



**THE ROLE OF SCHOOL-COMMUNITY PARTNERSHIPS IN PROMOTING LEARNER
DISCIPLINE: A CASE OF TWO PRIMARY SCHOOLS IN THE CAPRICORN
EDUCATION DISTRICT**

BY

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DECLARATION

I, Makwalete Johanna Malatji, hereby solemnly declare that the work contained in this dissertation is entirely my own original work with the exception of quotations or references which are attributed to their sources or authors. All the sketches and tables were produced by me except where I acknowledge that they were taken from another source.

This dissertation has not been submitted to, and will not be presented at, any other university for an equivalent or any other degree award.

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Date: 13 April 2017

ABSTRACT

The study investigated the role of school-community partnerships in promoting learners' discipline in the Capricorn District. The purpose of this study was to examine how school-community partnerships pan out to promote learner discipline in schools. This study used a qualitative research approach and was premised within the parameters of the interpretive paradigm. Through a case study design, data was collected from three primary schools in the Capricorn Education District. Participants were purposively selected from SMTs, SGBs and parents. Four SMTs, four SGBs and four parents participated in this study.

The study found that there was no shared responsibility between the school and its stakeholders. Furthermore, it was found that there was no regular communication between the school and parents about disciplining of learners. Moreover, the study revealed that SMT members experienced challenges such as dealing with poor parental involvement, poor communication, poor infrastructure, lack of resources and drug abuse, and these had negative impact on learners' performance. The study provided insights into what role the school and community should play in promoting learner discipline. The study also found that the community's level of education in school activities also affected learner discipline. Community members were not aware of what was expected of them in a school since they understood a school as a building of educated people. Therefore, it became important for the school to make sure that community members receive information about how they could help with school activities and learner discipline.

The study recommends that workshops should be conducted to educate communities about school-community partnerships to promote learner discipline. The study further recommends that the school should develop policies that could help both the school and the community on learner discipline. A policy could direct both the school and the community on the agreements they made to discipline learners.

Keywords: learner discipline, school, community, partnerships, quality education.

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This dissertation is a tribute to my handsome husband, Dr Khashane Stephen Malatji; (you are my role model, Doc) and my son, Mr Podile Tiisetso Alpheus Malatji who loved me unconditionally and supported me throughout the entire process even through difficult times. The work is also a dedication to my mother, Matshidiso Jane Maake for raising me with love and support even after the passing of my father, Maletje Phillimon Maake. Another word of appreciation goes to my parents-in-law, Matapa Emmely Malatji and Podile Alpheus Malatji for their love and ongoing support. Lastly, I would like to thank the almighty God of Mount Zion who gave me wisdom to complete this dissertation. *“Kea leboga kgomo”*.

DEDICATION

The study is dedicated to my son, Podile Tiisetso Alpheus Malatji and my husband, Dr Khashane Stephen Malatji, who sacrificed a lot to have this study completed.

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ACRONYMS

Acronym	Full Explanation
SMT	School-Management Team
DOE	Department of Education
SA	South Africa
LDOE	Limpopo Department of Education
SASA	South African Schools Act
SGB	School-Governing Body
NSNP	National School-Nutrition Policy
WSI	Whole-School Improvement
SCP	School-Community Partnership
LD	Learner Discipline
PBS	Positive Behaviour Support
SBST	School-Based Support Team
SWPBS	School Wide Positive Behaviour Support
SACE	School African Council of Educators
ATP	Achon Teams for Partnership
CAP	Community Action Plan
HOD	Head of Department

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. INTRODUCTION

The practice of school-community partnerships is viewed differently, both nationally and internationally. Internationally, school-community partnerships is viewed as a practice that should focus on learner discipline that is, managing the behaviour of learners, school management and creation of a positive and safe learning environment (Adelman & Tylor, 2006; Aydin, 2005). Adelman and Tylor (2006) argued that working together of schools, homes and communities can improve school results and minimise problems. Schools can be efficient and effective if they form an integral part of the community. Although there exists literature on school-community partnerships and learner discipline, the literature does not explicitly unpack how school-community partnerships plays a role in promoting learner discipline in schools.

Writers such as Singh, Mbokodi and Msila (2004), Brown and Duku (2008) and Msila (2007) mention parents as partners in school governance and participation in their children's education. However, their studies did not unpack how school-community partnerships in relation to learner discipline are practised in a manner that seeks to promote positive behaviour among learners. This study, therefore, sought to investigate how school-community partnerships to promote learner discipline in three selected primary schools in the Carpricon Education District. This was done by determining the views of SMTs, SGBs and parents on how school the community partnership plays itself out in promoting learner discipline.

1.2. BACKGROUND OF THE STUDY

Learner discipline is becoming a challenge in South African schools. Teachers, administrators and parents are more concerned about spiralling indiscipline among learners (Western Cape Department of Education, 2007; Elbla, 2012). The South African government has since legislated the abolishment of corporal punishment in

schools. This means that any use of corporal punishment in South African schools is regarded as a criminal offence (Morrell, 2001). According to Elbla (2012), since the abolishment of corporal punishment, teachers attribute learner indiscipline to the banning of corporal punishment. Teachers are reported to be continually confronted with unacceptable learner behaviour. The new innovative ways of dealing with learner behaviour are to promote positive behavioural support and a shift from deficit and control towards a developmental and restorative approach (Western Cape Department of Education, 2007). This approach is also recognised by the South African Constitution, the South African Schools Act and the specific outcomes of the National Curriculum Statement. This study, therefore, sought to investigate how the school community partnership in two primary schools in the Capricorn Education District plays itself out in maintaining learner discipline in a manner that considers corporal punishment as punishable crime. It also sought to come up with suggestions as to how best school-community partnerships, with regards to learner discipline, could be improved.

Positive Behaviour Support (PBS) aims to build an environment in which positive behaviour is more effective than problem behaviour. It emphasizes prevention, teaching and reinforcement to achieve meaningful outcomes regarding student behaviour in school (Cameron, 2006). The PBS process teaches learners appropriate behaviour using motivation and responsibility to encourage positive interactions and discourage problem behaviour. It emphasizes a common language and common understandings for behaviour between staff, students and parents. It was for this reason that this study sought to investigate the views of school governing bodies, school management teams and parents on how the school-community partnerships promotes PBS with a view of enhancing good learner discipline.

According to Berg (2012), school-community partnerships can be defined as an intentional effort to create and sustain relationships among primary schools or school district and a variety of both formal and informal organizations and institutions in the community for the purpose of guiding and monitoring learners. When the school and the community work together in guiding and monitoring learners, it may be easy for schools

to manage discipline through the help of the community. However, discipline has become one of the challenges that schools are facing currently in South Africa (Elbla, 2012). For any effective and positive learning environment to be achieved, discipline among learners is necessary. Learner discipline levels the fields for the provision of obedience to school rules and correcting learners' behaviour (Kemal, 2009).

Cameron (2006) defines learner discipline as a branch of knowledge-training that develops self-control, character and efficiency to enforce obedience and compliance to school authority and rules. Kemal (2009) argues that most people regard discipline as physical punishment. For that reason, corporal punishment has been used by some teachers to cause physical pain to the learners to correct their misbehaviour and maintain learner discipline. The present study, therefore, sought to establish how schools and communities could work in collaboration using positive behavioural support innovations to maintain learner discipline. Brown (2009) believes that discipline is needed in schools to produce well educated and disciplined pupils. Discipline brings about a positive learning environment in schools (Teyfur, 2008). Both internationally and nationally, literature does not talk to school-community partnerships in relation to promoting learner discipline, which is why this study was worth conducting.

In Thailand, school-community partnerships is centred on the school and community working together to promote quality teaching and learning (Pennefather, 2008). There is little evidence that suggests that school-community partnerships promote PBS to enhance learner discipline. Cameron (2006) argues that poor discipline in schools may result into destruction of teaching and learning. Therefore, Cameron (2006) further emphasised that there is a need for schools and the community to work together to strengthen learner discipline in schools.

In the context of Africa, school-community partnership is based on working together to solve some of the challenges that the community is facing. Some of the challenges that the community and the school are facing include: bullying, drug abuse and poor discipline (Mathe, 2008). However, learner discipline becomes crucial since poor discipline may thwart normal operations of the school. Poor learner discipline might

negatively affect the community, so sound discipline underpins every aspect of the school life. For effective teaching and learning to take place, it is essential that good discipline exist in every classroom, in particular, and in the school, in general. Learners learn to the best of their abilities in an orderly and safe environment (Mtsweni, 2008). Learners that are not disciplined might end up committing crime in the community.

According to Mestry (2010), in Malawi, teenage pregnancy is one of the challenges that schools are facing, and poor school discipline results into early and unwanted pregnancy in schools. Ciderhead (2006) argued that when schools and communities work together as partners, learners benefit. Unstable partnership between schools, families and communities do not create safe school environments. According to Pasiardis (2006), there is a need to strengthen learner discipline, parenting skills, encourage community services and improve academic skills to achieve desired goals useful to learners at all ages and grades.

In Botswana, school-community partnerships can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their education and enable success at school and beyond (Garne & Epstein, 2004). Strong school-community connections are critical in impoverished communities where schools are often large pieces of public estates and may be the single largest employer. Garne and Epstein (2004) further emphasised that comprehensive partnership in Botswana represents a promising direction for generating essential interventions to address barriers to learning, enhance healthy development and strengthen families and neighbourhoods. Building such partnership requires an enlightened vision, creative leadership, and new multifaceted roles for the professionals who work in schools and communities, as well as for all who are willing to assume leadership. The present study, therefore, strengthened the working together of schools and communities with the view of promoting learner discipline in schools.

In the context of South Africa, the concept school-community partnerships refers to collaborative relationships and activities involving school staff, parents and community members of learners in schools (Kemal, 2009). With regards to learner discipline, the

South African Schools Act of 1996 Act no 84 stipulates that the School Governing Body (SGB) should formulate a code of conduct for learners (SASA, 1996). However, it does not unpack how schools and communities should collaborate in maintaining learner discipline. Mathe (2008) noted that South African schools are faced with a problem of learner discipline and that there can be no positive learning atmosphere where ill-discipline is prevalent.

According to Brown and Duku (2008), the issue of learner discipline is discussed during parents' meetings that are usually conducted in the schools. However, due to poor school-community partnerships, community members in the Mankweng Circuit do not attend such meetings, and as a result, the issue of learner discipline in primary schools became worse. The community and schools need to work together in the transmission of collaborative culture of improving learners' discipline to enable them to live a meaningful life. The school and the community need to work as a team and share responsibility to enable learners to behave well in schools (Bray, 2007).

1.3. STATEMENT OF THE RESEARCH PROBLEM

Although school-community partnership is defined as an intentional effort to create and sustain relationships between schools and communities (Elbla, 2012), the school community partnership does not adequately focus on maintaining learner discipline in schools. Learners show unacceptable behaviours such as bullying, stealing, drug and alcohol abuse (Kemal, 2009). The lack of support for teachers on learner discipline is not peculiar only to South Africa but is a worldwide phenomenon (Naog, 2007). School-community partnerships in South Africa seem not to focus on the promotion of learners' positive behaviour. In addition, initiatives that seek to maintain learner discipline in South African do not adequately address learner indiscipline as teachers are continually confronted with serious behavioural problems in schools (Mathe, 2008).

1.4. RESEARCH QUESTIONS

Main research question

- What is the role of school-community partnerships in promoting learner discipline?

Sub-research questions

- What are the views of SMT members on the involvement of the community on learner discipline?
- What are the views of parents with regards to the school-community partnership on learner discipline?
- What are the perspectives of SGB members with regards to the school-community partnerships on learner discipline?
- How can the school-community partnerships on learner discipline be improved?

1.5. OBJECTIVES OF THE STUDY.

In order to achieve the purpose of this study, the following objectives have been formulated:

- To explore the views of teachers and SMT members on the involvement of its community on learner discipline.
- To examine views of parents with regards to the school-community partnerships on learner discipline.
- To explore the perspectives of SGB members with regards to the school-community partnerships on learner discipline.
- To examine measures regarding how school the community partnership on learner discipline can be improved.

1.6. PURPOSE OF THE STUDY

The purpose of this study is to examine how the school-community partnerships play itself out in promoting discipline in schools.

1.7. SIGNIFICANCE OF THE STUDY

This study attempted to identify the current nature of the practice of school-community partnerships and how it affects learner discipline. School-community partnerships is expected for all schools but rarely enforced. In policy documents, school-community partnerships are stipulated, but there are no formalised templates that monitor and evaluate how school-community partnership is practiced. The study intended to strengthen school-community partnerships with the view of promoting learner discipline in primary schools. When there is a good school-community partnerships, discipline in schools becomes solid and strong. When there are good school-community partnerships, a community is able to understand the importance of maintaining learner discipline in schools and its impact on the education of children. This study assists school stakeholders in forming school partnerships to enhance learner discipline. With regards to knowledge about school-community partnerships, this study contributes to literature on how learner discipline can be promoted through school-community partnerships.

1.8. ASSUMPTIONS OF THE STUDY

1.8.1. Lack of communication: many schools struggle to find effective ways to overcome the barriers of keeping the community informed about learner discipline.

1.8.2. Lack of leadership and managerial skills: School Management Teams are trained to manage schools and not partnerships; therefore, they find it difficult to manage school-community partnerships for learner discipline.

1.8.3. Poor participation: community members are reluctant to participate in disciplining of learners because they feel that it is not their responsibility.

1.8.4. **Lack of Training:** The Department of Education does not make provision for training schools focusing on learner discipline other than the limited initial training soon after the election of the SGB, which is not even related to learner discipline.

1.8.5. **Lack of School Base Support Team (SBST):** SMTs do not want SBST in schools because they feel SBSTs replace them. There exists a need for SBST in the school because it strengthens school-community partnerships of learner discipline, which the study attempted to address.

1.9. DELIMITATION OF THE STUDY

The study focused on the views of teachers, SMT members, parents and SGB members concerning the role of school-community partnerships in promoting learner discipline in two primary schools in the Capricorn Education District.

1.10. LIMITATIONS OF THE STUDY

According to the permission letter from the DoE, no research was supposed to disturb the normal operations of the schools. Therefore the researcher was only allowed to conduct her research during free periods and lunch time. Furthermore the study was not supposed to be conducted during writing of exams. This became a challenge for the researcher to conduct interviews with more educators and SMT.

1.11. DEFINITION OF KEY CONCEPTS

1.11.1. School-community partnerships: According to Pennefather (2008), school community partnerships are referred to as collaboration of different stakeholders. For the purpose of this study, school-community partnerships may be referred to as working together of a school and its community with the view of promoting discipline in schools.

1.11.2. Discipline: According to Kemal (2009), this is the strict control and autocratic administration of rules and regulations. For the purpose of this study, discipline refers to the act of teaching students self-control.

1.11.3. Community: A community may be defined as “a group of people sharing a common geographic area, a common value system, common needs and interests and have had similar or shared experiences” (Joubert & Squelch, 2005:16). For the purpose of this study, community refers to parents and people staying around the school.

1.11.4. Partnership: According to Howard and Taylor (2007:38), a partnership is defined as “a nominate contract between individuals who, in a spirit of cooperation, agree to carry on an enterprise and contribute to it by combining property, knowledge or activities and share its profit”. Partners may have a partnership agreement or declaration of partnerships. For the purpose of this study, partnership refers to working together of the school and community to promote discipline in schools.

1.11. CHAPTER OUTLINE

Chapter 1

This chapter contains the background of the study and the research problem is also stated in this chapter. The chapter introduces the reader to terms such as school-community partnerships.

Chapter 2

This chapter discusses relevant literature, similarities and differences of other scholars' perspectives with the present study and the theories related to the study.

Chapter 3

This chapter focuses on the research method that has been selected to undertake the study, which is the qualitative approach. This includes the research approach, the research strategy, data analysis, the role of literature and data collection techniques used in this study including the credibility of this study.

Chapter 4

This chapter presents the results of the study with some *verbatim* quotations from the participants. Themes are identified for discussion and analysis in Chapter 5.

Chapter 5

This chapter discusses and analyses the findings of the study.

Chapter 6

This chapter concludes the study and makes recommendations.

1.12. SUMMARY OF THE CHAPTER

This chapter has presented the background of the study. A statement of the problem has also been presented with both the main research question and the sub-questions of the study. In this chapter, the researcher has also presented the aim of the study. The research outline was also presented and explains what each chapter entails. Furthermore, the delimitation and definitions of terms were presented. The next chapter is based on the literature review and the theoretical framework of the study.

CHAPTER TWO

THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The previous chapter was based on the research proposal where the researcher introduced the study by giving the background; statement of the problem; research questions and objectives; and purpose of the study. This chapter discusses the theoretical framework underpinning the study and also reviews related and relevant literature. A literature review is an evaluative report of information found in the literature related to the selected area of study. It helps the researcher to have some idea of what other researchers have discovered in related fields. Welman, Kruger and Mitchell (2005) argue that literature review should not consist of a mere compilation of a separate, isolated summary of the individual studies of previous researchers. The literature review clearly shows how studies relate to one another and how the proposed research ties in with them.

The researcher groups together studies that are in agreement and refers to the agreement by using words like “similarly” when moving from one to the next (Welman et al, 2005:40). Most students find literature searching a time-consuming process which takes far longer than expected. In this study, the researcher reviewed literature from published sources such as reports, some central and local government publications, internet, books and journals that constitute the subsequent publications of primary literature, including tertiary literature. In writing this literature review, the purpose was to convey to the reader the knowledge and ideas that have been established on the topic, and what their strengths and weaknesses are. Literature reviews are secondary sources and do not report new or original experimental work.

2.2. THEORETICAL FRAMEWORK

2.2.1 Arstein's Theory of Life Cycle of Partnership

Arstein's (2008) theory of Life Cycle of a partnership was used. According to the theory, partnerships are best seen as processes to build relationships and get things done – not just formal structures. The theory is very relevant to this study because it clearly outlined different stages of maintaining the school-community partnerships to improve learner discipline. The theory consists of aspects that alert schools and the community about good practices of the school-community partnerships when it comes to learner discipline. Four key aspects of theory are outlined below:

Initiating: the person who starts the partnership influences its initial style of operation, and this may need to change. The spark for starting may be, for example, funding but may not be enough in itself to keep the partnership together in the longer term. In the context of this study, schools were expected to open lines of communication to promote learner discipline. The community should be informed about school initiatives on promoting learner discipline, and the responsibility to roll out such activities should be shared by both the school and the community (Arstein, 2008).

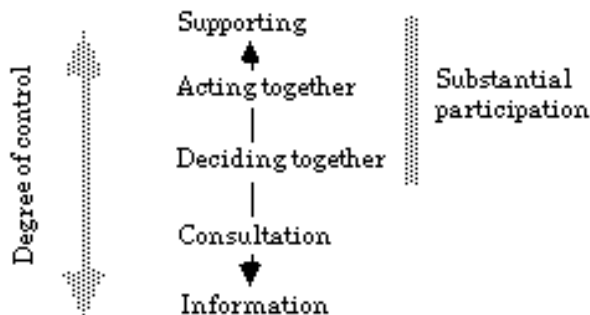
Starting: this reviews what is already happening in the area and who is who. Arstein, 2008 emphasised that one needs to look at other partnership projects and programmes for ideas and get to know your partners, their styles of working and preferred means of communicating. In the context of this study, the schools were expected to know the preferred way of communicating with the community, and such communication should be smooth and efficient in addressing issues of discipline (Arstein, 2008).

Doing: this refers to developing and starting projects. Arstein, (2008), emphasised on paying attention to partners and the people involved as well as the projects, with training, support and socialising. Furthermore, Arstein, (2008) highlighted the involvement of others outside the core partnership where they have a stake in projects and/or your overall programme. In this study, the schools were expected to involve the

community in issues of learner discipline and to train the community if needed (Arstein, 2008).

Following through – or finishing: According to Arstein, (2008) the researcher has to reflect on what is working and what is not and plan for the longer term or finishing. Is your partnership still really needed – is it adding any value? In the context of this study, the schools were expected to reflect on the nature of partnerships they have with the community to see if there was a need to improve. This can be evaluated through scrutinizing the nature of discipline in the schools (Arstein, 2008).

Figure 1: Arstein's stages of successful partnership



The diagram above highlights the following five important stages that are regarded as critical in partnership, especially in the context of the school and community:

2.2.1.1. Supporting

The first and the most important aspect of partnership that the diagram presents is support. Support of school becomes important for the success of any partnership. For the purpose of this study, schools needed support from parents, SGB and SMT when dealing with issues of discipline.

2.2.1.2. Acting together

The second aspect presented on the diagram is acting together. In the context of this study, acting together becomes one of the key items of the discipline meetings in

schools. Together, SMT, parents and SGB act collaboratively to find a solution of disciplining learners in schools. In some cases, parents are given consent form to sign or agree with issues that were agreed upon and act together collaboratively.

2.2.1.3. Deciding together

The third aspect that is presented by Arstein, (2008) is deciding together. Doing things together and deciding is important for partnership. For this study, parents, SMT members, SGB members were given a chance to think about how the issue of learner discipline could be handled. The above-mentioned stakeholders were given a chance to suggest a way forward by deciding together. For this study, such issues were documented into a discipline policy that was made known to learners and the school community as a whole.

2.2.1.4. Consultation

The aspect of consultation in learner discipline was important for this study in dealing with issues of ethical considerations and compliance. For fulfilment of this aspect, SGB, parents and SMT members consulted with the district office to ensure that whatever was agreed on does not contradict the constitution of the country. For example, the stakeholders were supposed to find alternative disciplinary measures without using corporal punishment since it was against the law. Therefore, Arstein's theory was very useful for this study. In the schools under study, there was a committee known as the school based-support team (SBST) that consisted of police, social workers, psychologist, community leaders, nurses and pastors. Such committees were consulted before taking any decision about learner discipline. Therefore, such aspects become very important for the success of any partnership.

2.2.1.5. Information

Information is the last stage presented by Arstein, (2008) in his theory. At this stage, information about partnership becomes important, and stakeholders need to know what is expected of them. In the context of this study, parents, SMT and SGB members need

to know about current issues on learner discipline in order to find the best practice. Moreover, in the present study, the establishment of school-based support teams (SBST) was found to be crucial when it comes to issues of promoting learner discipline. Therefore, such information becomes important for schools when dealing learner discipline.

