No. 5072 Westmont

Orient

Isipingo

4152

Dear Principal

Request for permission to conduct research

My name is Thembinkosi Lennox Nhlapho, I am a Master of Education (M Ed) student at the University of KwaZulu-Natal, Edgewood Campus. I request permission to conduct research at your school. As part of the requirements to complete M Ed, I am expected to do research.

The title of my research is **Implementation of Departmental policies in primary schools**. This study will focus on the Principal, HODs and Post level one educators. The study will use semi structured interviews. Participants will be interviewed for approximately forty-five minutes at a time that is convenient for them. Participants will be requested to be audio taped recorded. The name of the school, principal and educators participating will be kept anonymous and not be divulged in the final report. The data generated will only be used for this study only. Participation in this study is voluntary and there will be no benefit in monetary form. This research will not affect teaching and learning because it will not be done during contact times.

The participants will be free to withdraw from the research at any time without any negative or undesirable consequences to themselves.

This research is supervised by: **Dr SD Bayeni**

If you have any queries you may contact me at:

Email: thembanhlapho68@gmail.com

Cell number: 073 591 0430

OR

Dr SD Bayeni

Email: Bayenis@ukzn.ac.za

Tel: 031 260 7026

OR

The higher degrees ethic office:

Ms P. Ximba

Email: ximbap@gmail.com

Tel: 031 260 3587

Your anticipated positive response in this regard is highly appreciated.

Yours faithfully

Thembinkosi Lennox Nhlapho

Appendix 2: Letter requesting the participants to participate in the study

15 Maple

House No. 5072 Westmont

Orient

4153

Dear Colleague

Permission request for your consent to participate in the study

My name is Thembinkosi Lennox Nhlapho, I am a Master of Education (M Ed) student at University of KwaZulu-Natal, Edgewood Campus. As part of my study I am required to conduct research. I humbly request you to participate in my research.

My title is: **Implementation of Departmental policies in Primary schools**. This study aims to explore educators' experiences in the implementation of Departmental policies in primary schools. This study will use semi-structured interviews to generate data. You will be interviewed for approximately forty-five minutes at a time that is convenient to you. I request your permission to audio record the interview. The names of the school, principal and participant in this study will be kept anonymous and not be divulged in the final report.

Your participation in this study is voluntary and you are free to withdraw your participation at any stage of the study without any negative or undesirable consequences. There will be no monetary benefit. All your responses will be treated with strict confidentiality.

For further information this research is supervised by:

Dr SD Bayeni

Email: Bayenis@ukzn.ac.za

Tel: 031 260 7026

Alternatively you may contact the higher degrees ethic office: Ms P. Ximba

Email: ximbap@ukzn.ac.za

Telephone number: 031 260 3587

Your anticipated positive response in this regard is highly appreciated.

Yours Sincerely

Thembinkosi Lennox Nhlapho

Tel: 031 909 2569

Cel: 073 591 0430

Email: thembanhlapho68@gmail.com

Appendix 3: Template of informed consent letters to participants

DECLARATION FOR PARTICIPANTS

I.....(full names of participants) hereby confirm that I understand the content of the document and the nature of the research project and I consent to participate in the research project. I understand that I am at liberty to withdraw from the project at any time should I so desire.

Additional consent, where applicable:

		I hereby provide consent to:	YES	NO
		Audio tape my interview		
		I accept and understand that I participate voluntarily and I can withdraw at any time		
		I wish		

Signature of the participant.....

Date.....

Appendix 4: Semi-structured interview schedule for participants

INTERVIEW SCHEDULE FOR PRINCIPALS AND HEAD OF DEPARTMENTS

1. Does the school have the discipline policy? If yes, please mention them.
2. How are they communicated to the educators?
3. What are the School Management Teams experiences in the implementation of discipline policy for educators in your school?
4. What challenges does the School Management Team face in the implementation of discipline policy for educators in your school?
5. Why does the School Management Team have such challenges?
6. Are there any things that educators do which are not in line with Department policies? If yes, please explain.
7. What do you think are the causes of educators doing that?
8. Do you think that what educators do affect the image or working conditions of the school? If yes, please explain.
9. How does the School Management Team deal with those challenges?
10. What can be done in general to avoid these practices?

School Management Teams' (SMTs) experiences in the implementation of teacher discipline policy in schools.

ORIGINALITY REPORT

4%

SIMILARITY INDEX

3%

INTERNET SOURCES

1%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

researchspace.ukzn.ac.za

Internet Source

1%

2

Lichtenstein, Benyamin B. Uhl-Bien, Mary.
"Complexity leadership theory: an interactive
perspective on leading in complex adaptive
systems.(Pra", Emergence: Complexity and
Organization, Oct 2006 Issue

Publication

<1%

3

etd.uwc.ac.za

Internet Source

<1%

4

ir.cuea.edu

Internet Source

<1%

5

ir.cut.ac.za

Internet Source

<1%

6

www.principalsacademy.ac.za

Internet Source

<1%

7

Relebohile Moletsane, Andrea Juan, Cas
Prinsloo, Vijay Reddy. "Managing teacher leave

<1%