2.2.2. School-Wide Positive Behaviour Support Theory

School-Wide Positive Behaviour Support (SWPBS) provides an organizational approach or framework for improving the social behaviour climate of the schools and supporting or enhancing the impact of academic instruction on achievement and increasing proactive (positive/preventive) management. SWPBS comprises evidence-based behavioural interventions and practices that can be implemented by real users to effectively address and support socially and educationally important behavioural needs of students and their families (Horner, Sugai & Anderson, 2010). SWPBS deals with behaviour of people in an organization and what motivates such behaviour.

The theory was found to be relevant for this study since it investigated how school-community partnerships could assist to promote learner discipline. Furthermore, this study sought to investigate whether school-community partnerships assist in providing a framework for social climate in the two selected schools. Therefore, the theory used becomes important for the researcher to investigate the social behaviour of learners in the under study schools and the reasons why learners behave the way they do. In the same line of thought, the present study sought to establish whether there were any interventions that were made through school-community partnerships to enhance learner discipline.

A systems approach to SWPBS considers multiple points of support, namely:

- **Individual Student:** this is intensive and individualized behaviour intervention planning based on function-based behaviour assessments and implementation for students who are unresponsive to school-wide (primary) interventions. In the context of this study, the behaviour of learners was studied individually without generalizing. Issues such as the background of the learners and socio-economic

status were also taken into consideration in order to identify reasons of such misbehaviour;

- **Classroom:** expectations, routines, structures, and practices for presenting the curriculum, designing instruction and managing the social climate of classroom environments serve as the basis for individual student behaviour support planning. In the context of this study, classroom and school environments were studied. When studying such environments, it was also taken into consideration how learners were treated in schools and even how they were disciplined to discourage bad behaviour;
- **School-wide:** this refers to behavioural expectations and support (i.e. proactive discipline) for all students and staff, across all school settings that together serve as the foundation for classroom and individual student behaviour support. In the context of this study, a policy on learner discipline was available in schools, and they were also known to learners and parents. In order to promote learner discipline, teachers reminded learners about discipline policy time and again.
- **District:** these are specialized behavioural supports, organizational leadership, and implementation resources that, as a unity, serve as the foundation for effective implementation. In the present study, school-based support teams (SBST) were used to provide support in schools and deal with learner discipline in a collaborative way. Therefore, such support teams (SBST) provided support socially, psychologically and economically.
- **Community:** collaborative intervention and support efforts for students and families that involve mental health, public health, juvenile justice, and other community agencies and resources. In this study, collaboration and partnership becomes very important for schools to promote issues of learner discipline. It takes a community to raise a child. In line with this, the current study involved parents, SGB and SMT members to deal with issues of learner discipline.
- **State:** this refers to behaviour support policy, organizational leadership, and resource management that collectively serve as the foundation for district and

school-wide implementation of PBS. In this study, different stakeholders were consulted to deal with issues of ethical considerations.

The above-mentioned theory emphasizes the support of students ranging from individual student to the state. However, all the levels of support that were discussed in the theory did not specify exactly how learners' discipline was addressed. The theory took a generic approach of discussing general support of learners in all spheres. Therefore, there was a need for a theory that would specifically focus on learner discipline and at the same time that articulates how issues of learner support should be dealt with to address the issue of learner discipline. Therefore, the present study was important in addressing issues of partnership and learner discipline.

2.3. REVIEW OF RELATED LITERATURE

2.3.1. UNDERSTANDING OF SCHOOL-COMMUNITY PARTNERSHIPS AND LEARNER DISCIPLINE

2.3.1.1. School-community partnerships

In literature, the concept *partnership* is defined differently depending on the context that it is used in. Legally, it implies a formal, contractual relationship to pursue a common purpose, with each partner's decision-making roles and financial considerations clearly spelled out (Adelman & Taylor, 2008). For purposes of this study, the term *partnership* was used loosely to encompass working together of the school and community with the purpose of promoting learner discipline. To elaborate on partnerships between the school and community, different aspects are discussed in this section regarding strengthening working together of the school and community with an ultimate goal of promoting learner discipline. In other words, the school-community partnership is discussed in line with learner discipline. Similarities are made among those that connect the purposes of school-community partnerships and learner discipline.

The hallmark of partnership is a formal agreement between the school and community on how to deal with issues of learner discipline in schools. According to Hourani, Stringer and Baker (2012), a collaborative structure requires shared governance (power, authority, decision making, and accountability) and weaving together of a set of

resources for use in pursuit of the shared vision and goals. It also requires building well-defined working relationships to connect and mobilize resources, such as financial and social capital, and to use these resources in mutually beneficial ways. In the context of this study, schools should have a clear working plan on how to involve the community in the school. Furthermore, the school should have a clear vision and goals that should be shared with the community. In the schools under study, poor school-community partnerships resulted in poor learner discipline in the schools. Therefore, it was important for schools and communities to have an agreement on how they should deal with issues of learner discipline. To support this statement, Okeke (2014) conducted a study on strategies to help strengthen parental involvement. The results of his study also supported the fact that community members should be aware of the strategies for their involvement in children's education if such strategies are to be effective. Therefore, it was important that strategies of promoting learners' discipline be disclosed to the community in order to promote school-community partnerships on learner discipline. Reflecting on the above-mentioned statement, it can be argued that the community may only participate in school matters only if the school creates conducive conditions for the community to participate.

In countries such as the United States of America, school-community partnerships are often referred to as collaborations. Optimally, such partnerships formally "blend together resources of at least one school and sometimes a group of schools or an entire school district with resources in a given neighbourhood or the larger community" (Adelman & Talyor, 2008:12). The ranges of entities in a community are not limited to agencies and organizations; they encompass people, businesses, community-based organizations, post-secondary institutions, religious and civic groups, programmes at parks and libraries, and any other facilities that can be used for recreation, learning, enrichment, and support (Adelman & Talyor, 2008). In the context of this study, working together of the schools and community was encouraged for the purpose of promoting learner discipline.

For successful and effective school-community partnerships, schools are expected to be places where the community feels wanted and recognized for their strengths and potential. Studies show that school practices to encourage parents are more important than family characteristics like parental education, family size, marital status, socio-economic level or student grade level in determining whether parents get involved (Dauber & Epstein, 2007). On the other hand Baker (2012) argued that for partnership to work there must be mutual trust and respect, an on-going exchange of information, agreement on goals and strategies and a sharing of rights and responsibilities. In other words, schools should have regular meetings with the community about learner discipline. Berg (2012) further argued that during such meetings, it is important that schools create a situation whereby the community feels valued. Issues of learner discipline may not be left to teachers only; community members may play a very crucial role when it comes to disciplining learners. It takes a community to raise a child. Therefore, the community should be given a chance to contribute to issues of promoting learner discipline.

Authors such as Adelman and Taylor (2008) argue that school-community partnerships can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond. In the context of this study, the community was expected to work closely with schools to promote learner discipline. Adelman and Taylor (2008) further mentioned that strong school-community connections are critical in impoverished communities where schools often are the largest piece of public real estate and may be the single largest employer.

Bray (2007) brought the idea of comprehensive partnerships that represent a promising direction for generating essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighbourhoods. Building such partnerships requires an enlightened vision, creative leadership and new and multifaceted roles for professionals who work in schools and communities, as well as for all who are willing to assume leadership (Ford, 2011). On other hand Gemmesson

(2000) argues that challenges experienced by schools under study were learner discipline. Therefore, strong partnerships are strengthened for the purposes of better learner discipline.

When thinking about school-community partnerships, it is essential not to overemphasize the topics of coordinating community services and co-locating services on school sites. Such thinking downplays the need to also restructure the various education support programmes and services that schools own and operate (Fickman, 2007). Epstein (2007) argues that schools are located in a community. Therefore, the community should benefit from the services in the schools, and the school should also benefit from the skills and knowledge that the community offers. Hence this study's undertaking that both the school and the community need each other. In the context of the study, school-community partnerships were encouraged for the purpose of promoting learner discipline.

Hilgendorf (2012) argues that school-community partnerships must not be limited to linking services. Such partnerships must focus on using all resources in the most cost-effective manner to evolve the type of comprehensive, integrated approaches essential for addressing the complex needs of all youngsters, families, schools, and neighbourhoods. This includes a blending of many public and private resources. To this end, a high priority policy commitment at all levels that (a) supports the strategic development of comprehensive approaches by weaving together school and community resources, (b) sustains partnerships, and (c) generates renewal is required (Harry, 2011). In communities, the need is for better ways of connecting agency and other resources to each other and to schools. In schools, there is a need for restructuring to combine parallel efforts supported by general funds, compensatory and special education entitlement, safe and drug-free school grants, and specially funded projects (Jackson, 2010). In the process, efficiency and effectiveness can be achieved by connecting families of schools such as high schools and their feeder schools.

According to Voyle (2010), schools should be effective and caring places when it comes to issues that concern the community. This means that schools are expected to have a good partnership with the community, and when it comes to issues of learners' discipline, they should work in collaboration in order to promote issues of learner discipline. As a result, this enhances academic performance, fewer discipline problems, higher staff morale and improved use of resources. Reciprocally, families and other community entities can enhance parenting and socialization, address psychosocial problems and strengthen the fabric of family and community life by working in partnership with schools. According to Jackson (2010) the school needs the community when it comes to issues of learner discipline. Therefore, having a good partnership becomes vital for schools and the community. Hill and Tyson (2008) advanced this argument that opening lines of communication between the school and community can strengthen partnership and promote learner discipline in schools.

Increasingly, it is becoming evident that schools and communities should work closely with each other to meet their mutual goals (Kemal, 2009). Indeed, for many schools to succeed with their educational mission, they must have the support of community resources such as family members, neighbourhood leaders, business groups, religious institutions, public and private agencies, libraries, parks and recreation, community-based organizations, civic groups and local government (Hilgendorf, 2012). Reciprocally, many community agencies can do their job better by working closely with schools. On a broader scale, many communities need schools to play a key role in strengthening families and neighbourhoods. In the context of this study, schools need their communities in order to promote issues of learner discipline identified to be a problem in the schools under study.

According to Hourani, Stringer and Baker (2012), for schools and other public and private agencies to be seen as integral parts of the community, steps must be taken to create and maintain various forms of collaboration. Greater volunteerism on the part of parents and others from the community can break down barriers and help increase community involvement in schools. Agencies can make services more accessible by

linking with schools and enhance effectiveness by integrating school programmes (Keil, 2010). Clearly, appropriate and effective collaboration and teaming are key facets of addressing barriers to development, learning, and family self-sufficiency. While informal school-community linkages are relatively simple to acquire, establishing major long-term connections is complicated as they require vision, cohesive policy and basic systemic reforms.

The complications are readily seen in efforts to evolve a comprehensive, multifaceted, and integrated continuum of school-community interventions (Joubert & Squelch, 2005). Such a comprehensive continuum involves more than connecting with the community to enhance resources to support instruction, provide mentoring and improve facilities. It involves more than establishing school-linked, integrated health and human services, recreation and enrichment activities. It requires comprehensive, multifaceted strategies that can only be achieved through school-community connections that are formalized and institutionalized, with major responsibilities shared (Adelman & Taylor, 2008). Therefore, the schools should share responsibility with the community to promote issues of learner discipline.

According Zedan (2011), strong school-community connections are especially critical in impoverished communities where schools often are the largest piece of public real estate and may be the single largest employer. As such, they are indispensable to efforts designed to strengthen families and neighbourhoods. Jeynes (2010) argues that comprehensive school-community partnerships allow all stakeholders to broaden resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond. On the other hand Keil (2010) advanced this argument that comprehensive school-community partnerships represent a promising direction for efforts to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighbourhoods. Building such partnerships calls for an enlightened vision, creative leadership, new and multifaceted roles for professionals who work in schools and communities, as well as for

all who are willing to assume leadership (Kumbe, 2009). However, all such efforts are encouraged with the view of promoting learner discipline.

Lewis (2000) is of the view that initiatives for enhancing school-community collaboration have focused heavily on integrated school-linked services. However, it is essential not to limit such partnerships to efforts to integrate services. School-community partnership is about improving services in schools that will result in quality teaching and learning. In the context of this study, school-community partnership was encouraged for the purposes of promoting learner discipline. Therefore, in this study, all efforts were made to promote all initiatives that encourage partnerships between the school and community with an ultimate goal of promoting learner discipline.

2.3.1.2. Learner discipline

The word *discipline* has its origins in Latin. *Disco* means to learn and *disciplina* refers to the communication of knowledge to the learner (Leedy, 2001). Discipline then means that educators must exercise their authority in the best interest of the learner with an emphasis on the development of self-discipline, independence and maturity. Discipline should, at all times, be firm, consistent and positive.

Understanding and managing learner behaviour has become a challenge for schools in South Africa. Mark (2006) argues that positive discipline has, as its goal, the whole development of the child. Engaging with learners and considering their needs requires effective systems, skills and a positive attitude. Similar to Mark's view Lindiwe (2014) argues that the management structures in schools should give clear guidelines on the management of learner behaviour. The educator has an important responsibility to facilitate a climate for the development of positive learner behaviour (Malatji, 2013). The role of the parent, as a primary educator and partner in the shaping of the learner's character, is indispensable. Schools are expected to create space and offer an opportunity for learners to develop in leadership. The code of conduct for learners serves as the basis for the development and promotion of positive learner behaviour.

Practical skills are needed in times of crisis when learners are experiencing emotional stress (Zedan, 2011).

Mark (2006) argues that schools have an important task to teach children to differentiate between acceptable and unacceptable behaviour. Opportunity must also be given for the development of insight and learning. In a positive school situation, breaking of school rules is therefore viewed as not only a negative action towards the school, but also a negative action towards fellow learners and teachers, including the disruption of mutual relationships (Lewis, 2000). In a positive school climate, school rules are instrumental to the whole development of the learner.

According to Voyle (2012), the strategy for positive behaviour leans heavily on the principles of the “Circle of Courage” model, which are, basically, the following:

- “I belong”;
- “I am achieving”;
- “I am independent”; and
- “I am generous”.

This developmental approach focuses on allowing children the opportunity to grow in them. Through this, they experience themselves positively and make good decisions so that they can progress towards independence (Lincoln, 2005). Whole school development with a focus on a culture of positive behaviour must be well managed as it involves an attitude and work ethic driven by good professional behaviour, support structures and good planning. Realising a permanent belief in the system requires active leadership. Mabeba and Prinsloo (2008) are of the view that the important role players are the SMT, educators, learners, representative council of learners, class monitors or prefects and the SGB. Management of a culture of positive behaviour is a co-ordinated and integrated approach with a clear task for each role player to ensure positive behaviour. The “Circle of Courage” model was the basis for implementation (Voyle, 2012).

2.3.1.3. The role of school managers in learner discipline

According to Hargreaves (2009), management of a culture of positive behaviour requires active leadership to realise a constant flow of positive pre-disposition towards and belief in the system. It, therefore, involves firm co-ordinated and planned actions in the implementation of the general code of conduct for learners and school ethic. Primarily important is to establish the concept of positive behaviour within the school set-up. Msila (2007) argues that the schools should ensure that all personnel, parents and learners are aware of the policies regarding positive learner behaviour. As a result, they should ensure that a policy regarding disciplinary measures is implemented. During communication between the school and community, schools should ensure that learner behaviour and learner issues are discussed regularly.

Moreover, Mtsweni (2008) argued that school managers should make sure that records of learner behaviour are kept and organise staff development sessions regarding the management of learners' behaviour. It is also important to organise interviews with parents about the progress and behaviour of learners. With regards to new students, school managers should ensure that the school has a good orientation programme for new learners and ensure that learners are dealt with fairly and consistently.

2.3.1.4. Table 1: Differences between discipline and punishment (Patall, 2007)

Discipline	Punishment
• Results in creating order to realise a climate conducive to learning. • Ensures fair actions and places the best interest of all parties first. • Protects the learner against him/herself and the actions of other learners. • Applied in a caring way, develops responsibility, independence and maturity in learners. • Is aimed at preparing the learner for his/her future life situation. • Must be aimed at corrective action and the development of self-discipline • Acknowledges children's need to function within a caring environment, characterised by love and encouragement.	• Is predominantly a reaction to the behaviour itself with the intention of causing discomfort or pain, and not aimed at education. • Does not necessarily change behaviour. It just makes the learner more careful not to be caught out again. • Is the expression of power within a system of controlling through fear. • Is critical, negative and leads to a feeling of rejection.

2.3.1.5. Statutory requirements in respect of discipline

- Section 12 of the Bill of Rights, as stated in the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), provides that every person has the right to freedom and security. Section 24 refers to the right to an environment that is not harmful to a person's health or wellbeing;

- The South African Schools Act, 1996 (Act 84 of 1996) places a duty on school governing bodies and educators to ensure that discipline is maintained within schools; and
- The Code for Educators, as drawn up by the South African Council of Educators (SACE), places a duty on educators to place the security and the best interest of learners first at all times.

It is expected of an educator to take the same measure of care in respect of learners as would be taken by a reasonable caring parent (Marrison, 2011). In light of the Bill of Rights, disciplinary measures are regarded as being unreasonable when:

- They are excessive and administered in an irresponsible manner;
- They cause physical or psychological pain and damage;
- There is no clear reason for the punishment measure; and
- It is not age-appropriate.

2.3.1.5.1. The Bill of Rights determines that:

- Positive discipline should be promoted;
- Self-discipline should be developed; and
- Exemplary actions should be established through the regulation of behaviour.

2.4. MEASURES TO IMPROVE SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

2.4.1. Communication between the school and the community

According to Blandford (2009), many schools struggle to find effective ways to overcome the barriers of keeping the community informed about school matters. When there is a lack of communication between community and schools, some community members may approach the school with a defensive and angry attitude. Community members should be made aware of projects or events taking place in the school. Furthermore, community members also need to be more aware of concerns regarding

their children's behaviour in school (Cresswell, 2007). There are times where a learner has behavioural problems that are not major enough to warrant a phone call home, but are not minor enough to be disregarded or ignored. The relationship between the school and its community is supposed to be a solid one and not isolated. If there is a problematic learner at the school, the school should ensure that community members are engaged in the learner's progress (Howard & Taylor, 2007).

Ford (2011) conducted a study in urban schools of Malawi (middle district) on the importance of working together in promoting positive school results in high schools. The researcher in this study used the qualitative research approach in trying to understand the problem. The results of this study revealed that urban schools that mostly communicate with the community about educational matters are likely to produce better results. Despite, the similarities of the present and Nelson's study, the present study focused on school-community partnership with the view of promoting learner discipline. However, both studies discussed the importance of having a school-community partnership in the school.

Another loophole that was identified in Nelson's study was that it was conducted only in urban areas. Therefore, his results did not represent schools in rural areas. The present study was conducted in both rural and urban schools of Mankweng Circuit in order to understand the problem in both contexts (rural and urban contexts). Despite, the difference in Malawian and South African schools, Nelson's study was conducted in high schools, and that opens a gap when it comes to primary schools. Therefore, the present study was conducted in primary schools to fill in the gap that Nelson's study has left out.

Similar to Nelson's study, Ford (2011) conducted a study on the importance of communication to address behavioural problems of learners in private schools of Mopani District. Ford's study followed a quantitative research approach to find out the number of schools that are having regular communication with their respective community. The results of this study revealed that the majority of private schools in the district are having regular communication with the community on the behavioural problems of their learners since the majority of the parents were educated. However,

the results of Ford's study were limited to the statistics rather than the understanding of the problem even though Ford's study was very relevant to the present study. Despite, the similarities of the studies, the present study went beyond the concept of communication by trying to understand the kind of communication that can be useful to promote school community partnerships. Furthermore, the present study went deeper to understand the experiences of school and the community when it comes to communicating about learners-discipline.

In contrast to Nelson and Ford's study, Lindiwe (2014) conducted a study on the implications of having open communication in primary schools of North West Province. The study was conducted in both underperforming rural and urban primary schools of the province. The results of this study have revealed that schools with open communication experience a challenge when it comes to issues of power. Lindiwe's study was similar to the present study. However, the present study focused on issues of communication with a view of promoting learner discipline, not school power. Furthermore, the present study was not focusing on underperforming schools, but rather both under-performing and performing primary schools. Myer (2009) argues that the issue of learner discipline is not associated with under-performance, but rather poor school-community partnership. Therefore, communication, in the context of this study, was discussed in relation to strengthening school community partnership with an ultimate goal of promoting learner discipline.

Communication in South African schools is done mostly in a form of circulars. However, there is a need for schools to change from this kind of communication. The partnership between the school and community might be done by organising meetings to discuss educational matters and issues of learner discipline. Peter (2013) conducted a study in middle class schools of Gauteng Province on the importance of meetings in maintaining quality education in schools. The results of this study revealed that schools that hold meetings regularly are likely to overcome all the challenges they encounter. Peter's study was similar to the present study since they both agree that having meetings in schools is important to maintain good communication. However, Peter's study emphasises the importance of having meetings without specifying issues that need to

be discussed. For that reason, such meetings may be of less importance because it is easy for participants to lose focus and attack each other instead of discussing serious educational matters. To close the gap that exists in Peter's study, the present study specifically emphasises the importance of having meetings to discuss learner discipline in schools. Such meetings about learner discipline would sustain communication between the schools and community and, ultimately, improve partnerships between the two.

2.4.2. Community involvement

Partnership roles take families beyond their home, schools beyond the premises, community members beyond their community to find out facts, listen to others and work for changes to help their children, their family, their school and their community, but there exists a challenge (Jackson, 2010). An invitation to participate is a starting point for different communities' involvement as long as the school principal remembers that community members need to be informed on time to be able to be involved as equal members in an activity. Those who become involved in shaping systems are generally starting to learn because of a personal need for service.

These community members become involved in the "bigger picture" as they attend trainings, gather information and make connections. This might be good because community involvement is a continuum of time, learning and participation (Mabeba & Prinsloo, 2008). The study of Masitsa (2007:23) argues that schools are just saying "*we had families, business partners and community involved in this process, then this means our meeting was successful*", this is not a valid measure of quality community involvement. Meaningful involvement values community members and improves results for our children, young adults and the community at large.

Okeke (2014) conducted a study on some strategies to help strengthen parents' involvement. The study was conducted in primary schools in the London area of England, United Kingdom. Participants in this study were parents of children that attended primary schools located in the London area. The study followed a qualitative approach with a case study. The results of this study concluded that: parents care about

their children's education, and want to get involved. However, results also showed that most parents do not always know how to get involved, and some are even intimidated by the operational structures within the schools. His study concludes the need for effectiveness of parents' involvement in the educational matters and their children's education. Okeke's study is very similar to the present study since they both agree on the importance of parents/community participation in a school. Further similarities are that both studies were conducted in primary schools. However, Okeke's study was conducted in primary schools of London, and that context may differ from the South African context. Further limitations in his study are that his study emphasised the need for parents' involvement without specifying areas that parents may need to participate in. Such a call may overwhelm parents since there are a lot of activities that are taking place in a school. Therefore, the present study emphasised school-community partnership in the area of learner discipline. The present study further gives the community a specific area (learner discipline) identified to be a problem in the schools understudied.

Similar to Okeke's study, Zedan (2012) also conducted a study on parents' involvement among the Arab ethnic minority in the State of Israel. The study followed a quantitative approach whereby 400 parents participated in the study. Data was collected in the form of questionnaires and was used to measure the degree of involvement of parents. This study found that: "parents of girls participated and were involved in their daughters' studies more than parents of boys. It was also found that the more parents supported and believed in the importance of learning, the higher their children's achievement became". Zedan's study was helpful to the present study because it articulated the importance of parents' involvement in the education of their children.

However, the present study's focus goes beyond the issue of parents' involvement since it emphasises that the entire community to partner with schools with the view of promoting learner discipline in schools. Another shortfall of Zedan's study was that his study was conducted in an Arab ethnic minority area in the State of Israel. The present study was conducted in public schools of South Africa, and the results of this study may

represent primary schools in other provinces since schools in South Africa are governed by same rules and policies. Furthermore, unlike in Zedan's study, the present study followed a qualitative approach to explain in detail the participation of a community when it comes to learner discipline.

On the other hand, Harry (2011) conducted a study in the schools of Thailand on the importance of involving community on promoting mathematics in high schools. The study followed a quantitative approach to find out the number of schools that involve a community when it comes to teaching mathematics. The study of Harry revealed that schools that involve communities in subjects such as Mathematics are likely to produce better results. The study further recommended that community members such as former Mathematics teachers might be used in schools if they are involved. Harry's study is similar to the present study because they both agree on the importance of involving a community in schools. However, Harry's study was only interested in the percentage of schools that involve communities in their school matters, without a deeper understanding of the actual impact of involving a community on school matters. Furthermore, the present study looked at the importance of involving community to promote learner discipline.

Johnson (2010) conducted a similar study involving parents to reduce latecoming in secondary schools of Sekhukhune district. The study followed a qualitative approach in trying to understand the role that may be played by parents to reduce latecoming in schools. The study used a case study research design since the sampling consisted of five underperforming schools in the district. The results of the study revealed that parents play a central role in ensuring that learners come to school early. Johnson's study recommended that parents must be involved in all educational matters in order for education to be regarded as a shared responsibility. Johnson's study was useful to the present study because it provides insights on the importance of involving parents in school. However, in the context of this study, parents were represented by community members. Therefore, the study focused on the importance of involving the community to promote learner discipline in primary schools. The limitation of Johnson's study is that it

focused on the issue of latecoming that might be caused by poor learner discipline in schools. Therefore, the present study aimed to solve the problem in totality by addressing issues of learner discipline in schools. It was believed that if learners were well disciplined, they are likely to behave well and come to school early.

In contrast to Johnson's study, Peterson (2010) conducted a study in special schools of Mpumalanga Province on the challenges of involving the community in the schools. The study followed a qualitative approach in trying to understand the kind of challenges that special schools experience when it comes to community involvement. The results of the study revealed that community members do not know their limitations when it comes to school-community involvement. Therefore, they end up questioning issues of school finance and other school sensitive issues that belong to school governance and school management. Peterson's study was very relevant to the present because it talks of school-community involvement. However, Peterson's study looked at community involvement in a negative way while the present study focused on how the school-community involvement would assist in promoting partnership with a view of improving learner discipline in primary schools. Furthermore, Peterson's study was conducted in special schools, and that can be regarded as a different context compared to primary schools.

Thomas' (2009) study is in contrast with Peterson's study since it is based on the role of community with regard to raising school funds. The study was conducted in rural schools of Thulamela district in Limpopo Province and aimed at understanding how a community can be of use when it comes to issues of fund raising; as a result, his study followed a qualitative research approach. The study indicated that it was important for schools to involve the community on issues of fund raising. Furthermore, the study revealed that for schools that involve a community on issues of fund raising, more funds are raised by the community than the school itself. Therefore, the study concluded that the community played a very crucial role when it comes to issues of fund raising. Peterson's study was very helpful to the present study since it outlined issues of school community partnership and the importance of community. However, in

Peterson's study the importance of community was only limited to fundraising. Therefore, the present study looked at the importance of school community partnership in relation to learner discipline. Learner discipline in a school is very important because it can disturb the core business of the school which is teaching and learning. Hence, it was important to conduct this study to strengthen working together of the school and the community in promoting learner discipline in schools.

2.4.3. Participation of community in school matters

In the context of a South African school, community participation on school matters is central. This manifests itself when the Department of Basic Education emphasises in documents such as the South African School Act that each school should have a School Governing Body (SGB), which is a committee made up of representatives from the parents. This kind of intervention shows that the Department of Basic Education values participation of the community in school matters. Similar to this argument, the study of Mestry (2010) made attempts on how to categorise the different forms of participation and to quantify their 'degree' in accordance with the level of influence of the action. Mestry, in his study, further drew up a ladder of citizen participation ranging from 'manipulation' (a form of non-participation) to 'citizen control', passing through stages of 'informing' and 'consultation' as varying degrees of tokenism.

Participation of stakeholders in education may increase the relevance and quality of education, improve ownership, help to reach disadvantaged groups, mobilise additional resources and build institutional capacity (Pasiardis, 2006). In most communities, there are skilled people like nurses, doctors, police and other professionals who can make a good contribution to the school. If the community members participate fully in the school, skilled people will feel free to contribute towards the improvement of learners' discipline. Similar to this argument, the study of Walter (2010) emphasises the importance of involving community professionals to strengthen quality education in private schools of South Africa. His study discussed how retired community members/professionals may be used in the education of private schools. His study followed a quantitative approach to compare the number of schools that involve retired

professionals and those that do not involve them. The results of this study revealed that schools that regard retired community professionals as partners in education are likely to produce quality education and better results. There are close similarities between Walter's study and the present study. However, Walter's study was based on a quantitative approach to compare two groups under study. The limitations in his study were that he did not go deep towards understanding the cause of the problem; hence his aim was not to understand the problem but to compare the results. In the context of learner discipline, one has to go deeper in order to understand the kind of measures that can be applied to promote learner discipline. To answer the main research question, the present study followed a qualitative approach in order to go deeper into the problem and answer the research questions.

Similar to Walter's study, Titus (2013) conducted a study on the participation of the School Governing Body (SGB) in disciplining learners in schools. His study was conducted in the township schools of Soweto in South Africa. His study was conducted in under-performing high schools of Soweto. The study followed a qualitative approach with a case study as research design. The results of this study revealed that the SGB plays a very important role in disciplining learners in schools. Titus' study and the present study are similar on the basis that they both agree that it is important to have a partnership when it comes to issues of learner discipline. However, the limitation of Titus' study is that its partnership is limited to the SGB. The issue of learner discipline cannot be limited only to SGB, but to the entire community.

The issue of partnership promotes a community that is responsible (Heystek, 1999). In line with this argument, Nelson (2007) conducted a study on the importance of participation to promote shared responsibility in a community. The study was conducted in special schools of Vhembe District in Limpopo Province of South Africa. The study followed a qualitative approach with a phenomenological research design. The results of this study revealed that school participation was very important for special schools. The study further emphasised that learners with disabilities need more support, and such responsibility should be shared among the school and the community. Regardless

of the similarities between Nelson's and the present study, Nelson's study was conducted in special schools, and such special schools can be regarded as different contextually. Furthermore, Nelson's study focused on the partnership of a school and its community to promote shared responsibility without considering the issue of learner discipline, which is a problem in primary schools of Mankweng Circuit. Unlike in the Nelson's study, the present study further looked at how school community partnerships can be used to promote learner discipline in schools.

Kate's (2010) study was based on promoting participation to transfer skills in primary schools. The study was conducted in urban schools whereby community members with special skills were interviewed using focus group interviews. Kate's study followed a mixed method to understand the number of skilled community members and how such skills can be transferred to school members. The results of this study revealed that good partnerships may weave a good relationship between the school and the community. Furthermore, the study emphasised that good partnerships enable community members to transfer special skills to schools. Both the present and Kate's study agree that working together of the community and schools has some benefits. However, the present study went beyond the issue of transferring skills to the issue of learner discipline. In this context, a partnership between the school and community was emphasised, with the ultimate goal of promoting learner discipline.

The study of Conroy (2012) was based on engaging parents of 8th grade students in parent-teacher bi-directional communication. The study involved 17 parents of 8th grade students and 192 students in nine 8th grade English classes. To collect data, students were given homework that required parent-child interaction to complete the assignment for seven weeks. Conroy's study followed a quantitative approach. The hypotheses of this study were confirmed by chi-square analysis. The study demonstrated that a low-cost intervention to improve parents' involvement at home and at school among 8th grade students' parents was feasible, acceptable to all stakeholders and effective. Conroy's study was similar to the present study because they both agree on the importance of engaging parents in educational matters. However, Conroy's study was

based on engaging parents in the completion of homework without focusing on the issue of learner discipline for seven weeks, which was key for success of the school. The present study, however, focused in detail on the implications of a school-community partnership on learner discipline.

2.4.4. Training

It appears that the Department of Education does not make provision for training other than the limited initial training soon after the election of the SGB. The type, frequency and methods of training for SGBs or other community members who want to help in the school matters, differ vastly between schools in Mankweng Circuit. In most cases, elected SGB members who drop out are replaced by new untrained members, and this is of great concern to the department (Pearmain, 2006).

A crucial question was whether the departmental officials who are responsible for training the SGB are, in fact, adhering to the requirement of the South African Schools Act section 19 that they should provide continuous training. This obviously includes the principals who are also departmental officials. In the context of this study, community members of the rural area where the schools are situated should form part of the school decision making. Sallis (2008) mentioned that when members of the school committee do not engage fairly with the school, the school might lose trust and respect to the community at large. As they work closely together, every member in the community will feel that it is his or her responsibility to look after school property during holidays or after working hours.

The study of Collins (2011) emphasises the importance of training for good partnership. The study was conducted in high schools of North West Province. The researcher used a qualitative approach to try and understand the problem. The results of this study revealed that it was important for the school to train parents on the role of community in a school. The study recommended that schools should be responsible to train their community members and explain the expectation of schools to the community. Collins' study is similar to the present study because his study clearly outlines the role of the

community on school matters. However, his study did not directly address learner discipline whereas the present study looked at school community partnership in learner discipline.

2.4.5. School-Based Support Team (SBST)

The School-Based Support Team (SBST) was first developed in 1994 by the Syracuse New York City School District. The NY City School District formed the SBST to enhance a child's learning process and development, or, in other words, to be the child's "helping hands," while also encouraging and assisting in his/her independence goals. Furthermore, it was recognised as an exemplary programme for training schools to run effective pre-referral intervention teams. The SBST comprises a full time school nurse and social worker, psychologists, police, community members, the chief, parents, school staff and local agencies (Sheldon & Epstein, 2008). There is a need for SBST because it strengthens school-community partnerships and ultimately, issues around learner-discipline are also attended to, hence it worth conducting this study.

Hilder (2009) conducted the study on the importance of SBST on fighting against crime in schools. Hilder's study was conducted in the urban schools of Mopani district of Limpopo Province. Her study followed a qualitative study with case study as a research design. The results of this study revealed that SBST play a very important role in reducing crime in schools. Hilder's study is of importance to the present study because it emphasises the importance of involving different stakeholders to participate in school matters such as safety and security. Hilder's study was very helpful to the present study since it emphasises the importance of having SBST in fighting crime within the school. Even though her study complements the importance of involving different stakeholders, the focus of her study was on fighting crime in schools. Poor learner discipline might result in crime in schools. Therefore, the present study's focus was on working together of the school and the community to promote learner discipline. If there is discipline in schools, students are likely not to commit any crime in schools. However, it is important for different community members such as police, nurses, chiefs, psychologists, social

workers and teachers to come together to form a school-based support teams that would assist in promoting learner discipline in the primary schools of Mankweng Circuit.

2.5. PREVIOUS STUDIES ON SCHOOL-COMMUNITY PARTNERSHIPS AND LEARNER DISCIPLINE

Previous research on school-community partnership has been done, but there is a gap in literature on how a school-community partnership plays itself out in managing learner discipline in schools. Rossouw (2007) conducted a study on the code of conduct on learner discipline in schools. In his study he explained a code of conduct as a form of subordinate legislation that reflects the democratic principles of the constitution (Republic of South Africa 1996b) by supporting the values of human dignity, equality and freedom. He further emphasized in his study that lack of support of human beings and freedom leads to dysfunctional schools. A dysfunctional school results in many challenges, and looking at the failure rate and challenges that schools come across, one can see a need for intervention. The study draws us to the attention of the present study that emphasizes working together of the school and the community. The results of his study revealed that the school should have a committee to draft the code of conduct on learner discipline and read it timeously to learners and parents during meetings so that they can understand the terms and conditions of offending the conduct. Most parents do not attend school meetings due to commitments, and some still have fear of approaching the school based on their past experience (Sabanci, 2008).

In contrast to Sabanci's study, Bray (2007), Teyfur and Celikten (2008) conducted a study on the impact of code of conduct in managing learner discipline in schools. In their study, they emphasized that the code of conduct should be drawn by parents, educators, learners, SGB and non-educators in the community for they believe the commitment of different stakeholders in drafting the code of conduct would alert everyone in the school that good behaviour of learners was not only an issue of the individual but of the whole school and the community. The results of their study show that participation of different stakeholders in a school on drafting the code of conduct would improve the performance of the school, and learner discipline would also be

simple. There was a good relationship between the study of Bray (2007), Teyfur and Celikten (2008) and the present study. The gap between the two studies was that the methodology used in their study was quantitative, and they only wanted to know the number of participants that supported the notion that a code of conduct should be drafted by the school's different stakeholders. However, the present study used a qualitative approach to understand the deeper case - on the school-community partnerships on learner discipline.

Best and Kahn (2006) conducted a study on the impact of dysfunctional learners in schools. The study asserts that when the learner is dysfunctional in school, he/she affects both the school and the community where the school is situated. In most cases, a dysfunctional learner adopts the character from home or the community. The study also asserts that learners from dysfunctional families behave irrationally as a result of their frustration and anger. For example, if a learner is experiencing violence at home he/she tends to practice the same violence at school.

The results of the study revealed that learners with low self-esteem are likely to behave in an un-cooperative manner and would disrupt those around them. Therefore, intervention needs to be enforced, thus the present study emphasized the need for good cooperation between the school and the community in managing learner discipline. Establishing cooperation may enable the community and parents to feel free to talk to teachers about their experience with learners at home and the community. Therefore, it may also be easy for the school to discipline learners with the help of the community and parents. The study of Best and Kahn (2006) is related to the present study. However, their study did not focus on improving partnership between the school and the community on learner discipline, which the present study addressed.

Similar to Best and Kahn's study, Jeynes (2010) conducted a study on causes of lack of discipline in community schools. The study revealed that learners in rural community schools are likely to have negative attitudes because of poverty. Poverty is one of the factors that result in crime in most areas (Jeynes, 2010). The study further emphasized that lack of discipline in community schools often originates from a deeper moral level, namely, the absence of integrated core values such as respect, responsibility, honesty

and self-discipline. Values are precious reminders that individuals obey to bring order and meaning into their personal and social life. For a child, self-discipline and valuing himself or others comes from home. Parents should train their children on values and rights before they can be admitted to a school. Having learners with responsibility and honesty values would minimize the job of educators in disciplining learners. The results of Jerney's study revealed that lack of good partnership between the school and the community affected the performance of the child at school. The gap that existed in this study was that it was conducted in an urban high school whereas the present study was conducted in a rural primary school since rural schools are likely to experience more challenges than urban schools.

A community plays an important part in the education system since schools are situated in a community. Literature shows that students', teachers', and parents' support is vital to the success of schools and individual students. Therefore, for a school to be able to address challenges, intervention of community is needed. The study of Jeynes (2010) discussed how communities could positively or negatively affect their individual experiences with schools. In this study, students were encouraged by individual community members but at the same time, felt let down by the elected community leaders. Most community leaders were elected, but they are using their powers for their own benefit and forget people who elected them. In some cases, community members are the ones influencing learners' misbehaviour in the school by selling them drugs and alcohol. Therefore, schools experience some challenges of disciplining learners since the negative behaviour exists within the community. Students take responsibility for their own education but recognize their dependence on the community to help them achieve their goals. New methods of teaching and learning require support from community members, especially in subjects like art, culture and technology. This study emphasized the impact of positive and negative attitudes of community members in a school. Therefore, the study did not concentrate on the impact of school community partnerships in relation to learner discipline, which the present study aimed to address.

In line with Jeynes' study, Cooper (2001) conducted another study whereby she discussed positive impact of community members in a school. In her study, she

mentioned that when the school and the community work closely, there would be no difficulties that the school could not handle without the help of the community. This study was related to the present study. However, the only difference between the study of Jeynes and Cooper and the present study was that the two reviewed studies were conducted in a special school (a school for learners with disabilities) whereas the present study was conducted in a rural primary school where the community was less informed on issues of school-community partnership on promoting learner discipline.

According to Zedan (2011), student behaviour is directly linked to each student and all students' achievement and success in school. When classrooms are well managed, teaching and learning proceed smoothly, and when learners are well disciplined, students learn more, and everyone can enjoy the school experience without experiencing any matters of learner discipline. In a process where learners are misbehaving in classrooms or create problems at schools, the process of teaching and learning is disrupted. The issue of learner discipline is not the responsibility of teachers and SGB members only. It is the responsibility of all stakeholders in schools to see to it that the business of teaching and learning is effective.

Each and every learner in the community has the right to access education despite their race and disability. The Department of Education White Paper no 6 mentioned that all schools in South Africa should be inclusive for learners with disabilities. For a school to effectively include learners with special needs, it requires the help of community leaders like social workers, home-based care people, physiotherapists and others (Zedan, 2011). The result of Zedan's study revealed that lack of support from the community in school results in ill-disciplined learners. Furthermore, the study revealed that learners that are able to bully learners with disabilities, which brings us to the present study that when there is good partnership between the school and the community, issues of discipline would be easily addressed. The study of Zedan used a quantitative approach whereas the present study used qualitative approach in order to understand the deeper phenomenon of the case being studied. Zedan later emphasized that the environment for teaching and learning should be done properly so that each and every learner, with or without disability, should feel welcome and respected in a school.

Similar to Zedan's study, Epstein (2007) conducted a study on the suitability of learning climate for all learners. Learning climate thrives when teachers, administrators, parents and students work together to develop school rules, encourage good behaviour and solve behavioural problems quickly and effectively (Kaplan, 2007). When students, teachers, parents and other community members work as partners, maintaining students' good behaviour and improving problems would be easy, especially to deal with misbehaviour in school.

Through the help of the community, the school environment where teaching is taking place would be respected either in the school or community gatherings where teaching and learning takes place. When students, teachers, parents and the community come together to set rules for behaviour and know what is expected of students as good citizens, most students would improve and discipline themselves. Based on the researcher's observation, in some communities, schools are stationed next to a tavern where there are drunken people using drugs and even selling drugs to the learners.

The community in such an area must show its commitment in disciplining learners and monitoring the environment where teaching is taking place. A researcher such as Peter (2013) argues that taverns that are next to schools should be removed because they influence bad behaviour in schools, and their loud music disturbs teaching and learning. The help of a community in this matter may show that a school-community partnerships on learners discipline is effective. The responsibility of ensuring good discipline in schools should be shared among the school and the community.

According to Marsha, Greenfeld, Steven, Sheldom, Joyce, Epstein, Darcy, Hutchins and Brenda (2012), all schools must come up with Action Teams for Partnerships ATPs to engage teachers, students, parents and communities across grade levels in ways that improve students' behaviour. Having good partnerships may improve the climate of the school, and learners may feel safe and secure in a school. The (ATPs) would also come up with strategies on how to manage discipline in a school and how to improve school results. According to Goffman (2012) individual teachers and grade-level teams may adapt the activities to strengthen partnerships with their own students' families and communities on students' character development and school behaviour. For example

individual teachers in many schools recognize each student's good work and good behaviour with a reward.

Rewarding learners with good behaviour would motivate all learners to reach their full potential and behave better in schools. Goffman (2012) further emphasized that the ATP was formed after corporal punishment was abolished in schools wherein learners were out of control knowing that they have rights to report a teacher if they are disciplined corporally in schools. Therefore, parents realised their children are no longer disciplined in schools and are misbehaving. Parents then decided to come up with a team to manage discipline and other activities in schools. The study of Marsha et.al was conducted in an urban area, while the present study was conducted in a rural primary school. The researcher's aim of conducting this study in a rural area was that most members of the community are illiterate and have no idea of school-community partnerships, especially in promoting learner discipline.

Ratliffe (2012) conducted a study on parents influence on student behaviour. The study focused on the activities parents can do in a school in order to maintain good partnership between the school and the community. Most children are more fearful of their parents than teachers whereas some learners fear teachers more than their own parents. Therefore, the study revealed that when there is good partnership between the school and the community, learners would make sure that they perform to the best to impress both parents and teachers. A weakness that exists in this study was that the study did not accommodate rural communities where community members were found to have little knowledge on how a school and the community could work together to improve discipline in schools. Most parents in rural areas are observed attending school meetings for the roll call only and sign policies that were long drafted. In many schools, policies are drafted, but schools and communities do not practice what is written in the policies (Ratliffe, 2012). The study of Ratliffe is related to the present study. However, his study followed a quantitative approach whereas the present study followed a qualitative approach in order to examine the practice of school-community partnership on learner discipline. Disciplining learners may be easy when parents volunteer to cooperate with the school.

Hourani, Stringer and Baker (2012) argue that when parents volunteer at schools and supervise students with homework, students' behaviour improves, including students from low income families. This study further showed that poor families are the ones that do not want to volunteer in schools because of their feeling of inferiority. The study revealed that the negative behaviour of parents escalated to learners where learners from poor family background consider themselves as nothing compared to other learners in schools. This was a common challenge in most rural schools, and a school community partnership was not being practiced in those schools. Therefore, there is a need for the present study to be conducted in order to introduce partnerships in rural schools, especially on learner discipline.

The study of Hourani et.al (2012) further emphasized that learners from poor backgrounds experience abuse from wealthy learners, and discipline needs to be effected with the help of the community. Learners should be taught that within the school premises, they are equal irrespective of their financial background. The study later highlighted that the division in schools was caused by negligence of parents and the community in their education. Some teachers find it difficult to discipline learners from wealthy families in fear of the actions parents could take since corporal punishment has been abolished in schools. Therefore, there is a strong link between the study of Hourani et.al, and the present study. However, the study of Hourani et.al did not recommend ways to improve participation of the community on learner discipline, which the present study recommended.

2.6. THE ROLE OF A COMMUNITY IN PROMOTING LEARNER DISCIPLINE IN SCHOOLS

Epstein (2008) conducted a study on community participation in education. In his study, he mentioned that good communication between the school and community was the key aspect in creating good partnerships. He further emphasized that when the school communicates positively with the community, community members would easily play their role in maintaining order in the school and disciplining learners who are misbehaving. The results of Epstein's study revealed a model that would help address learner discipline in schools. The model was school-to-home and home-to-school

communication that enable parents to learn about school programmes and their children's education and how children learn at home and in school. Despite the similarities of Epstein's study with the present study, his study emphasizes the issue of working together between homes and schools without considering how the issue of promoting learner discipline could be addressed, which was observed to be a challenge in the rural primary schools of Capricorn District.

In support of Epstein's study, Willis (2008) conducted a study on how children learn. In his study, Willis emphasized that some children learn better when they are at home whilst others learn better at school than at home. The results of this study show that having good communication plays an important role for the school and the community. The primary role of a community in education is to educate children before being enrolled in a school. The study of Epstein (2008) and Willis (2008) are related to the present study even though the study of Epstein focused more on the role of the community in managing communication between the school and the community; whereas the present study focuses on how the community plays a role in maintaining learner discipline through school-community partnerships.

Yulk (2012) conducted a study on the role of community participation in education to improve the quality of teaching and learning. In his study, he mentioned that the goal of any kind of activity that attempts to involve communities and parents in education was to improve educational delivery so that children are well prepared for the changing world. To improve educational delivery, there must be good disciplinary measures for learners who are misbehaving in the school and the community. The results of Yulk's (2012) study indicate that when the community and the schools are working together as partners in education, children would be motivated to face the changing world and its challenging characteristics.

In support of Yulk's (2012) study, the study of Simkins (2009) revealed that there are various reasons to support the idea that community participation contributes to achieving the desired goal - when a community and schools work together as partners in education, learners become ready to face the future and its challenges. There was a good link between the study of Yulk (2012), Simkins (2009) and the present study.

However, the study of Yulk and Simkins did not talk about the engagement of a community on learner discipline, which the present study addressed.

According to Thomas (2009), communities can help identify and address factors that contribute to educational problems such as low participation and poor learner discipline. The study further emphasized that all groups in a community, including illiterate and literate, young or old, female and males, should participate in addressing educational challenges in a school. The results of Thoma's study revealed that learners in high schools have bigger educational challenges than those in primary school. Furthermore, the study indicates that disciplining learners in a primary school is completely different to how educators in special schools and high school discipline learners.

The study of Weckbacher and Okamoto (2008) argues that learners should be well behaved before they can be enrolled in a school. This study regards the issue of partnership as less important. Filling in the gap existing in Weckbacher and Okamoto's study, the present study addressed the case of school community partnership on learner discipline which would motivate parents and community to form part of their children's education.

In contrast to the study of Weckbacher and Okamoto (2008), Okumbe (2009) conducted a study on the Community Action Plan (CAP) whereby community members should form an organization that deals with addressing the challenges that teachers are facing in schools. The CAP emphasized that learners with negative behaviour should be expelled from the classroom and be sent to a community organization where the child would undergo a hearing session to explain why he/she is behaving in an unacceptable manner. The Motto of CAP is that no child should disturb teaching and learning. This study is vital since it can help teachers and communities to discipline learners who are misbehaving in schools. The results of this study revealed that when CAP is active in a school, learners would understand that community members do not tolerate any misbehaviour, and they might decide to behave well. The study of Okumbe (2009) is related to the present study since it focused on the role the community plays to maintain learners' discipline in schools. The difference between the study of Okumbe (2009) and the present study is that Okumbe conducted his study in a private school whereas the

present study was conducted in a rural area because most rural communities are illiterate and have no information on how a community can engage in school activities. The present study could assist communities in rural areas on how to work effectively with the school and how to sustain good partnership between the school and the community.

A sustainable partnership between the school and the community would make learners see that their parents and the community are serious about their education and future. The study of Norman (2009) indicates that the sustainability and involvement of community members in a school could promote girls' education. Girls' education occurs when community members gather in schools to educate girls about aging and the changes that they would see on their bodies as they grow up (Norman, 2009). The study emphasized that during the process of girls' education, the community elders would teach learners how to behave well and discipline themselves to avoid teenage pregnancy and other challenges.

The study further outlined that some parents in the past were afraid to send their young girls to school because they feared what could happen to them on their way to school and even within school premises. Having a good partnership between the school and the community assures parents that their children are safe in school premises and on their way to and from school. The community would also assure parents that learners who are misbehaving would be disciplined by both the school and community. The study of Norman was conducted in a farm school whereas the present study was conducted in a rural primary school.

Most school community projects require funding to run smoothly. Keil (2010) conducted a study on funding school community projects. In his study, he mentioned that to ensure sustainability of school community projects on learner discipline, there must be funds from governments, private institutions or donor organizations. In this regard, as it is the role of community members to maintain learner discipline in school and their primary responsibility to find donors that can sponsor the project so that they would be able to buy the necessary tools to help in disciplining learners. The study shows that the use of information technology and other computerized activities could keep learners focused

since the study found that learners who are misbehaving in schools are those who are either slow learners or older than other learners in the schools. The results of this study show that each community member should be given a role to find donations that could help in maintaining learner discipline in schools. The study of Keil is related to the present study. The gap between the two studies is that the study of Keil focuses only on school-community partnerships on learner discipline for learners in grade 10 and 11 since he believes that learners who are misbehaving are the adolescents in grade 10 although the present study was conducted in a primary school since discipline was not only a challenge in high schools only but also in primary schools.

To support the fact that school-community partnerships on learner discipline is also a challenge in primary schools, Epstein (2010) conducted a study on parent involvement on learner discipline. His study indicates that when parents are involved with students' learning at home, students have a more positive attitude towards schoolwork and related skills areas. The positive attitude of parents and the community on learner discipline might also improve how learners view education. The results of this study outline six different types of involvement on school-community partnerships on learner discipline. The sixth type of involvement is cooperation of the community in managing the behaviour of learners in primary schools. This type of involvement further emphasized that when learner behaviour is well managed in primary school, it would be easy for the teacher and the community to discipline learners in high school since the foundation laid by teachers and cooperation of the community in primary school is stronger. The study of Epstein is related to the present study even though in his study he did not outline the role of communities on managing school-community partnerships on learner discipline, which the present study addressed. Participation of citizens in schools might create a conducive learning environment wherein learners and the community would feel safe.

Citizen participation is often prescribed as a general solution to many deficiencies of publicly provided services (Stuart, 2011). Participation of citizens in learner discipline would create a free and comfortable environment for teaching and learning, and teaching and learning would be easy. The 2004 World Development Report, Making

Services Work for Poor People, describes a range of alternative institutional designs that enable beneficiaries to exercise better control over the quality of services they are receiving on learner discipline in schools (World Bank, 2003). However, school community partnerships on learner discipline and the closely linked notion of 'community' are contested terms. Attempts have been made to categorize different forms of participation and quantify their 'degree' in accordance with the level of influence of the learners' discipline. Arstein (2012) drew up a ladder of citizen participation ranging from 'manipulation' (a form of non-participation) to 'citizen control', passing through stages of 'informing' and 'consultation' as varying degrees of tokenism. Colletta and Perkins (2007) argue that the participation of stakeholders in education on learner discipline can increase the relevance and quality of education, improve ownership, and help to reach disadvantaged groups, mobilize additional resources and build institutional capacity. The results of the study of Colletta and Perkins (2007) revealed that citizen participation on learner discipline could improve the quality of teaching and learning, but it does not give formal ways on how to improve learner discipline in schools through the involvement of community members in the school, which the present study addressed.

2.7. THE ROLE OF THE SGB ON LEARNER DISCIPLINE

School Governing Body members in a school consist of parents, teachers and learners. The aim of SGB members in a school is to make sure that teaching and learning is taking place and to monitor the use of funds in the school. Rose (2008) distinguishes between genuine and pseudo participation of SGB on learners' discipline implying the ability to take part in decision-making, the latter denoting a more consultative process whereby SGB members are merely kept informed of school developments. To be successful, Rose (2008) argues, motivation for participation needs to occur at the local level rather than directed by policymakers. In support of Rose's study Chris (2014) conducted a study and emphasized that the Department of Education has issued out policies on duties and responsibilities of SGB members in a school, but the policy was manipulated by teachers and principals who do not want community members and parent SGB members to participate fully in school activities. The results of this study

show that teachers who did not want to follow the use of policies drafted by the department have negative intentions to misuse the funds of the school. This study further emphasized that issues that involve monitoring of learner discipline and managing the teaching and learning are normally left out in policies drafted by the school. There is a great link between the study of Chris (2014) and the present study. However, the results of Chris' (2014) study did not emphasize the role of SGB members in promoting learner discipline in schools, which the present study has outlined. The issue of denying SGB members their role is more visible in financial matters of the school.

Rose (2008) emphasizes the 'extractive nature' of SGB participation, limiting it to financial or material contributions. The limitation of SGB members to financial contribution of the school makes it impossible for the SGB to solve some of the challenges the school come across, especially on learner discipline. According to Rose, the SGB committee in some schools has the notion of 'self-help' in disciplining the behaviour of learners in a school and has, more recently, been described as 'SGB financing' with an emphasis on the SGB's role in supplementing the gap in state funding of education (Rose, 2008). Behind these arguments there is the contested assumption that communities can mobilise local resources to meet local needs more efficiently than central government (Geo-Jaja, 2014).

There is a growing interest, both in a policy and empirical study, on SGB participation in the field of school governance, more specifically planning and management of schools and links to school-based management (UNESCO, 2008). In a randomized study in Kenya, Peterson, (2010) examined the effect of SGB committees in primary schools that are given the right and resources to hire extra teachers on short-term contracts. The study shows that temporary teachers hired by the SGB would be paid from the school norms and standard money. The results of this study show that the use of school money creates tension between teachers and the community at large. The results of this study further revealed that there was no good partnership between the school and the community and as a result, it was difficult for the school to monitor learner discipline without the help of community and SGB members.

Burde (2004) in her study was cautious about the role of SGB participation on disciplining learners in a school, noting that the beauty of SGB participation on learner discipline was more often in the eye of the donor rather than those who participate; it works to improve discipline, and participation may provide a patchwork solution to systemic problems. It was this patchwork that needed to be examined to understand the channels through which SGB can have a positive influence on learner discipline which may affect learners' learning positively. In line with Burde's argument, Hallman (2010) conducted a study on ways in which the SGB could improve learner discipline in schools. In his study, he mentioned that when SGB members are given the authority to discipline misbehaving learners, the schools would improve teaching and learning since there would be extra classes that are conducted by community elders who are forming part of the SGB or people who are employed by the SGB to help with discipline programmes in schools. The results of both studies show that the SGB should have a right to form part of teaching and learning, especially with disciplining learners in the schools. Both studies are related to the present study even though the studies were conducted in an urban area where parents and SGB members are literate, whereas the present study was conducted in rural public schools with mostly illiterate communities.

Thomason (2008) conducted a study on learner dropouts in a rural public school. The study emphasized that learner dropout was caused by poor participation of SGB members in schools. The study further emphasized that participation of committed SGB members in a school would make learners aware that teaching was not for them only but also for their parents and that their parents do not want to see them hanging around the street doing nothing. The dropout of learners from schools results in high rates of crime and teenage pregnancy because these children have nothing to do, so they come up with ways to entertain themselves. Having good school-community partnerships would help to prevent dropout of learners in schools.

In relation to Thomason's (2008) study, Fickman (2007) conducted a study about the level of dropouts in high schools. The study indicates that learners who are dropping out of school have lack of support from both teachers and parents. The study concluded that poor support from the parents was the reason for learners dropping out of schools

because they do not have any person they could share the challenges they face in schools or at home. Some learners in schools do not want to be disciplined when they have misbehaved, so when they are summoned to punishment they end up blaming a certain teacher for abusing them. However, with the help of SGB in the school misbehaving learners would be dealt with accordingly in a way that they would not feel abused or would not drop out of school. Learners will realize that teachers and SGB are on the same page on helping them to become better people in future. The result of the two studies shows that teachers and SGB are somehow to be blamed for dropout of learners in schools, especially learners who have dropped out because they were disciplined at school. Hence it was important to conduct the present study in order to strengthen the importance of working together of school and community to promote issues of learner discipline.

2.8. SUMMARY OF THE CHAPTER

This chapter has reviewed what researchers and scholars have to say about school-community partnerships on learner discipline. Literature from both national and international scholars has been reviewed, and Arstein's theory of life Cycle of participation was used in this study. Some literature reviewed were on the understanding of school-community and learner discipline; measures to improve school community partnership on learner discipline; school-based support teams; previous studies on school-community partnerships on learner discipline; the role of a community in promoting learner discipline in schools; and the role of the SGB on learner discipline. The next chapter is based on the research methodology, in which the research paradigm, the research approach and the research design are discussed. Furthermore, the chapter addresses issues of population and sampling, data-collection instruments and ethical issues.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1. INTRODUCTION

This chapter focused on the research design used to undertake the study. This pertains to the research approach, the research strategy, data analysis, the role of literature and data collection techniques used in this study including the credibility of this study. In this chapter, the researcher discusses the methodology used in this study and its relevance to the study. The research design is “a reflection of the researcher’s plan of how he/she is going to proceed with the research” (Bogdan & Bikien, 2007:22) and provides the overall framework for collecting data.

3.2. RESEARCH PARADIGM

The study followed an interpretivist paradigm because it consisted of people’s (parents, SGB and SMT) subjective experience as participants in this study. Interpretive research is fundamentally concerned with meaning of and it seeks to understand social members’ definition of a situation (Hill & Tyson, 2008). Interpretive research does not pre-define dependent and independent variables but focuses on the full complexity of human sense-making as the situation emerges (Patall, Cooper & Robinson, 2008). Epstein (2007) argues that in the interpretive tradition, there are no correct or incorrect theories. Instead, they should be judged according to how interesting they are to the researcher as well as those involved in the same area. They attempt to derive their constructs from the field by an in-depth examination of the phenomena of interest. Hill and Tyson (2008) argue that interpretivists assume that knowledge and meaning are acts of interpretation, hence there is no objective knowledge which is independent of thinking, reasoning humans. In the context of this study, participants consisted of SMTs, SGB and parents; therefore, the information gathered through interviews was treated equally and categorised according to its relevance and similarities.

According to De Vos (2013), interpretivism believes that the subject matter of the social sciences is fundamentally different from that of the natural sciences. In this paradigm, researchers also believe that the reality consist of people's subjective experiences of the external world, which in the context of this study, is school-community partnerships on learner discipline. According to Lopez (2012), interpretivists are anti-foundationalism and believe that there is no single correct route or particular method to knowledge. Swick (2009) argues that in the interpretive tradition, there are no correct or incorrect theories. Instead, theories are judged according to how interesting they are to the researcher as well as those involved in the same area. In the context of this study, theories of school-community partnerships and learner discipline were reviewed without being judged but to benefit the study by drawing out similarities and differences among the theories. The use of different theories assisted the researcher to recommend a theory that is relevant to the context of the study.

According to Van Voorhis and Sheldom (2004), interpretivism assumes that knowledge and meaning are acts of interpretation; hence there is no objective knowledge which is independent of thinking, reasoning humans. On the other hand, Myer (2009) argues that the premise of interpretative researchers is that access to reality (whether given or socially constructed) is only through social constructions such as language, consciousness and shared meanings. Reeves and Hedberg (2003) note that the interpretivist paradigm, stresses the need to put analysis in context. The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. It uses meaning (versus measurement) oriented methodologies such as interviewing or participant observation that rely on a subjective relationship between the researcher and the subjects.

The interpretive researcher does not pre-define dependent and independent variables but focuses on the full complexity of human sense-making as the situation emerges (Sanders, 2003). The interest of interpretivists is not the generation of a new theory but to judge or evaluate and refine interpretive theories. Reppa (2007) presents three different uses of theory in interpretive case studies: theory guiding the design and

collection of data; theory as an interactive process of data collection and analysis applied in a research study.

3.2.1. Characteristics of interpretivism

3.2.1.1. *Ontology*

According to Cantrell (2011), in an interpretive paradigm, there are multiple realities. In the context of this study, the reality is that schools in South Africa take different measures to maintain issues of learner discipline. In this study, school-community partnership has been identified to be a better approach of promoting learner discipline in primary schools of Limpopo Province. The reality in this regard differs according to the context where a school is situated and the approach used by each school to deal with issues of learner discipline. In this paradigm, the reality can be explored and constructed through human interactions and meaning of actions. In this study, the reality was explored by interviewing SMT, SGB members and parents on issues related to school-community partnerships on learner discipline.

According to Cantrell (2011), researchers following the interpretive paradigm discover how people make sense of their social worlds in the natural setting by means of daily routines, conversations and writing while interacting with others. The use of interviews was used in this study to enable SMT, SGB members and parents to respond to the questions asked verbally. Lastly, in interpretivism, many social realities exist due to varying human experience, including people's knowledge, views, interpretations and experience. In this study, documents were also reviewed in order to develop an understanding of how issues of school-community partnerships on learner discipline are being handled in the school.

3.2.1.2. *Epistemology*

According to Cantrell (2011), interpretive paradigm events are understood through the mental processes of interpretation influenced by interaction with any social context. In this study, the interaction is between the school and community members on issues of

learner discipline that contribute to the education in the province. This kind of communication translates the nature and the quality of schools and how disciplined learners in the schools are. In this paradigm, those who are active in the research process socially construct knowledge by experiencing real life or natural settings (Cantrell, 2011). In the context of this study, real situations on school-community partnerships on learner discipline were investigated, and these resulted in the construction of new knowledge in the field of partnership and learner discipline. Lastly, in the interpretive paradigm, there is a more personal, interactive mode of data analysis. Personal experience of school-community partnerships on learner discipline were extracted through interviews. Participants were given enough chance to explain in detail their personal experience of their school-community partnerships and its impact on learner discipline.

3.3. RESEARCH APPROACH

The approach used in this study is the qualitative approach and can be described as exploratory, descriptive and contextualising. Exploratory research was undertaken to explore a relatively unknown area in order to gain insight and understanding of particular phenomena. The purpose of qualitative research is to develop an understanding of individuals and events in their natural state, taking into account the relevant context (Hill & Tyson, 2008). This study was aimed at investigating the role of school-community partnerships in promoting learner discipline. The researcher adjourned assumed ideas on the case study because the subject terrain is considered to be new and unexplored. Descriptive research was also used in this study. The aim of descriptive research is to accurately examine events or the case (Le Compet & Preissle, 2005), thus, descriptions must be given as precisely and completely as possible.

In the qualitative approach, the researcher's role was to gain a holistic overview of the context under study since events cannot be isolated from their context. In this regard, the study was contextually based as it examined school-community partnerships with the view of promoting learner discipline. Qualitative research is grounded on the assumption that each individual, each culture and each setting is unique. In qualitative research, interpretation of data is done by means of a set exterior in order to determine

the amount of quality to the understanding of findings (Kolb, 2005). Procedures are not strictly formalized, and scope is more likely to be undefined whereby a more philosophical mode is adopted (Mouton & Marias, 2006). Therefore, this study was epitomized as qualitative research because:

- The study was conducted in a natural setting in which parents; school management teams and the SGB were given a chance to answer questions based on school-community partnerships on learner discipline. Interviews were also used because the researcher wanted to gather in-depth information about the problem;
- An important concern of qualitative researchers is the meaning of human behaviour and experience. In this study, the researcher was interested in school-community partnerships on learner discipline. Participants were also given a chance to share their experiences and to comment on how they view school-community partnerships on learner discipline;
- The data collected emanated from interviews and did not follow numerical or statistical procedures. Thus, the focus of this proposed study was on understanding and meaning through verbal narratives rather than through numbers. The type of questions for interviews was not based on numbers but on the understanding of the problem;
- The data was gathered and analysed through qualitative methods since small groups are normally investigated in qualitative research (Van Der Westhuizen, 2008). In this study, the participants consisted of 4 parents, 4 SGB members and 4 SMTs in two primary schools, which makes a total of 12 participants; this is considered as a small group; and
- The researcher used qualitative methodology because it requires in-depth information in order to explain school-community partnerships on learner discipline. The purpose of qualitative research is to develop an understanding of the individual and events in their natural state, taking into account the relevant context (Borg & Gall, 2008). Qualitative research is predicted on the assumption

that each individual, each culture and each setting is unique. In qualitative research, interpretation of data is done by means of a set exterior in order to determine the amount of quality to the understanding of findings (Silverma, 2003). Qualitative studies can produce thick descriptions of an interesting phenomenon, discover relevant variables and generate hypotheses about cause-effect relationships between them. Producers are not strictly formalised, scope is more likely to be undefined, and a more philosophical mode is adopted (Mouton & Marias, 2006).

Advocates of qualitative research argue that their methods are particularly appropriate for the study of education because they are derived from social sciences and concerned with the study of human behaviour and thinking in various settings. This study can be described as qualitative research because interviews are characterized as a qualitative research approach (as described by Vockeltol & Asher, 2007), and this was one of the data collection methods used in this study.

Advocates observe, too, that educational practitioners find it easy to read reports of qualitative research and relate to the findings of their own situation. The data collected emanated from interviews and did not follow numerical or statistical procedures (Vockeltol & Asher, 2007). Thus, the focus of the study was on understanding and meaning through verbal narratives and interviews rather than through numbers.

3.4. RESEARCH DESIGN

According to Leedy (2001), a research design is a complete strategy of attack on the central research problem. In simpler terms, a research design is a plan. It involves the process of planning what and how data is to be collected (Kothari, 2007). The design used in this study is case study. A case study is an analysis of a group or person in order to make generalizations about a larger group or society as a whole problem. A case study often employs documents, artefacts, interviews and observations during the course of research. Guba and Lincoln (2003) describe case study “types” as factual, interpretative and evaluative. Each case study must outline the purpose, and depending

on the type of case study and the actions proposed by the researcher, the researcher could determine the possible products of the study.

According to Creswell (2007), a case study involves an exploration of a “bounded system” or a single or multiple cases, over a period of time through detailed, in-depth data collection involving multiple sources of information. The researcher in this study ensured this by using multiple data collection tools which are documentary analysis and one-on-one interviews. Babbie (2001) points out that a case study researcher, in contrast to grounded theory, seeks to enter the field with knowledge of the relevant literature before conducting the field research. The following are types of case studies identified by Babbie, as quoted in Malatji (2013):

- **The descriptive case study:** the purpose of this kind of case study is both theory-building and testing. Case studies can be particularly useful for producing theory and new knowledge which may inform policy development. Since casing involves a detailed investigation of a complex entity or process, it can generate theoretical insight closely grounded in real experience in contrast to what Thomas (2004) refers to as more speculative theorising. Here, a case study serves the purpose of facilitating the researcher’s gaining of knowledge about the specific social issues. The case study can also be used for theory-testing or, more specifically, critically testing a theory’s proposition (Yin, 2003). The focus is on furthering the understanding the researchers have about a general phenomenon or condition (Mark, 2006), for example, where the theory or competing theories must predict the characteristics and or behaviour of a specific person or instance. In this study descriptive case study assisted with addressing the problem of learner discipline by strengthening school-community partnership that would ultimately approach the problem in holistic approach.
- **The collective case study:** this is an instrumental case study extended to a number of cases. Cases are chosen so that comparisons can be made between cases and concepts and in this way, theories can also be extended and validated (Mark, 2006). Gummesson (2000) indicates that casing is becoming increasingly accepted as a scientific tool in management research and has provided an

important method to study a large number of cases. In this study, one case was studied, namely: the school community partnership on learner discipline - case of two primary schools in Mankweng Circuit of the Capricorn District in Limpopo Province.

3.5. SAMPLING

Du Plooy (2009) refers to sampling as rigorous procedures involved when selecting individuals from a large population. A sample is, therefore, a group of participants chosen from a population using a particular sampling method. In this study, eight SGB members who had worked for ten years in the schools were sampled. From the SMT, eight members who had worked for fifteen years and more in management positions were sampled.

3.5.1. Sampling technique

Two underperforming primary schools were sampled to participate in this study. The researcher used purposive sampling in order to select the number of participants. Participants were also given a chance to volunteer to participate in this study. Furthermore, purposive sampling was used to select the number of SMTs with more teaching experience. Patton (2007: 78) states that: “the logic and power of purposeful sampling lies in selecting information-rich cases for study in-depth”. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. In this study, this was to find out the relationships between school and community when it comes to issues of learner discipline. Interviews were held in order to understand the problem better. Lewis (2000) suggests that interviews should be held in a quiet place where the researcher and participants are not disturbed. In this study, interviews were conducted after school whereby there was no disturbance by learners in the school.

3.6. DATA COLLECTION

In the first phase of data collection, documents such as previous letters, minutes of the meetings, circulars and policies were interpreted and analysed to understand the

problem better. For the second phase of data collection, the following participants were interviewed: eight School Management Team members who have being in the management positions for fifteen years and above, eight School Governing Body members with ten years experience.

The researcher used interviews because during interviews, participants felt free to express their feelings or their views about school-community partnerships on learner discipline. In this phase, the researcher decided to interview both male and female participants because both genders view the process of school-community partnership on learner discipline in different ways. Therefore, the researcher tried to create a gender balance in order for results of the study to represent both genders. The total number of participants for the interview was twelve (12).

To carry out any type of research investigation, data must be gathered. Many different methods and procedures have been developed to aid in the acquisition of data. These procedures employ distinctive ways of collecting the data. Each is particularly appropriate for certain sources of data and yielding information in a form that can be most effective (Kothari, 2007). The use of various techniques allows the researcher to confirm the findings. For this study, two phases were undertaken to obtain data: phase 1 was the documentary analysis and phase 2 comprised interviews. Below is a discussion of the reasons for using these two instruments.

3.6.1. Documentary analysis

According to Titscher (2000:98), documentary analysis is "the longest established method of text analysis among a set of empirical methods of social investigation". However, it does not seem to have similar understanding of this method at present, but originally, the term "referred only to those methods that concentrate on directly and clearly quantifiable aspects of text content, and as a rule, on absolute and relative frequencies of words per text or surface unit" (Titscher, 2000:45). According to Babbie (2001:56), content analysis can be defined as "the study of recorded human communications". It is "essentially a coding operation," with coding being "the process of transforming raw data into a standardized form" (Babbie, 2001:34).

In this study, the researcher reviewed or studied official documents or non-personal documents, which according to Bailey (2009), implies documents that are compiled and maintained on a continuous basis by large organisations such as government institutions. Such documents are more formal and structured than personal documents.

In this study, the researcher accessed previous letters, minutes of the meetings, circulars, policies and other documents and communication records for school community partnership and learner discipline. When documents are studied, it is of cardinal importance that the researcher evaluates the authenticity or validity and reliability of the documents. According to Bailey (2009), the reliability of documents may be checked either by comparing the results of two or more researchers, and the analysis of documents is often a rather subjective process. Bailey (2009) recommends that more attention be paid to assessment of inter-analyst reliability than to assessment of inter-document reliability. Some of the advantages of document analysis are briefly as follows:

3.6.1.1. *Relatively low cost*

Documentary analysis is relatively more affordable. Unlike other data collection methods, documentary analysis may be collected at once. As a result, this data collection method may save money and time for researchers. Data collection such as interviews requires more time and money since the researcher may take several days to interview participants in one school, while documents may be collected once.

3.6.1.2. *Confession*

According to Bailey (2009), a person may be more likely to confess in a document than in an interview or mailed questionnaire. Information collected from documents was not specifically meant for research purposes. Therefore, the information is likely to be rich since participants are a bit relaxed when offering such information. As a result, in documentary analysis, participants are likely to yield useful information.

3.6.1.3. *Inaccessible subjects*

Regarding the advantages of document analysis, it is the only method in which the researcher does not need to make personal contact with the participants. Participants, at times, feel uncomfortable when they are interviewed. Therefore, documentary analysis is one data collection instrument that does not require direct contact of the researcher and participants. As a result, rich information is likely to be offered in this regard.

3.6.2. Interviews

Interviews are an important part of any research project as they provide the opportunity for the researcher to investigate further, to solve problems and to gather data (Cunningham, 2010). The aim of the interview tool was to collect information regarding the school community partnership on learner discipline in two underperforming primary schools of Mankweng Circuit in this study, and these were tape recorded.

3.6.2.1. Unstructured one-on-one interviews

Unstructured one-on-one interviews sometimes referred to as in-depth interviews, merely extend and formalise conversations. The researcher chose to use this kind of data collection tool in order to find in-depth information about school-community partnerships on learner discipline. It is referred to as a “conversation with purpose”. The purpose is not to get answers to questions, to test hypotheses and not to “evaluate” in the usual sense of the term. At the root of unstructured interviewing is an interest in understanding the experience of other people and the meaning they make of that experience (Berg, 2012). This kind of data collection tool is focused and discursive and allows the researcher and participants to explore issues (Collin, 2012). In this study, the school-community partnership on learner discipline was explored in-depth.

According to Collin (2012), an unstructured one-on-one interview is used to determine individuals’ perceptions, opinions, facts and forecasts and their reactions to initial findings and potential solutions. Josselson (in Collins, 2012) mentions that the events recounted and experiences described are made more substantial, more real, through

being recorded and written down. The unstructured interview is often dismissed as lacking “objective data”. It is, nevertheless, a type of interview which the researcher uses to elicit information in order to achieve an understanding of the participant’s point of view or situation. Interviews are social interactions between two people or more (Collin, 2012). The relationship between the researcher and the participant is fluid and changing but always jointly constructed. In this study, the researcher built a very strong relationship with participants in order to develop trust between two parties (the researcher and participants).

The researcher in this study was neither objective nor detached but was rather engaged. Engagement implies willingness on the part of the researcher to understand the participant’s responses to a question in the wider context of the interview as a whole. Marshall and Rossman (2000) state that the participants’ perspectives on the phenomenon of interest should unfold as the participants view these, not as the researcher views them. In other words, the researcher made sure that during data analysis, she analysed what participants said, not what she thinks as a researcher. The information should be analysed as it is without changing participant’s point of view. The participants overtly control the information they give out (Goffman, quoted in Collin, (2012). A challenge in interviewing is that it has to do with achieving and maintaining a balance between flexibility and consistency in data collection.

Flexibility is essential for discovery and for eliciting the participant’s story. However, some consistency is also essential in the types of questions asked, the depth and detail, and the amount of exploration versus confirmation. This is an important challenge in maintaining enough flexibility to elicit individual stories, while at the same time gathering information with enough consistency to allow for comparison between and among subjects (Babbie, 2001).

3.6.2.2. Questions preparing for unstructured interviews

Prior to interviewing, the researcher defined the information required. The information supplied by the interviews was clearly related to specific questions that the researcher sought to answer. All the unstructured interviews require a format and follow a process.

The question or questions to be answered were prepared and reviewed with experts in the field and even with selected participants. Rubin and Rubin (2008) mention that an interview is built from three kinds of questions prior to talking to the participants:

- *Main questions:* The researcher prepares a handful of main questions with which to begin and guide conversation;
- *Probe:* When responses lack sufficient details, depth or clarity, the interviewer puts out a probe to complete or clarify the answer or to request further examples or evidence; and
- *Follow-up questions:* These pursue the implications of answers to the main questions.

Field and Morse (2008) further mention that it is important to minimise the drop rate or the amount of irrelevant information in the interview. The best strategy for minimising the drop rate is to prepare several open-ended questions before the interviews. In this study, documentary analyses were used before the actual start of the interviews. Field and Morse (2008) further mention that there is an overall trend from unstructured to more focused interviews as the investigator gains knowledge about the participant's world view.

3.6.2.3. Interview setting

Parents, teachers and SMTs were prepared for unstructured interviews. This was done by arranging the time and place ahead of time, following it in writing and confirming closer to the date. A quiet environment where no interruptions occurred was used in the process. This was done in a professional environment and in a setting agreed upon by both parties. The researcher selected a setting that provided privacy, comfort and was non-threatening and easily accessible. A school library was used to conduct interviews. The researcher also arranged questions that encouraged involvement and interaction (Please refer to appendix A).

3.6.2.4. *Advantages of the interview method*

It is a very good technique for getting the information about complex, emotional laden subjects. A researcher such as Pennefather (2008) emphasise that interviews give researchers the opportunity of creating a suitable environment for participants to participate in the study. Furthermore, interviews can be easily adapted to the ability of the person being interviewed. Researchers are able to follow up from the participants' responses to probe for more information. In this regard, researchers should understand that each participant is unique. Another advantage of interviews is that they yield a good percentage of returns (De Vos, Strydom & Fouche, 2008). Participants feel free to share their practices with people that care about them. Therefore, they are likely to enjoy being listened to by someone and feel free to share their problems with the researcher. Lastly, interviews yield perfect samples of the general population. From the initial interviews, the researcher may be able to sample participants for follow-up interviews. For the purpose of this study the use of interviews may assist the researcher to sample relevant participants that may offer rich information to the study of school-community partnerships. Furthermore, the use of interviews allowed participants explore more and share their views on school-community partnerships on learner discipline.

3.6.2.5. *Disadvantages of the interview method*

Interviews may be regarded as time consuming because they requires a lot of time and preparation. In the context of this study, the researcher interviewed SMTs, SGB members and parents. Having all these participants under one roof required a lot of arrangement and time. For instance, some of the community members and SGB members who participated in this study work Monday to Friday. Therefore, the researcher had to arrange a day that is convenient to them, and that required a lot of time and planning (De Vos, Strydom & Fouche, 2008). Furthermore, interviews involve high costs. For the researcher to interview all sixteen participants sampled in this study, the researcher had to travel to schools. In some instances, the researcher made appointments with participants who failed to honour such appointments, and this involved costs since the researcher had to travel to such schools.

3.6.2.6. *Piloting of interview questions*

Although this was not a quantitative study, the researcher piloted the interview questions. De Vos, Strydom, Fouche and Delport (2011) as quoted in De Vos et al. (2011) urge researchers to build a pilot venture into their proposals in which they try out their interviewing design with a small number of participants. In this study, the questions were piloted at a nearby school from a different district. Thereafter, questions were adjusted to collect the data that contributed in answering the research questions. De Vos et al (2011) further argue that during the piloting of interview questions, the researchers must come to grips with some of the practical aspects of establishing access, making contact and conducting the interview, as well as being alert to their own level of interviewing skills. Therefore, the researcher should have a general plan of enquiry and be familiar with questions to be asked but not have a set of questions that must be asked using particular words and in a particular order (Babbie, 2001). During piloting of interview questions, the researcher realised that some of the questions were not corresponding to the main research question; therefore, the researcher adjusted the interview question to respond the main research question.

3.6.2.7. *Techniques and tips of effective interviews*

According to Jarbandhan and Schutte (2006), the participant must do 90 per cent of the talking since an interview is not a dialogue. The whole point is for the participant to tell the story. Therefore, it is important to give participants a chance to answer the questions without being interrupted, so the researcher asked clear and brief questions. It was important to use words that made sense to the participants. The researcher asked questions that participants will understand easily. Questions asked were open-ended questions. These did not pre-determine the answers and allowed room for the participants to respond in their own terms. In this study one on one interview were used.

The researcher avoided sensitive questions since the participant might feel uneasy and adopt avoidance tactics if the questioning was too deep without the necessary rapport. It was, therefore, important to start with questions that are not controversial. For example, the researcher decided to start with experience questions before opinion or

feeling questions. Sequence questions, "funnel" questions from general to special, from broad to narrow. According to De Vos et al (2008) it is important to ask questions when you do not understand and encourage free rein but to maintain order. It is vital to create a comfortable environment for participants by allowing for pauses in the conversation and not fluster through periods of silence, give participants a chance to think of what they want to add before hustling them along to the next question, and try not to rush them (Jarbandhan & Schutte, 2006).

As the researcher tried to use creative illusions, for example a statement such as: "some people have told me....." Or a question such as "what do you think?" The researcher concluded interviews with general questions such as: "is there anything further that you feel is important? When the researcher was entering an interesting area, minimal probes were often all that was required to help to continue, and the researcher followed up on what participant were saying. The researcher monitored the effect of the interview on the participant. Furthermore, the researcher was sensitive enough to know when to focus and when to defocus. If the participant strays into subjects that are not pertinent, try to pull him or her back as quickly as possible (De Vos, 2013).

It was important to keep the participant focused in this study, and ask for concrete answers and avoid information that was not recorded. It was also important not switch the tape recorder on and off as this would call unnecessary attention to it. In addition, it was vital to end the interview at a reasonable time and be alert that even when the tape recorder was off; the interview was not necessarily over. The researcher ensured that the interviews were not to show off researcher's knowledge, vocabulary, charm or other abilities. Lastly, good interviewers do not shine; only their interviews do (Jarbandhan & Schutte, 2006).

3.6.2.8. Field notes during interviews

During interview sessions, a tape recorder was used to gather information or responses from the participants. Despite the use of a tape recorder, notes were also developed to capture some of the information such as body language and facial expressions.

According to De Vos et al., as quoted in Babbie (2001), researchers should not trust their memories but must take notes of the interview sessions. In this study it was important for researcher to sit down immediately after the interviews and jot down one's impressions, as these notes assisted the researcher to remember and explore the process of the interview. Field and Morse (1994) refer to some critical points to follow when writing field notes in order to minimise loss of data. Field notes in this study were written accounts of the things the researcher hears, sees, experiences and thinks about in the course of interviewing. Babbie (2001) suggests that notes should be taken in stages: first, sketchy notes followed up later with written notes that are detailed.

3.6.2.9. Challenges during data collection

During the data collection period, the researcher experienced several challenges. The first challenge experienced by the researcher was the inability of educators to express themselves in English. This challenge limited the participants from sharing their experiences and knowledge on school-community partnerships on learner discipline. To try to reduce this problem, the researcher asked participants to mix English with their mother-tongue in order to express themselves better. However, due to pride of the SMT members, they insisted on using English to respond to all questions. As a result, some of the questions were not responded to at length. Besides communication problems, the researcher also experienced a challenge of participants not keeping to their appointments.

The researcher travelled around the schools to make some appointments for data collection. However, most of the participants did not honour the appointments as agreed. This was time and money consumed on the side of the researcher. In some schools, the researcher visited them two to three times before the interviews were conducted. With regard to SGB members and parents, it was difficult to locate them since the agreement was that they should assemble at the schools for interviews. However, some participants did not come to schools as agreed. Therefore, the researcher was forced to go around and locate their places of residence in order to continue with the interviews.

3.7. DATA ANALYSIS

The researcher broke down data into basic units which were then broken into smaller aspects which were then combined to give an overall view of the findings. From the interviews themes were identified and broken down in to analysis stage to make sense of what they transpired. Documents were also analysed in a form of identifying themes that were also discussed. With analysis, the unique characteristics and structure of the data were uncovered so that they could be described, explained and interpreted to make sense of such data (Cohen, Manion & Morrison, 2011). The documents were analysed deeply, and further clarity-seeking questions were also posed about the document. Interviews were then analysed to find trends. This was done by identifying contributions that reappeared in each of the interviews. Krueger (2012) suggests that document analysis begins with a comparison of the discussions, and this suggestion was used as a guideline in discussing the findings.

At this stage, the researcher did data reduction, presentation and interpretation (Sarantakos, 2000). The problems experienced with data analysis depended mainly on the degree of structure given to the research process.

3.8. DATA TRUSTWORTHINESS

According to Kolb (2005), the validity of the instrument produces accurate results or information. The researcher ensured the validity of the instruments used to collect data by using document analysis and individual interviews. The researcher used two data-collection instruments to ensure the validity of the results. Reliability supports the consistency of the information. The researcher started by piloting the instruments to test whether the instrument would address the research problem (Taylor 2008).

The researcher administered interview questions to the circuit manager to confirm the reliability of the questions, and adjustments were made to the questions thereafter.

3.8.1. Credibility

The researcher worked at different schools in the circuit, which enabled the researcher to hold observations on school-community partnerships in promoting learner discipline. To ensure credibility of the results, the researcher consulted documents on learner discipline and documents on the role of parents and SGB before data-collection sessions. To ensure honesty, participants were given a chance to voluntarily participate in the study or withdraw.

3.8.2. Transferability

Transferability is about how transferable the results of the study are. To ensure transferability, the researcher used verbatim quotations of the participants and detailed descriptions of the research context. According to Hill and Tyson (2008:43), transferability is about: “How well a study has made it possible for the reader to decide whether similar processes would work in their own settings and communities by understanding in-depth how they occur at the research site”.

In the context of this study, policies that govern learner discipline in South Africa are the same. Therefore, it was easy for readers to transfer the results of this study to any school in South Africa; hence, the study was focusing on the role of school-community partnerships in promoting learner discipline

3.8.3. Dependability

Andrew (2013) argued that when addressing the issue of reliability, the positivist employs techniques to show that if the work were repeated, in the same context, with the same participants, similar results would be obtained. Lincoln and Guba (2006), as quoted in Andrew (2013:23), stress the close ties between credibility and dependability, arguing that the “published descriptions are static and frozen in the ‘ethnographic present’”.

Lincoln and Guba (2006) stress the close ties between credibility and dependability, arguing that in practice, a demonstration of the former goes some distance in ensuring the latter. They emphasised that this may be achieved through the use of “overlapping methods” such as the focus and individual interviews. In the context of this study, the

researcher ensured dependability by overlapping the document analysis and one-on-one interviews. Coding and re-coding of the data and peer examination were also used.

3.8.4. Confirmability

According to Andrew (2013), in confirmability, steps must be taken to help ensure as far as possible that the work's findings are the results of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. Furthermore, the researcher did audit trails by showing how the data would eventually lead to the suggestion of recommendations for further research.

3.9. ETHICAL CONSIDERATIONS

In order to carry out this study, with respect and dignity, the researcher followed ethical considerations discussed below, which were well-thought-out before the study could be conducted.

3.9.1. Anonymity

The researcher assured participants that the information provided was to be used only for research purposes and that their information was treated with confidentiality. Moreover, their names were not disclosed, and the interviews took place in a private place with only the participants and the researcher. The names of the schools were not mentioned on the documents used.

3.9.2. Voluntary participation

Compulsion was not used to force people to participate, and the participants could terminate their involvement in the research at any time. Participation was voluntary, so the researcher thought if people were forced to participate, they may feel threatened and would not be able to express their knowledge about the questions asked. This concerns the importance of accurately informing the participants as to the nature of research and obtaining their written consent to participate (Ciderhead, 2006).

3.9.3. *Respect to participants*

The researcher showed respect for participants by adhering to their programmes and scheduled the interviews during their spare time. Lastly, the researcher got permission from participants and their views were respected. In cases where participants were not comfortable to respond to certain questions, that notion was respected.

3.10. SUMMARY OF THE CHAPTER

The chapter was based on research methodology whereby the approach used in this study was outlined. The chapter also presented the research design for the study, the overall framework of data collection and research design used in this study. Furthermore, the chapter also presented what the population consisted of and how the researcher dealt with issues around ethical considerations. The issue of trustworthiness is important in research like this, whereby participants were expected to respond honestly about their actual practice of school-family community partnership. Therefore, the chapter also explained how the researcher maintained trustworthiness and sourced informed consent. The next chapter is based on presentation and analysis of data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4. 1. INTRODUCTION

The previous chapter focused on research methodology which outlined the research paradigm, approach, design, population and sampling, data collection instruments and data analysis. In this chapter, data presentation, analysis and interpretation are discussed. Background information of participants is presented prior to actual data presentation. In the study results, data from unstructured interviews and documents is presented and discussed. Based on the documentary analysis, the researcher had set short interviews to ask follow-up questions based on the reviewed documents. Data was collected from 4 school management teams, 4 school governing body members and 4 parents. The aim of collecting this data was to answer the main and sub-research questions raised in Chapter one of the study.

4.2. BIOGRAPHIC INFORMATION OF PARTICIPANTS

Qualitative data was collected from SMTs, SGB and parents. Two methods of data collection were used, namely: individual interviews and document analysis. Below is the identification of participants used in the study:

IISMT1	Individual Interview School Management Team 1
IISMT2	Individual Interview School Management Team 2
IISMT3	Individual Interview School Management Team 3
IISMT4	Individual Interview School Management Team 4
IISGB1	Individual Interview School Governing Body 1
IISGB2	Individual Interview School Governing Body 2
IISGB3	Individual Interview School Governing Body 3
IISGB4	Individual Interview School Governing Body 4

IIP1	Individual Interview Parent 1
IIP2	Individual Interview Parent 2
IIP3	Individual Interview Parent 3
IIP4	Individual Interview Parent 4
DAS1	Document analysis school 1
DAS2	Document analysis school 2

Table 2: Background information of participants

Participants	Gender	Experience in years	Portfolio	Name of school
SCHOOL MANAGEMENT TEAM				
IISMT 1	M	8	Principal	A
IISMT 2	F	7	HOD	A
IISMT 3	M	5	Principal	B
IISMT 4	F	10	HOD	B
SCHOOL GOVERNING BODY				
IISGB 1	M	2	Chairperson	A
IISGB 2	F	1	Secretary	A
IISGB 3	M	2	Secretary	B
IISGB 4	F	3	Chairperson	B
PARENTS				
IIP 1	M	-	Parent	A
IIP 2	F	-	Parent	A
IIP 3	M	-	Parent	B
IIP 4	F	-	Parent	B
Total Gender Representation				
Male	06		Female	06

The information shows how gender work experience and schools were represented in the study. The table has been divided into SMTs, SGB and parents who participated in this study. The total number of participants was twelve. To show trustworthiness of the findings, participants were sampled from less experienced to highly experienced, and data was interpreted qualitatively.

Background information was categorized as follows: position in the SMT, nature of the school; experience in the school management and gender. Furthermore, summary of male and female with their working experience is presented in table 2.

4.2.1. Distribution of participants by experience

IISMT 1 was the principal of a primary school A, and he had been in a principalship position for eight years in 2016. He was once appointed as a principal in a high school at Botlokwa village and later transferred to become a principal in a primary school next to his residential place. **IISMT 2** was a Head of Department in school A with seven years' experience as HOD in the school. She has been a teacher in the same primary school for many years and was appointed during the time when the government was trying to correct gender imbalances in management positions in schools. She had a child doing grade 7 in the same school she is working.

IISMT 3 was a principal in school B. He has been a principal for the past five years. With regard to training as a school manager, he was trained through the new system of education (Outcome Based Education). This participant was observed to be very energetic in his management function and was also technologically advanced. **IISMT 4** was Head of Department in school B and had been in the HOD position for ten years. She had been assisting with the management duties for the past 15 years before she was officially appointed as an HOD. From the discussion we had, she does not look forward to any promotions since she felt 41 years of teaching experience was enough and she was close to retirement age, which is sixty.

4.2.2. Distribution of participants by gender

IISGB1 is a gentleman with three children in school A where he was the chairperson of the SGB. This participant was self-employed and selling vegetables to the community and had been the SGB secretary for two years. He was also working as a gardener in the very same school on a voluntary basis. **IISGB 2** was a female who had served as a secretary of school A for one year. She has a ten year old son in grade 4 in the same school but has never been in the SGB committee before. **IISGB 3** was a male and a secretary in school B. He was an additional member of SGB in the previous year and a secretary of the school governing body at the time the study was conducted. He was unemployed and sometimes assisted the school with extra-mural activities, especially athletics. This participant has two children in the school, one in grade 6 and the other one in grade 3. **IISGB 4** was a female who is the chairperson of the SGB. In her first year as SGB member, she was an additional member; ultimately she became the secretary.

4.2.3. Description of parents

IIP 1 was a male parent with three children in school A. He was a teacher at a school in the nearby community. His first child was in grade 6 and he had twins in grade R. Furthermore, this participant has grown up in the same community and used to be a learner in school A. **IIP 2** was a mother of three children in school A. She was working in a retail shop at a complex 30 km from the school. **IIP 3** was an unemployed father of two girls in school A working as a security guard in the school. **IIP 4** was a mother of two children in school B. Her first child was in grade 5 and the second child was in grade 1. She was a domestic worker in Polokwane.

4.3. MAIN FINDINGS

Participants of this study consisted of School Management Teams, SGBs and parents. With regard to SMTs, only principals and heads of departments were sampled in this study. With regard to SGBs, the sampled population was from additional members, secretary and chairperson of the SGB. Parents who have children attached to the sampled schools also participated in this study. Most of the parents were unemployed,

and as a result had more time to participate in school matters. The participants were sampled from less experienced to more experienced subjects. In terms of gender representation, the number of males sampled was equal to that of females. In other words, there was a gender balance in this study.

4.4. DATA PRESENTATION FROM ONE-ON-ONE INTERVIEWS OF SMTs

To fulfill the main purpose of this study, individual interviews were used to collect in-depth information. Participants discussed their understanding and definitions of terms fully and reflected on their experience of school-community partnership on learner discipline. The environment where data was captured gave participants enough chance to express their views of school-community partnerships on learner discipline. The data from individual interviews was presented without being edited from any grammatical or language error (verbatim). To answer the main research-question, the following sub-heading were discussed and answered by SMT, SGB and parents in the form of sub-research questions which were then broken down into interview questions:

4.5. THEME 1: UNDERSTANDING OF PARTNERSHIP IN TERMS OF PROMOTING LEARNER DISCIPLINE

The word *partnership* can be understood differently, especially when defined in terms of promoting learner discipline. Therefore, SMTs were given a chance to explain partnership in relation to promotion of learner discipline. The table below illustrates some of views of SMTs on their understanding of partnership with regard to promoting learner discipline.

Table 3: Individual interview responses on understanding of partnership on learner discipline

Sub-theme	Main issues raised
Working together of school with other stakeholders	Sharing problems of parents and educator
	Regular communication

4.5.1. Working together of the school with other stakeholders

A school is there to serve the community. Therefore, it is important to work together with other stakeholders to improve issues of learner discipline in schools. When SMTs were asked how they understand partnership, different views were presented. The response of **IISMT1 in school A** was as follows:

I understand partnership as working together of school with other stakeholders. They say it takes a community to raise a child. Therefore, partnership with regards to discipline means working together of schools and parents if not community to discipline learners. For example, if a learner has wronged in a school a parent may decide to punish such a learner either by not giving the child money for lunch or by forcing the child to study the whole weekend depending on the individual parent.

Reflecting on the above-mentioned response, it is clear that a school should create good collaboration with the community in order to promote learner discipline. However, in school B, participants displayed a different understanding of the issue of school-community partnerships since they understood it to be shifting their responsibility to the community when it comes to disciplining learners.

4.5.2. Sharing problems of parents and SMTs

Both parents and SMTs have a responsibility to discipline learners. Therefore, parents and SMTs need to share challenges that they experience when disciplining learners. In her response on the understanding of school-community partnership on learner discipline, **IISMT2** mentioned that:

As the SMT, I understand it as working together of teachers and community so that discipline will be effective and consistence. If learners observe that all teachers discipline them in the same way they will commit less offence to avoid being disciplined.

Similar to the response above, **IISMT3** further mentioned that:

Parents should be involved in school partnership 100%. The reason is that if parent share their problems with educators especially those that affect learners directly, the learner will see that there is good partnership between my parents and the school therefore I must not disappoint any of them.

Looking at above-mentioned quotes, there is a need for parents and SMTs to share problems and advise one another how best to promote learner discipline. There is also an element of a common understanding displayed by the participants. However, the two participants were not in the same school. Therefore, it can be concluded that there existed collaboration between the two schools since they were in the same district.

4.5.3. Regular communication

In order for a school to have successful school-community partnership, there is a need for good communication between the two. To support this statement, **IISMT2** in **school B** mentioned that:

Parents should have a signed agreement on having regular communication with the school about how to manage learner discipline. If parents are involved in education of their children and visit the school regularly, learners will see the good relationship their parents and educators are having. Therefore, learners will be encouraged to have good behaviour and not disappoint his/her parents and educators.

The response quoted above implies that for any partnership to be successful, SMTs need to involve parents, and communication between the two should be regular. However, in school B, it was found that SMT members did not believe that communicating with parents about learner discipline does help since parents were not interested in the education of their children.

4.6. MAIN FINDINGS ON THEME 1

This theme was based on understanding the school-community partnerships on learner discipline. The main findings were summarized into: working together of school and community and sharing of problems by SMTs and parents. Furthermore, the issue of ongoing communication between SMTs and parents also came out of these findings.

4.7. THEME 2: WORKING TOGETHER OF THE SCHOOL AND COMMUNITY TO PROMOTE LEARNER DISCIPLINE

Each school is located in a particular community; therefore, the school is there to serve the community. There is a need for a school and community to work together, especially on issues of learner discipline. Working together means strengthening and opening channels of communication between the school and the community. The table below illustrates some of the responses on how SMTs in schools are working with communities to promote learner discipline.

Table 4: Individual interview responses on working together of SMTs and the community

Sub-theme	Main issues raised
Shared responsibility	Helping and support

4.7.1. Shared responsibility

The issue of working together between the school and community is very important. Therefore, the issue of sharing responsibility becomes important for SMTs and the community to promote learner discipline. When it comes to working together between the school and the community, **IISMT1** mentioned that:

I think community should work with schools with issues of learner discipline. Working together of schools and community will promote learner discipline in schools. As a parent/ community we know of certain qualities of our children and

teachers also know some qualities that a parent might not know. Therefore, working together will assist the school to have smooth disciplinary measures because of the knowledge community is bringing in schools.

Reflecting on the above quotation, it is evident that working together of SMTs and parents requires sharing responsibility in order to promote learner discipline. The above-mentioned response also shares similar sentiments with **IISMT2** in school B since she also emphasised that regular meetings between parents, SMT and SGB members to promote collaboration and learner discipline in schools.

4.7.2. Helping and support

Working together of SMTs and the community is very important for the success and promotion of learner discipline. **IISMT4** was also in agreement with this statement as she said:

Yes. Because teachers are only logo parent to the learners but without the help and support of parents they cannot achieve the goals and objectives of learner discipline.

Looking at the above response, one can argue that SMTs need support of parents if they have to succeed on issues of learner discipline. In contrast to the above-mentioned quotation, **IISMT 3** in school A presented a different view as he argued that the schools should take full responsibility when it comes to disciplining learners. Such an argument implies that in some schools, partnership between the schools and the community has been tried and failed. As a result, such schools no longer believe in school-community partnerships.

4.8. MAIN FINDINGS ON THEME 2

The main findings of this theme were summarized into shared responsibility; helping and support. From the findings of this theme, it was evident that working together of SMTs and community is a key towards promoting learner discipline. Therefore, parents need to cooperate and communicate successfully in the promotion of learner discipline.

4.9. THEME 3: INVOLVEMENT OF THE COMMUNITY TO PROMOTE LEARNER DISCIPLINE

The word *involvement* means participating in something. In the context of this theme, schools should involve communities in all issues related to learner discipline. This means schools should also allow communities to participate in activities such as drafting of policies on learner discipline and other disciplinary measures that the school decides to adopt to discipline their learners. Therefore, updating the community may not be enough to fulfill this theme; instead, the school should create a non-threatening environment for the community to participate. The table below illustrates some approaches that SMTs used to involve the community on issues of learner discipline.

Table 5: Individual interviews' responses on community involvement to promote learner discipline

Sub-theme	Main issues raised
Lack of knowledge on issues of learner discipline	School-based support team
	Regular update

4.9.1. Lack of knowledge on issues of learner discipline

For successful school-community partnership, there is a need for the community to have knowledge on working together regarding issues of learner discipline. SMTs were asked whether they worked with the community to promote issues of learner discipline. In response to this, **IISMT1** responded:

No, the school does not involve community on issues of learner discipline, instead we work in isolation. Our school is located in a typical rural area whereby most of the parents are illiterate and old age people. Therefore, when we invite them to assist at the school they do not pitch due to lack of confidence. Instead, they trust the school to take each and every decision without participating.

From this response, it is clear that SMTs work without involving communities on issues of learner discipline. Furthermore, lack of knowledge on the side of communities made SMTs to work in isolation because they do not have trust in communities to give an input on issues of promoting learner discipline. However, in school A, there was a strong partnership between the school and the community when it comes to the issue of fund raising. Therefore, there is a need to transfer such partnership to learner discipline.

4.9.2. School-based support team

In some schools, they do not directly involve the community in addressing issues of learner discipline. However, they have a committee known as the school-based support team (SBST) to address issues of partnership and learner discipline. **IISMT2** also mentioned that:

No. we do not involve the community on promoting learner discipline. But in 2016 plan we have a committee called School Based Support Team (SBST) which will also be targeting learner discipline through the help of parents and other skilled community members.

On the other hand, **IISMT3** mentioned that their school arranges parents' meetings and award ceremonies whereby they reward good behaviour in schools.

Looking at the above-mentioned quotation, it is clear that in some schools, SBST committees are formulated to drive issues of collaboration and learner discipline. However, in school A, it was found that there was no SBST committee, and the school did not know the role of the SBST in schools.

4.9.3. Regular updates

Regular updates mean regular communication between SMTs and the community. To involve the community on issues of learner discipline requires a lot of collaboration. **IISMT4** mentioned that:

By inviting parents all the time with regard to issues that affect their children on daily bases like learner discipline. Because learners can respect teachers easily

if they realize that their real parents or guardian are also supporting teachers at school.

Commenting on the quoted statement, one can argue that communication becomes a key for successful school-community partnerships. The response of **IISMT1** translate that parents are not cooperating on issues of learner discipline. Therefore, it is better for the school to come up with disciplinary strategies that does not involve parents.

4.10. MAIN FINDINGS ON THEME 3

The main findings of this theme were summarized into lack of knowledge on issues of learner discipline; school-based support and regular updates. It was found in this theme that SMTs do not involve the community on issues of learner discipline due to lack of knowledge on the side of the community. Issues of regular communication and formation of SBST were also found to be effective tools to strengthen school-community partnerships on issues of learner discipline.

4.11. THEME 4: THE VIEWS OF THE COMMUNITY TO PROMOTE LEARNER DISCIPLINE

A community plays a very important role for the success of learner discipline. In this study, SMTs were asked a question as to how the community assists the schools to promote learner discipline. The table below illustrated some of views of SMTs on how the community assists to promote learner discipline in the schools they manage.

Table 6: Individual interview responses on the role of community to promote learner discipline.

Sub-theme	Main issues raised
Shifting responsibilities	Giving learners direction and guidance

4.11.1. Shifting responsibility

In this theme, SMTs were asked about the role played by the community to promote learner discipline. **IISMT1** mentioned that:

I think the community does not play any role to promote learner discipline. To some instance, community even report their children at school when they misbehave at home. In an actual fact community does not help, instead they shift their responsibilities of disciplining children at home to teachers.

At the same time, **IISMT2** mentioned that in their school, they do not involve the community on issues of learner discipline because their school was situated in a deep rural area where most people are illiterate and old. In contrast to the above mentioned response, **IISMT3** mentioned that:

Any misbehaviour at the community is reported to the school. Parents and educators tried to guide learners, showing them disadvantages of misbehaviour. The school also uses journal books to record cases of learners to their parents. According to my experience learners are afraid of writing their cases in the journal and they will try to correct their attitude in school.

From above quoted response, it can be argued that school-community partnerships work well in a situation whereby community members are educated and are the opposite in illiterate societies. Therefore, there was common understanding between school A and B that a certain level of education becomes important for successful school-community partnerships.

4.11.2. Giving learner direction and guidance

IISMT4 presented a similar response to **IISMT3** regarding the role of a community to promote learner discipline. In her response, she mentioned that the community plays a vital role in promoting discipline. She further mentioned that community members are the ones who give learners direction and guidance on issues of respect because it was assumed that learners listen to their parents more than their teachers.

4.12. MAIN FINDINGS ON THEME 4

The main findings of this theme were summarized into shifting responsibilities and giving direction and guidance. With regard to this view, there were different views where some SMTs believed that communities play an important role in promoting learner discipline while the other group felt that the community does not contribute anything to promote learner discipline; instead, they shift responsibility of disciplining their children to teachers.

4.13. THEME 5: PERCEPTIONS OF MANAGING PARTNERSHIPS ON LEARNER DISCIPLINE

School Management Teams are trained to manage the schools. However, managing partnerships between the school and community may be complex. In this theme, SMTs were asked to discuss some of the challenges they experienced when managing partnerships. The table below illustrates some of the challenges mentioned by SMTs.

Table 7: Individual interview responses on challenges of managing partnerships on learner discipline

Sub-theme	Main issues raised
Community's level of education	Poor cooperation

4.13.1. Community's level of education

When SMTs were asked about some of the challenges they faced when managing partnerships on learner discipline, the level of education of the community became core. **IISMT1** mentioned that:

Firstly the level of education of the community we are working in is the biggest challenge we experience. Due to lack of knowledge the community does not realise the importance of participating in school activities. Secondly, poor cooperation on the site of community becomes a challenge to schools.

Similar to the above-mentioned response, **IISMT2** further mentioned that the main challenge that their school was facing was that of community members who did not want to participate in school activities, including parents' meetings. On the other hand, **IISMT3** mentioned that:

The challenge that the school is having with regard to learner discipline and partnership is that some community members are the ones selling drugs and alcohol to our learners in school. A grade 7 learner was once found with Nyaope in the school yard and when the case was investigated it was found that the learner bought it from one of a community member who wanted him to force other learners to smoke it and later take advantage of them.

Reflecting on the above-mentioned responses, one can argue that there is no collaboration between the school and the community since the community was also contributing on issues such as selling drugs that promote poor discipline in schools.

4.13.2. Poor cooperation

Some of the challenges presented by **IISMT4** were due to the fact that some of the parents are always at work, and unable to avail themselves when invited to attend meetings. Furthermore, she mentioned that some parents are too ignorant and just ignore the invites when they are called for learner discipline-related issues.

4.14. MAIN FINDINGS OF THEME 5

The main findings of this theme were summarized as the community's level of education and poor cooperation. Participants mentioned several challenges when managing partnership on learner discipline. However, such challenges were merged and summarized into level of education and poor cooperation on the side of community.

4.14. THEME 6: COOPERATION OF SCHOOL AND COMMUNITY TO PROMOTE LEARNER DISCIPLINE

It takes a community to raise a well-disciplined child. Therefore, there is a need for the community to cooperate with the schools to promote learner discipline. When the

community members were invited to the school for meetings on learner discipline, it is very important to cooperate and attend such meetings. The table below illustrates some of the views of SMTs with regard to cooperation of the community on issues of learner discipline.

Table 8: Individual interview responses on cooperation between the school and community to promote learner discipline

Sub-theme	Main issues raised
Working in isolation	Realizing the importance of working together

4.15.1. Working in isolation

When SMTs were asked about cooperation between the school and community to promote learner discipline, they responded differently. **IISMT1** and **IISMT2** mentioned that the community does not cooperate with schools on issues of learner discipline. They further mentioned that the community shifts all responsibility of disciplining learners, and it becomes a problem because if teachers use corporal punishment, the very same community members report them. Therefore, there was poor cooperation between the school and the community. They also mentioned that the community members were reluctant to approach schools and discuss issues of learner discipline.

4.15.2. Realizing the importance of working together

When SMTs were asked about cooperation between the school and community on learner discipline, the issue of realizing the importance of working together came forth.

IISMT3 mentioned that:

There is no coordination between the school and the community on learner discipline. The reason is that the school never thought of having a working together of community and the school in improving learner discipline. But after today's interview I will sit with my teachers and we will come up with a way of coordinating the issue of learner discipline with parents.

Similar to above quoted statement, **IISMT3** further mentioned that:

Cooperation between the school and the community is there even though it is not up to scratch as only few parents understand when teachers are asking them to come to school to discuss learner discipline. Although most of the parents hate it when they are asked to come to school to handle issues of their children misbehaving, they feel like teachers are not responsible enough.

Reflecting from two quotations above, it can be concluded that cooperation between the school and community is very important for successful school-community partnerships on learner discipline. Even though both participants were in different schools, they shared a common understanding when it comes to the importance of corporation between the school and the community.

4.16. MAIN FINDINGS ON THEME 6

The findings of this theme were summarized as working in isolation and realizing the importance of working together. It was found that the community does not cooperate with the school; as a result, the SMT members decided not to involve the community and just work in isolation. Furthermore, it was found that there is a need for community and SMT members to work together for successful school-community partnerships on learner discipline.

4.17. THEME 7: WEAKNESSES OF SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

Even though the school-community partnership has been identified as one of the effective measures to promote learner discipline, there are some weaknesses in it - especially if not well managed. The table below illustrates some of the weaknesses as presented by SMTs.

Table 9: Individual interview responses on the weaknesses of school-community partnerships on learner discipline

Sub-theme	Main issues raised
Partnership as a result of negative behaviour	Difficulty in managing community

4.17.2. Partnership as a result of negative behaviour

Participants such as **IISMT1**, **IISMT3** and **IISMT4** presented similar responses regarding weaknesses of school-community partnerships in their schools. They mentioned that as SMTs, they only involve the community when a child is absent from school or coming to school late. They further mentioned that when a learner misbehaves in class, they then call his/her parents to discuss the bad behaviour.

4.17.2. Difficulties in managing the community

When discussing weaknesses of the school-community partnerships on learner discipline, **IISMT2** mentioned that:

It is very difficult to involve the community on issues of promoting learner discipline individually as discipline cannot be managed individually. It needs collaboration of the school, parents and community.

Commenting on the above mentioned statement, one can argue that it is difficult to manage a community when it comes to issues of school-community partnership. In school B, participant **IISMT3** also shared a similar view that it is difficult to get parents and the community to get fully engaged in school matters.

4.18. MAIN FINDINGS ON THEME 7

The main findings of this theme were summarized into partnership as a result of negative behaviour and difficulty in managing the community. It came out from this theme that SMT members only involve community members if their children have

misbehaved. Furthermore, it was found that it was difficult to manage the community during school-community partnerships.

4.19. THEME 8: MEASURES TO STRENGTHEN SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

There are measures to be followed if SMTs intend to have successful school-community partnerships. In this theme, SMTs were given a chance to discuss some of their thoughts on how school-community partnerships can be strengthened. The table below illustrates some of the measures as presented by SMTs.

Table 10: Individual interview responses on measures to strengthen school-community partnership on learner discipline

Sub-theme	Main issues raised
Serving the community to the best	Mode of communication between the school and the community
	Education about community participation on school matters

4.19.1. Serving the community better

When SMTs were asked about some of the strategies to strengthen school-community partnerships on learner discipline, participant such as **IISMT1** mentioned that the school is there to serve the community. Therefore, the school should fully involve the community to promote learner discipline because these learners are future community leaders. On the other hand, **IISMT2** mentioned that:

Both the school and the community can commit themselves in taking care of learner discipline. Commitment will help to avoid blaming one another. Together they will know that it is their responsibility to see to it that learners are being disciplined from the beginning of the year to the end.

Reflecting on above statement, it is clear that the responsibility of disciplining learners in schools is shared among SMTs and community. In support of **IISMT2**, **IISMT4** shared a similar understanding that clear understanding between parents and schools could result into a strong partnership which would ultimately promote learner discipline.

4.19.2. Mode of communication between the school and the community

With regards to measures to put in place to strengthen school-community partnerships, **IISMT3** mentioned that this can be strengthened by sharing community contacts with educators, notifying the school when there are community meetings or funerals so that the school principal may send delegates to represent the school and also share some important information with the community.

4.19.3. Education about community participation on school matters

IISMT4 also mentioned the issue of educating the community as a way of strengthening participation between the school and community on learner discipline. She mentioned that:

Meetings must be arranged where parents and community members will be taught about the importance of being involved in their children's education. Parents should regularly receive updates regarding the progress of their learners.

Commenting on this quotation, it can be argued that education is the key to educate the community on issues of school-community partnership to aid learner discipline. In school B, it was mentioned that the school uses community meetings to sell ideas that the school has with regard to learner discipline.

4.20. MAIN FINDINGS ON THEME 8

The main findings of this theme were summarized into serving the community to the best; mode of communication between the school and the community; and education about community participation on school matters.

4.21. DATA PRESENTATION FROM ONE-ON-ONE INTERVIEWS OF SGB

To fulfill the main purpose of this study, individual interviews were conducted with SGB members to understand the purpose and meaning of school-community partnerships. SGB members were also given chance to quote from their experience and share relevant examples on learner discipline. Participants were given respect and the environment where data was captured was in a good condition where participants felt comfortable. The data was presented *verbatim*, and no editing was made to their responses. To answer the main research-question, the following sub-headings were discussed and responded to by school governing body members.

4.22. THEME 9: ENOUGH SPACE TO ASSIST WITH ISSUES ON LEARNER DISCIPLINE

Enough space should be given to SGB members to help address the issue of learner discipline since they are the *engine* of the school. Therefore, the interview questions required an explanation on the amount of space the school is giving SGB members in terms of disciplining learners. The table below illustrates some views of SGBs on the understanding of partnership with regard to promoting learner discipline.

Table 11: Individual interview responses on enough space to assist with issues on learner discipline

Sub-theme	Main issues raised
Better strategies for learner discipline	Participation in disciplinary policy

4.22.1. Better strategies for learner discipline

When SGBs were asked if they are given a chance to assist with issues of learner discipline, they responded differently. **IISGB1** said:

Yes. We are often called to the school to attend meeting and during the meeting we will decide how best we can discipline learners. But as SGB members we are

not allowed to discipline learners, we only come up with best ways to discipline. In the past years we used to discipline learners but parents will complain to us.

Similar to the above-mentioned quotation, **IISGB3** and **IISGB4** further mentioned that they are given a chance to participate on issues of learner discipline. In their responses, they emphasized that in some instances, when a child misbehaves in school, as SGB they are called upon to discuss how best they can discipline a learner.

4.22.2. Participation in disciplinary policy

On the other hand, **IISGB2** also agreed that she was given a chance to participate on issues of learner discipline. She mentioned that:

Yes. Since the school does not own children, children belongs to the community therefore there should be a great partnership between the school and the community when dealing with learner discipline. Parents should be involved in formulating rules or policy to guide the school on how discipline should be handled.

Reflecting on above-mentioned quotation, one can argue that it takes a community to raise a child. However, **IISGB3** presented a different view that it is not important to have parents in formulating disciplinary policies since most of the parents in the rural communities could not read or write.

4.23. MAIN FINDINGS ON THEME 9

The main findings of this theme were summarized into better strategies for learner discipline; and participation in disciplinary policy. It emerged from this theme that SGB members are given space to participate on issues of learner discipline. It was further found that SGB members must participate in drafting disciplinary policies in schools.

4.24. THEME 10: WORKING WITH THE SCHOOL TO PROMOTE LEARNER DISCIPLINE

The school and the community should work together to promote learner discipline so that learners can see that the school and community care about their education. When

the school and community work together to promote learner discipline, the school environment will change. The table below illustrates some of the views of SGBs on working together of the school and SGB to promote learner discipline.

Table 12: Individual interview responses on working with the school to promote learner discipline

Sub-theme	Main issues raised
The use of campaigns to promote learner discipline	Poor working relations

4.24.1. The use of campaigns to promote learner discipline

When SGB members were asked how they work with schools to promote learner discipline, they responded differently. Participants such as **IISGB1** mentioned that:

The school involves community to promote learner discipline through allowing stakeholders in terms of campaigns related to learners' misbehaviour and lack of discipline.

Similar to the above-mentioned response, **IISGB3** mentioned that there is no practical role that the community members play in promoting learner discipline. He further emphasized that the school has a programme where skilled community members like social workers, police and nurses come to school to address learners on how to behave in schools and the consequences of bad behaviour. He further mentioned that as SGB, they never thought of inviting community members to play a role in learner discipline.

4.24.2 Poor working relations

Some SGB members mentioned that there were poor working relations between the SGB and the school when it comes to issues of learner discipline. **IISGB1** mentioned that:

The school does not work with the community even though there are police officers in the community.

Reflecting on the above quoted statement, it was clear that the school does not work with the community, and that has created difficulties for **SGBs** to operate in the school on issues of learner discipline. However, in school B, it was mentioned that cooperation between the school and community results in success with regard to learner discipline.

4.25. MAIN FINDINGS OF THEME 10

The main findings on this theme were summarized into the use of campaigns to promote learner discipline and poor working relations. From this theme, it was further revealed that the community does not have a good relationship with schools; as a result, such a situation makes the SGB to operate in a very difficult situation.

4.26. THEME 11: WEAKNESSES OF THE SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

Even though the school community partnership was identified as one of the effective measures to promote learner discipline, it shows some weaknesses especially if not well managed. The table below illustrates some of the weaknesses as presented by SGBs.

Table 13: Individual interview responses on the weaknesses of school-community partnerships on learner discipline

Sub-theme	Main issues raised
Poor planning	Lack of SGB training on issues of learner discipline

4.26.1. Poor planning

Some of the challenges experienced by SGBs are poor planning of the schools on issues of learner discipline. Participants such as **IISGB2** mentioned that failure to plan ahead regarding learner misbehaviour in schools makes it difficult for them to operate as SGB. Similar to the above mentioned response, **IISGB1** mentioned that:

The challenge that we come across is children who are not staying at the same village where the school is situated. They bunk school several times and it becomes difficult to reach their home. We often receive negative treatment as SGB from the community. Learners call us by name.

Looking at the above-mentioned quotation, one may argue that learners are not cooperative in schools due to the distance they travel to school; ultimately they end up not attending morning classes.

4.26.2. Lack of SGB training on issues of learner discipline

On the other hand, some SGB members found lack of SGB training on issues of learner discipline as one of the challenges that faces the SGB with regards to school community partnerships on learner discipline. **IISGB4** mentioned that:

There are various challenges when it comes to learner discipline. There is lack of communication, lack of training for SGB on issues of learner discipline and lack of spreading information to the community.

Reflecting on the above-mentioned response, one may argue that there is a need for the government to train the SGB on issues of learner discipline. In school B, some participants argued that they have never attended any formal training since they were appointed as SGB members. Therefore, it can be concluded that in schools, SGB members are either not receiving any training or they do not receive adequate training.

4.27. MAIN FINDINGS OF THEME 11

The main findings of this theme were summarized into poor planning and lack of SGB training on issues of learner discipline. Other findings revealed that some SGB members do not cooperate as they come to the meetings late, and this makes the committee not to have smooth operations when dealing with issues of learner discipline.

4.28. THEME 12: MEASURES TO STRENGTHEN SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

Even though there are challenges regarding the school-community partnerships, effective measures have to be put in place to strengthen learner discipline; there are measures that SGBs identified that could help strengthen partnerships. The table below illustrates some of the weaknesses as presented by SMTs.

Table 14: Individual interview responses on measures to strengthen school-community partnerships on learner discipline

Sub-theme	Main issues raised
Outsourcing skilled people in the community	Proper disciplinary plan

4.28.1. Outsourcing skilled people in the community

When SGBs were asked about measures that can be put in place to strengthen learner discipline, the issue of outsourcing skilled people in the community emerged. **IISGB4** mentioned that:

The school must inform the community about the programme and allow community skilled people to form part of school disciplinary committee.

Looking at the above-mentioned statement, it was clear that skilled people in the community can be used to promote issues of learner discipline in the community. In support of this statement, **IISGB1** further mentioned that the schools should have a committee that deals with learner discipline.

4.28.2. Proper disciplinary plan

Besides outsourcing skilled people in the community, the issue of a proper disciplinary plan also came about as a measure that may be used to promote learner discipline. Participants such as **IISGB3** mentioned that:

“Coming up with proper disciplinary plan which is drafted by both the school and the community including learners might help discipline learners. The plan should be understood by all members to make discipline easy in the school”.

Reflecting on the above quotation, it is clear that a proper disciplinary plan may assist the school towards smooth running, with special reference to the plan or drafted policy. Even though some participants have suggested some measures to promote learner discipline, in school B, it was argued that corporal punishment could be brought back to schools for successful school discipline.

4.29. MAIN FINDINGS ON THEME 12

The main findings of this theme were summarized as outsourcing skilled people in the community and proper disciplinary plan. It was further found from this theme that the schools must have committees that deal with issues of school-community partnerships on learner discipline.

4.30. DATA PRESENTATION FROM ONE-ON-ONE INTERVIEWS OF PARENTS

4.31. THEME 13: UNDERSTANDING OF PARTNERSHIPS IN TERMS OF PROMOTING LEARNER DISCIPLINE

The word *partnership* can be understood differently, especially when defined in terms of promoting learner discipline. In this study, parents were given a chance to explain partnership in relation to promotion of learner discipline. The table below illustrates some views of parents on the understanding of partnership with regard to promoting learner discipline.

Table15: Individual interview responses on understanding of partnerships on learner discipline

Sub-theme	Main issues raised
Informing parents about steps to take on disciplining learners	Working closely with the community on learner discipline
	Working together

4.31.1. Informing parents about steps to take when disciplining learners

Parents should be informed about ways of disciplining learners at school. Therefore, the school should come up with a strategy on how to inform parents about disciplining learners. When parents were asked how they understand school community partnership on learner discipline, different views were presented. The response of **IIP1** was as follows:

I understand school-community partnerships on learner discipline as a way that the school should inform parents on how they are going to discipline our kids before they beat them.

Similar to the above response, **IIP3** said:

School community partnership on learner discipline is when parents are informed about every step which a learner takes at school especially when the child is out of line.

Reflecting on the response of **IIP1** and **IIP3**, there must be agreed upon steps that the school and the community should consider when disciplining learners at school. Both participants shared similar responses regardless of them working in different schools.

4.31.2. Working closely with the community on learner discipline

Parents and the school should have a close relationship so that they are able to identify weaknesses and strengths in the school with the view of coming up with solutions to problems. Responding on the question on how parents understand school community partnerships on learner discipline, **IIP2** mentioned that:

I understand partnership as a situation where schools should work closely with the community regarding learner discipline.

Looking at the above response, it is clear that parents understand partnership as a collaboration process between the school and the community which hardly happens in their school. However, parents in school B emphasized a different view that schools form a strong committee that only works on issues of learner discipline.

4.31.3. Working together

Working together between the school and community might add value in disciplining learners. Learners realized that their parents and school are working together in managing learner discipline. Therefore, **IIP4**, on her understanding of partnership, mentioned that:

I understand partnership on learner discipline as working together of the school and parents about learner discipline.

Reflecting on the above-mentioned response, it is believed that when the school and parents are working together, learner discipline will improve. Such an improvement would be caused by how teachers and parents work as a team to discipline learners.

4.32. MAIN FINDINGS ON THEME 13

This theme was based on understanding of school community partnerships on learner discipline. The main findings were summarized into informing parents about steps to take on disciplining learners and working closely with the community on learner discipline. Furthermore, the issue of working together of the school and community emerged from the findings.

4.33. THEME 14: ROLE PARENTS PLAY TO PROMOTE LEARNER DISCIPLINE

There are various roles parents could play to promote learner discipline. Participants were asked to identify the role that parents play in promoting learner discipline in their community schools. The table below illustrates the role parents play in promoting learner discipline.

Table 16: Individual interview responses on the role parents play in promoting learner discipline

Sub-theme	Main issues raised
Parents' role on learner discipline	Discussing the failure and discipline of learners

4.33.1. Parents' role on learner discipline

Parents, as members of the community, should play a significant role to improve learner discipline. However, it was found that parents are not clear about their role on learner discipline. Participants were asked the role parents play to promote learner discipline. IIP1 responded as follows:

There is no role that parents play to promote learner discipline. The reason is that the school does not ask for our help which means they don't trust us.

Similar to IIP2, IIP3 responded as follows:

I don't remember being called to the school to take a role in promotion of learner discipline. Parents do not have a role with anything in the school.

IIP3 *"barutiši ba sekolo se ba selfish. Gaba re botšise selo sa ka sekolong. Sa bona ke go betha bana. Ga re na maikarabelo go selo"*

English translation:

Teachers from this school are selfish. They don't tell us anything. All they can do is to beat learners. We don't play a role in anything.

Looking at the above responses, it is clear that parents are not given a chance in schools to discipline learners. Both participants have emphasized that parents' views are not respected in schools, and as result, they refrain from participating in any school matters.

4.33.2. Discussing failure and disciplining of learners

The school and parents should discuss learners' progress and failure of learners in order to improve teaching and learning in the school. Therefore, it is the school's responsibility to discuss issues of learner discipline with parents. In IIP4's response, she mentioned that:

Parents play a role because they come to school to discuss the failures and discipline of learners.

The response above shows that there are schools that promote partnership between the school and community. However, in school B, it was argued that there are no formulated ways of disciplining learners in schools.

4.34. MAIN FINDINGS ON THEME 14

This theme was based on the role parents play to promote learner-discipline. The main findings were summarized as lack of parental role; discussion of failures, and disciplining of learners.

4.35. THEME 15: WEAKNESSES OF SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

Even though the school-community partnership has been identified as one of the effective measures to promote learner discipline, there are some weaknesses with it, especially if not well managed. The table below illustrates some of the weaknesses as presented by parents.

Table 17: Individual interview responses on the weaknesses of school-community partnerships on learner discipline

Sub-theme	Main issues raised
Poor communication	The influence of hidden curriculum in schools

4.35.1. Poor communication

Communication is the best key to address issues in and outside the school premises. Parents were asked about the weaknesses of the school community partnership with regard to learner discipline. **IIP1** mentioned that:

There is poor communication between the school and the community.

Reflecting on the above-mentioned response, poor communication results in poor discipline in the school. However, in school B, there was a good partnership between

the school and the community even though such a partnership was not very strong on learner discipline.

4.35.2. The influence of hidden curriculum in schools

The attitude could either be positive or negative. **IIP2** mentioned that there are some teachers who are smoking in front of learners. This results in learners imitating their behavior. Therefore, discipline in such schools may not be easy. **IIP2** further mentioned that some teachers are having affairs with sisters of the learners.

Reflecting on the above response, poor discipline in schools may be caused by the attitude of teachers.

4.36. MAIN FINDINGS ON THEME 15

This theme was based on weaknesses of the school community partnership on learner discipline. The main findings were summarized into: poor communication; teachers' attitude in front of learners; low self-esteem of teachers and taking decisions on behalf of parents.

4.37. THEME 16: MEASURES TO STRENGTHEN SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

There are measures to be followed if parents propose to have successful school-community partnerships. In this study, parents were given a chance to discuss some of their thoughts on how school-community partnerships can be strengthened. The table below illustrates some of the measures as presented by parents.

Table 18: Individual interview responses on measures to strengthen school-community partnership on learner discipline

Sub-theme	Main issues raised
Conducting of workshops	Policy development

4.37.1. Conducting of workshops

Conducting workshops is important to teachers and parents so that they can share ideas on how to improve learner discipline. Parents were asked what measures could be taken to strengthen partnership of school and community to promote learner discipline. **IIP1** and **IIP3** presented similar responses when they mentioned that the school must conduct workshops where parents are well informed about learner discipline and other activities in the school.

Reflecting on the above responses, it is clear that parents are willing to participate in partnership between the school and the community on learner discipline. Teachers need to come up with strategic measures to conduct workshops to teach parents about learner discipline

4.37.2. Policy development

Policy documents should guide educators and parents on their role and responsibilities. If there is a policy on learner discipline, every individual will know what is expected of them. **IIP2** and **IIP4** mentioned that there must be a policy in the school that explains how to improve partnerships on learner discipline. They further identified that learners and parents, together with the school, should participate in the drafting of the policy.

Looking at the above-mentioned responses, parents could be able to help with learner discipline.

4.38. MAIN FINDINGS ON THEME 16

This theme was based on measures to strengthen school-community partnerships on learner discipline. The main findings were summarized as poor communication and policy development.

4.39. DATA PRESENTATION FROM DOCUMENTS

4.39.1. Policy on learner discipline

The document analysed was a policy on learner discipline that was accessed in one of the sampled schools. The policy outlines some of the important information of learner discipline that governs the school. In the policy, there are some elements of partnerships, especially when it comes to disciplinary measures of learners, which involves a lot of partnerships between the school and the community.

Table 19: Document analysis' main pillars of the policy on learner discipline

Sub-theme	Main issues raised
Misbehaviour of learners	Bullying, latecoming/early departure, use of drugs, carrying of weapons, gambling and stealing

4.39.2. Misbehaviour of learners in school

When analyzing the policy on learner discipline, the issue of learner misbehaviour came up very often. In some instances, it was articulated that the reason for having the learner discipline policy was as a results of learners who do not behave well in school. Therefore, the existence of such a policy assists the school to choose proper channels when dealing with misbehaving learners and also to take decisions based on informed positions.

4.39.2.1. Bullying

Bullying is one of the challenges that South African schools experience, regardless of their geographical context. In the document analyzed, bullying was identified as one of the elements of discipline policy. The policy stated that:

Bullying is identified as one learner that attack on another. In most cases, learners from the senior grades attack learners in the lower grades, and such behaviour is prohibited in school. If one learner is found bulling one another, such

a learner will be taken to hearing by the disciplinary committee. The parents will be expected to be part of the hearing. The learner can only be given warning once. Failure to comply with this rule will result into learner dismissal in school.

Reflecting on the rule outlined above, one may argue that even in this twenty first century, bullying still exists in school. However, a policy such as this one allows the school to make harsh decisions against it (bullying). This was also mentioned during interviews that bullying was found to be a problem in schools, hence it was important for this study to be conducted.

4.39.2.2. Latecoming

Latecoming is one of the challenges that most schools have been experiencing over a long period of time. In the policy analyzed, latecoming was given a priority, and it was also documented in the discipline policy. With regard to late coming, the policy emphasizes that:

The normal time of schooling starts from 07h30 in the morning, and knock off 14h30 in the afternoon. All learners are expected to be in school on or before 07h30 and leave the school not earlier than 14h30. Any learner, who is found not to comply with the scheduled time, will be taken to a hearing, which can lead to dismissal from the school.

Looking at the above rule, there is a need for a partnership between the school and parents to make sure that learners attend school on time and finish at the expected time.

4.39.2.3. Use of drugs

The use of drugs is illegal and punishable by law in South Africa. The use of drugs on school premises was one the challenges that the schools under-study were experiencing. As outlined in the discipline policy, the rule emphasizes that:

Teachers and school principal have the right to search learners in schools. If learners are found to have any form of drugs, he/she will be prosecuted and dismissed from the school.

Reflecting on this policy, one may argue that the use of drugs is viewed as a serious crime in school. Furthermore, learners who are found to use such drugs will not be entitled to any warning. Therefore, this shows that there is good partnership between the school and the community to fight the use of drugs in the schools and in the community at large.

4.39.2.4. Carrying of weapons

Carrying of weapons can be dangerous to other learners in schools. In the document analyzed, it was indicated that it was illegal to carry any weapon on the school premises. The policy states that:

Any learner that is entering the school premises will be searched on a daily basis. If any weapon is found, it will be confiscated, and such learner will be taken to hearing, which can result in dismissal from the school.

Reflecting on the above-mentioned rule, one can argue that the school prioritizes the issue of security, and such practice requires a lot of partnership between the school and the community.

4.39.2.5. Gambling

Illegal gambling is against the law in South Africa. However, schools are still experiencing some challenges when it comes to control of gambling. The policy states that:

Gambling is not allowed in school, and if anyone can be found gambling in the school premises, such a learner will appear before the disciplinary committee with his/her parents. If a learner is found guilty, he/she will be given a warning that will result in dismissal from the school.

Looking at the above-mentioned rule, it becomes clear that the school involves parents and the community when drafting policies that govern the school. Such culture promotes partnership between the school and the community.

4.39.2.6. Stealing

The use of technology for learning has resulted in learners going to school with cell phones. Stealing of cell phones and other items has increased. The policy analyzed indicates that:

Stealing is not allowed in the school. If a learner may be found stealing any of the items of teachers or of fellow learners, he/she will be taken to hearing, which may result in dismissal from the school.

Reflecting on the above-mentioned rule, it is clear that parents also condemn misbehaviour of learners in schools and that shows commitment to form part of school-community partnerships to promote learner discipline.

4.40. MAIN FINDINGS ON DOCUMENT ANALYSIS

The main findings of the document analysis were summarized as misbehaviour of learners; bullying; latecoming/early departure; use of drugs; carrying of weapons; gambling; and stealing. In analyzing the policy, themes were identified and are discussed in detail in Chapter five.

4.41. SUMMARY OF THE CHAPTER

This chapter presented data from individual interviews, focus group interviews and document analysis. From the responses, sub-themes emerged with main issues raised. In presenting the findings, the responses were presented *verbatim* without any correction of grammatical errors. The main findings were summarized in this chapter and are discussed more in the next chapter (Chapter 5).

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1. INTRODUCTION

The previous chapter was based on the data presentation and the identification of the emergent themes. In Chapter 4, the background information on school-management teams, school governing body and parents was also presented in a table that illustrated representatives of gender, their experiences and positions as SGB members. Furthermore, the participants were given pseudo-names, which the researcher used throughout the study. The present chapter focuses on the interpretation, discussion and an analysis of the data thematically in line with the sub-research questions the study sought to answer. Data results discussed in this chapter were also confirmed by the literature that was reviewed in Chapter two of this study.

The purpose of the study was to examine how the school-community partnership plays itself out to promote discipline in schools. The findings of this study are discussed according to the emerged themes from the sub-research questions that guided the study.

The main findings of the interviews are summarised under the following headings:

Understanding of school-community partnership on learner discipline; regular communication; working together; shared responsibility; steps to take on learner discipline; views of SMT members on the involvement of community on learner discipline; school based support team; poor working relations; the role of parents with regards to school-community partnerships on learner discipline; lack of understanding; shifting responsibilities; lack of parental role; challenges in managing school-community partnerships on learner discipline; communities' level of education; poor cooperation; lack of SGB training; improving school-community partnership on learner discipline; conducting of campaigns; an element of working in isolation; measures to be taken to

strengthen partnership of school and community to promote learner-discipline; conducting of workshops and development of policies.

5.2. UNDERSTANDING THE SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

The concept of *partnership* has been viewed differently by participants, especially when defined in the context of promoting learner discipline. In this study, participants were given a chance to share their views on their understanding of school-community partnerships in terms of promoting learner discipline.

5.2.1. Working together

Working together is the key element in accomplishing goals. Schools and communities should work together in order to address the issue of learner discipline in schools. It was found in this study that participants understood school-community partnerships on learner discipline as working together of the school with other stakeholders. This means that the school should create a good relationship with the community that it is serving. For example, parents and community leaders may be invited to come to school to talk to learners or motivate them on issues or benefits of behaving in a school. Furthermore, working together between the school and the community might not only improve learner discipline but would also improve the academic performance of the school.

The community would respect the school and know that the school is on a mission to transform their children and community to be better citizens. In the same line of argument, Nelson (2010) conducted a study in urban schools of Malawi (middle district) on the importance of working together of schools and communities. The results of his study revealed that when there is collaboration between the school and community, the school is likely to produce good results; this would make it simple for the school to introduce other issues in the school that they need the community to assist in solving. Issues that the school could raise for the community to help address include learner discipline.

5.2.2. Regular Communication

Communication is the key element of good partnership between individuals. It was found that SMT members involve community members through regular updates. Regular updates, in the context of this study, refer to on-going communication between SMTs and community. To involve the community on issues of learner discipline requires a lot of cooperation and working together. The study revealed that there was poor communication between the school and the community. Poor communication can lead to poor improvement of school-community partnerships on learner discipline. Good communication practice starts with the school and spreads to the community. From the community, it would spread to families, and learners would be able to see that there was a good spirit of communication between their parents and school. Poor communication and fights between the school and the community would delay the development and activities in the school as some teachers might pull back from committees like the disciplinary committee. The school should lead by example so that community members and learners could see cooperation within the school so that they can follow suit.

It was discussed in literature by Jackson (2010) that every teacher in the school has a responsibility. However, it was found in this study that some teachers and even the principal do not know what school-community partnerships on learner discipline was all about. Moreover, it was revealed that inviting parents all the time to update them about the children's progress strengthens partnership and also promotes learner discipline. Since learners would be aware that their teachers and parents have a good relationship, they are less likely to misbehave in school. In Chapter 2 of this study, Jackson (2010) further emphasised that partnership roles take families beyond their home, schools beyond the premises, community members beyond their community to find out the facts, listen to others and work towards changes to help their children, their families, their schools and community, but it is a challenge.

Most people find themselves not wanting to commit themselves to activities that affect their children. For example, one participant mentioned that parents do not want to communicate with the school, and it becomes a challenge since the school could not

function properly without participation of parents and the community. To strengthen good communication between the school and community, it was mentioned in Chapter 2 of this study by Lindiwe (2014) that there should be open communication in primary schools. Open communication in schools would make it easy for the school to discuss issues at school, especially learner discipline.

5.2.3. Shared responsibility

The school and community should share a responsibility on issues of learner discipline. In the same line of argument, Hourani, Stringer and Baker (2012) confirmed that for a successful partnership, there should be shared governance and working together in order to promote learner discipline. As discussed in Chapter 2 of this study, sharing responsibilities of the school and community benefits learners in the sense that once a learner is disciplined, he/she is likely to focus on his/her studies and succeed. Hence, the results were confirmed by Peter (2013) that education has now become a societal issue. For the school to practice what Peter emphasized, there should be shared responsibility between the school and the community. The responsibility of disciplining learners should not only lie with the teachers, SGB or principal but should be shared among stakeholders. The school could accomplish shared responsibility by delegating community members who can work with the school on the issue of learner discipline. It was discussed in literature that the school has a responsibility to manage communication by taking responsibility of their challenges with different stakeholders. In the context of this study, it was found that when the school encourages parents and other stakeholders to participate in their children's education, it did, in a way, encourage shared responsibility between the school and different stakeholders; as a result, that would improve school community partnerships.

5.2.4. Steps to take towards learner discipline

The practice of school community partnership has been viewed and discussed differently by participants in this study. It was revealed that some participants have different ways of approaching learner discipline. Hence some participants' suggestion of taking steps towards learner discipline as a collective approach of dealing with the

issue. Furthermore, it was found that schools and communities do not have an understanding of drafting a consensus plan to discipline learners. The school could take steps in disciplining learners by participating in community gatherings and discussing issues of school-community partnerships. In such a case, the community would understand that the school was serious about disciplining learners so that teaching and learning could be easy.

This was confirmed by Masitsa (2007) in his study on schools taking action to educate the community about school community partnerships on learner discipline. The results of Masitsa (2007) confirmed that when the school reaches out to the community to educate them about the importance of school-community partnerships on learner discipline, there would be good relationship between the school and the community. The results mean that communities' view on the school would improve in the sense that teaching and learning would become a societal issue. This includes learner discipline as one of the issues that community members would address.

5.3. VIEWS OF SMT MEMBERS ON THE INVOLVEMENT OF COMMUNITY ON LEARNER DISCIPLINE

In this study, School Management Teams were given a chance to share their views on involving the community on issues of learner discipline. The concept *involvement* means participating in something (Mathe, 2008). In the context of this study, it meant the community participating on issues of learner discipline in a school. For that reason, schools should involve the community on activities such as drafting of policies on learner discipline and other school disciplinary measures. However, in this study, it was found that SMT members did not involve the community because it was assumed that community members lack knowledge on issues of learner discipline.

This implies that SMT members in this district did not understand the importance of partnership, especially when it comes to issues of learner discipline. The community and parents play a very vital role in a school when it comes to learner discipline, especially when the partnership is well managed. To support this argument, Zedan (2011) in Chapter 2 of this study confirmed that the role of a parent as a primary

educator and partner in the shaping of the learner's character was indispensable. In other words, there is no way that the school may exclude community when dealing with issues of learner discipline. Successful school-community partnerships are likely to translate into improved learner discipline at school.

5.3.1. School-Based Support Team

On the other hand, the study found that SMT members believed that having a school-based support team in a school was enough for their schools to sustain their partnership. A school-based support team (SBST) is a committee that comprises a full time school nurse, social worker, psychologists, police, community members, the chief, parents, school staff and local agencies. The main goal of this committee in a school is to deal with school problems in totality. The idea of having SBST in a school is good because when it comes to issues of learner discipline, police are also in the committee to assist the school with issues of learner discipline. Furthermore, SBST promotes strong school-community partnerships that translate in improved learner discipline in a school. In Chapter 2 of this study, Sheldon and Epstein (2008) confirmed that SBSTs enhance a child's learning process and development, while also encourages and assists in his/her independent goals. Therefore, there was a need for SBSTs in schools because they strengthen school-community partnerships and learner discipline, in particular. For sustainable SBSTs, members should be fully committed to participate in school activities, especially on the issue of learner discipline.

Commitment is one of the important aspects that should be discussed by members of SBST before they volunteer to work with the school on the school community partnership on promoting learner discipline. In this study, it was found that members of the SBST and some teachers are not committed to their duties as partners of the school. However, due to lack of commitment from the SBST, teachers and learners, it was found, come to meetings late and leave early; and that was a serious challenge for the school to overcome such situations. It was discussed in the literature that the principal, as a chairperson of the school, was entitled to carry out his/her duties in ways that learner discipline was addressed in the school (Hillson, 2013).

5.3.2. Poor working relations

Good work relations between the school and the community were found to improve school community partnership on learner discipline in this study. When there was a good relationship, parents or community members would not hesitate to come to the school to discuss matters on the education of their children. Lindiwe (2014) mentioned in Chapter 2 of this study that there should be open communication and a working relationship in primary schools; this is the reason for the response of participants on the issue of work relation appearing to be negative. As participants have mentioned in Chapter 4, that the school does not work with the community, it becomes a critical challenge since the school should be the one which approaches the community on issues in the school surrounding.

It was also mentioned that community members ‘fear’ the big buildings in their community schools and are reluctant to enter and ask for help or information. Therefore, it is the responsibility of the school to first approach the community and maintains good working relations so that learner discipline would be easily maintained in the school.

5.4. THE VIEWS OF PARENTS WITH REGARDS TO SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

There are various roles that parents in school-community partnerships can play to promote learner discipline in schools. In this study, parents and SMTs were asked their views with regard to learner discipline. In responding to the question, parents and SMTs were given a chance to further explain their understanding of the issue of learner discipline.

5.4.1. Lack of understanding

With regard to understanding of issues of school-community partnerships on learner discipline, the study found that parents do not have an understanding of school-community partnerships on learner discipline. This means that parents first need to get clarification on learner discipline before they could participate in school-community partnerships. Furthermore, parents indicated that the school should inform them about

steps they should take to discipline learners. This means that there should be communication between the school and parents about learner discipline and how together they can improve learner discipline. The response of parents in this community implies that there is no communication between the school and the community. For the purpose of this study, communication on the issue of learner discipline should not be practiced in urban areas alone but also in rural areas, which was why the study was conducted in a rural school. The school should see a need to educate the community about learner discipline and practice it in their school since corporal punishment was abolished in urban schools and in rural public schools.

5.4.2. Shifting responsibilities

As school management teams were asked about their role in promoting learner discipline, they made it clear that teachers and parents are shifting responsibilities to one another. They do not want to account for negative attitudes of learners. Teachers shift the responsibility to parents, and parents shift the responsibility to teachers. These results show that there was lack of understanding on who should take the lead in disciplining a learner at school. Furthermore, a study by Harry (2011) showed that parents and teachers should undergo training of school-community partnerships on learner discipline. This would make them all understand their position and for parents to be part of their children's education. Furthermore, this would enable educators to give learners direction and guidance. Since educators can communicate with relevant stakeholders, they can ask for assistance from outside to help discipline learners in schools.

5.4.3. Lack of parental role

When parents were asked about their role in learner discipline, it was clear that they are not engaged in issues of learner discipline in the school. In their responses, they indicated that they did not have specific roles they play, not only on learner discipline but in all the activities in the school. Another parent further emphasised that teachers are selfish to share the responsibilities with them. This shows that there was lack of mutual trust between the school and the community. To emphasise lack of trust in the

school, as outlined in Chapter 2, Sallis (2008) mentioned that the school might lose trust and respect of the community at large when there is lack of good partnership on learner discipline. However, working together of schools and the community might increase the level of trust and respect in the community whereby school property might not be stolen or damaged.

5.5. SMT's PERCEPTIONS ON MANAGING SCHOOL-COMMUNITY PARTNESHIPS ON LEARNER DISCIPLINE

There are many challenges on the school-community partnerships, especially on learner discipline. Challenges of the school-community partnerships may vary depending on where the school is situated and the community within which the school is situated. There are sub-themes used to guide the discussion of challenges faced in managing school community partnerships on learner discipline. The sub-themes that came from this main theme were: community's level of education and poor cooperation.

5.5.1. Community's level of education

With regard to the community's level of education, the study revealed that due to high rates of illiteracy in the community, parents are unable communicate with the school on issues of teaching and learning and learner discipline. Managing parents' level of education means the school should ensure a smooth and open channel of communication between the school and parents, including the Adult Basic Education and Training (ABET) where the school could use the classes to educate the community on school-community partnerships on learner discipline. If the level of education in a community is improved, parents would be able to assist with subjects such as Art and Culture and other related activities. In some instances, retired parents could even assist in offering afternoon and morning lessons and also serve as motivational speakers to the learners, especially on learner discipline.

Due to level of education in communities, it was revealed that the high percentage of illiterate parents may be one of the contributing factors to poor school-community partnerships on learner discipline. However, the school is responsible to make sure that

parents are respected and their input is valued in meetings. Parents might participate more on learner discipline when they feel that their input is valued and respected. Therefore, the school should find a way of including parents in school programmes, other than just the SGB. According to Pasiardis (2006), the school should meet with the parents and community to discuss progress and disciplinary measures to their children.

5.5.2. Poor cooperation

The study revealed that there was poor cooperation between the school and the community. In some instances, participants mentioned that teachers are also not cooperating with parents when it comes to the issue of learner discipline whilst some teachers were acting unprofessionally. Unprofessional teachers are regarded as teachers who do not behave in an acceptable manner. It was revealed that parents do not respect teachers; they are likely to come late to school meetings and are likely misbehave in meetings. Therefore, it becomes clear that cooperation between the school and the community is cooperate with the school but in a long run, expect their children to become better members of the community. Epstein (2010) mentioned that education begins at home. It was discussed in literature that parents should carry out their duties in the school and cooperate with the school, especially on learner discipline since discipline is a challenge in today's education. Learners are not disciplined, and this results in high failure rates and drop out of learners.

5.5.3. Lack of SGB training

It was found in this study that SGB members did not receive training on learner discipline. Lack of training made it difficult for the SGB members to participate on the issue of learner discipline. However, schools expect SGB members to participate fully in learner discipline. This was supported by the study of Mestry (2010) whose results found that the Department of Basic Education does not support SGB members in schools. Being an SGB member in school is voluntary in the sense that there is no stipend or payment. Therefore, the school requires SGB members to have skills to solve and improve school-community partnerships on learner discipline. With regard to partnership on learner discipline, SGB members only participate when there are cases

where a teacher has punished a learner, and parents are complaining. In this study, as SGB were asked about the weaknesses of school-community partnerships on learner discipline in their school, it was found that the SGB did not undergo training on learner discipline. They further emphasized that they only attended one meeting in a cycle of three years where they were only trained on how to use money effectively in a school. Other than the issue of finance, SGBs are also trained on how to form part of teaching and learning in schools. This brings us to the purpose of this study that there should be good partnerships between the school and different stakeholders in a school.

5.6. IMPROVING SCHOOL-COMMUNITY PARTNERSHIPS ON LEARNER DISCIPLINE

School-community partnerships need to be improved in rural community schools. Literature has been reviewed on how to improve school-community partnerships on learner discipline. SMTs and SGBs were interviewed on strategies to improve learner discipline in schools. In presenting their responses, various themes emerged. In most schools, there was partnership. However, it needed to be amended, which the present study has addressed.

5.6.1. Communication

The study found communication to be the key element of the school-community partnerships. In most responses, it was found that participants emphasise mutual communication between the school and the community as a very important aspect. It was found that there were some teachers who communicated with parents about the failures and discipline of learners. These meant that some parents had some understanding of how to improve school-community partnerships on learner discipline. The challenge was that teachers were not formally trained on how to improve school-community partnerships on learner discipline. When parents were asked probing questions about being called to the school to discuss the failures and discipline of learners, it was found that they only came to school when their children had misbehaved and needed to be disciplined.

Furthermore, one parent indicated that she came to the school once in five years when her child was doing grade three, now the child is in grade seven. This shows that there was lack of training on school-community partnerships on learner discipline. This response was supported by the study of Collins (2011) when recommending that the school should receive training so that teachers can also train parents on the issue of learner discipline to explain what was expected of them and how many times parents should come to the school to deal with issues of learner discipline.

5.6.2. Conducting of campaigns

The results of this study further indicate that there should be campaigns that promote learner discipline. The use of campaigns would enable the school to educate and involve the whole community on the school-community partnerships on learner discipline. Okeke (2014) supported the idea in his study that community members should be aware of the strategies for their involvement in children's education. The responses of participants indicated that during the campaign, teachers would be spreading news in the community about the importance of the school-community partnerships.

5.6.3. An element of working in isolation

It was also found that there was an element of working in isolation between the school and the community on the issue of learner discipline. SMTs mentioned that community members did not want to cooperate with the school on the issues of learner discipline. However, the same community members who refuse to work together with the school on learner discipline are the first ones to report a case after the school has taken a decision about disciplining a learner. The community would, therefore, come to the school to complain about how the school did not engage them in disciplining learners whereas the school tried to communicate with the parents before a problem could ensue.

It was clear that there are serious challenges when it comes to collaboration of the school and the community on improving learner discipline. To emphasize this further, Blandford (2009) states in his study that many schools struggle to find effective ways to

overcome barriers of keeping the community informed about school matters and working closely with them on the case of learner discipline. When there is lack of cooperation between the community and schools, some community members may approach the school with a defensive and angry attitude. This negative attitude may result in the lack of mutual trust that was mentioned by a community member when asked about improving the school-community partnerships on learner discipline.

5.7. MEASURES TO BE TAKEN TO STRENGTHEN PARTNERSHIPS OF THE SCHOOL AND COMMUNITY TO PROMOTE LEARNER DISCIPLINE

Various measures could be put in practice to strengthen partnerships between the communities and schools to promote learner discipline. In this study, participants were asked to identify measures they think could best be applied to improve learner discipline. Participants mentioned various measures that can best be taken to improve learner discipline. Some participants mentioned that the school should serve the community better and communicate more often. This means that since the schools are situated in a community, the school must make it a point that it develops the community where it is situated and also assist with other challenges that arise from the community.

Challenges that the school could help to address in communities are those where a learner in a school does not have a birth certificate because the parent did not have an identity document. Participants mentioned at some point that parents sometimes say they cannot discipline their children. Therefore, the school would arrange with police and social workers to educate learners and the community on the promotion of learner discipline. In confirmation of this argument, it was stated in the literature review that the school should communicate with the community about problematic learners in school (Howard & Taylor, 2007). Measures on disciplining a learner in a school need to be discussed amongst the community and the school.

5.7.1. Conducting of workshops

In terms of conducting workshops, participants in their responses mentioned that the school should conduct workshops where community members sit with skilled people to discuss best practice to discipline learners. For example, the school can communicate

with social workers, nurses, police and other motivational people who can help workshop learners and the community about best ways to behave in a school. Outsourcing skilled people to workshop educators, parents and learners about school community partnerships could be the best method. In the old education system before Outcome Based Education (OBE), learners were disciplined through beatings and rejection. With the new curriculum (CAPS), learners are neither beaten nor abused. Therefore, teachers find it difficult to discipline learners since they are used to the old method where they beat learners. Conducting of workshops would help both teachers and parents to discipline learners. Social workers could come to school and give advice on how teachers could teach learners to be responsible and behave in an appropriate manner without abusing or using corporal punishment. The results of Conroy's (2012) study confirmed that there should be workshops or meetings where parents should be trained regularly on activities in the school. For the purpose of this study, conducting workshops would be based on ways to sustain and manage school-community partnerships on learner discipline.

5.7.2. Development of policies

With regard to development of policies, the study found that policies should be developed in order to implement school-community partnerships on learner discipline. A policy could direct both the school and the community towards agreements they make to discipline learners. This could also make it simple for the school to make parents sign the policy as proof that they are part of the agreements which are written on the policy on learner discipline. Moreover, participants expressed the view that policies should be drafted and signed by the school, learners and a community representative.

This measure could help solve the issue of learner discipline in a school. Learners would have an understanding that disciplining them was not a school issue but a community issue. Therefore, it would be difficult for a learner to misbehave knowing that he/she signed a declaration form in a policy that he must be punished accordingly. Peter (2013) confirmed in his study that it was important for schools to have meetings and draft minutes to maintain quality education and learner discipline. The results of this study have shown that regular meetings overcome many challenges in a school,

especially learner discipline, since learners will be focused on teaching and learning and nothing else. Furthermore, the school results would also improve.

There are discipline committees in schools that should have a policy on how to deal with issues around learner discipline. The safety and security committee in schools should have a policy drafted by the school and the community on how best to help one another to solve the issue of learner discipline in school. This could be similar to policies such as the South African School's Act, the Labour Relations Act, the Employment of Educators Act and would remind every individual about their rights, as well as their responsibilities. It appears that learners know that they have rights, but they do not know the responsibility that comes with the rights. It becomes the responsibility of the school and the community to help one another to show that every right has responsibilities.

5.8. MAIN FINDINGS OF THE DOCUMENT ANALYSIS

These are: misbehaviour of learners; bullying; latecoming/early departure; use of drugs; carrying of weapons; gambling; and stealing.

5.8.1. Misbehaviour of learners

Learner misbehaviour in schools is one of the challenges that schools are facing since corporal punishment has been abolished in schools. The study revealed that schools found it difficult to deal with learners who misbehave and found it necessary to have a policy which entails measures to be taken when disciplining a learner. This was confirmed by the study of Aydin (2005) in Chapter 2 that learners who misbehave in school should be taken into disciplinary committee and be disciplined. The analysed document on misbehaviour of learners (discipline policy) indicated that learners would sign a copy of the policy to show that they agree with the measures to be taken when misbehaving.

5.8.2. Bullying

Bullying was found to be the one of the challenges that the schools under study experienced. In school A, one learner was found to be absent from the school because other learners were teasing her about her poor family background. It was reported that

the child leaves home early in the mornings and stays on a mountain until school is out and then goes home. The study revealed that learner absenteeism in some schools occurred because of bullying. Therefore, the school drafted a policy that would stop learners from bullying one another. In the policy, it was stated that the parents of both learners should form part of the disciplinary hearing. Having the parents of both learners shows that the school is responding to the issue of school community partnership on learner discipline. This was confirmed by the study of Msila (2007) in Chapter 2 of this study that parents should be called to the school when their children were bullying other learners and sign an agreement on what should be done to the child if he is found to bullying other learners again.

5.8.3. Latecoming/early departure

Latecoming/early departures are challenges experienced by high schools. However, such a challenge was also experienced by primary schools. Learners come to school during break and leave immediately after they have eaten. This was found to be a challenge in some schools in Mankweng Circuit. According to the document analysed, learners who come late and leave early from school are mostly those who stay with their elder siblings who also bunk school. The school found it difficult to control the situation. Child-headed families are those that are likely to be a problem in this regard. In the follow up interviews of the document analysis, the principal mentioned that it was difficult for the school to control late coming since most of the families are child-headed.

The analysed policy showed a strong need for social workers to assist with the matter. The study emphasised involvement of skilled people as part of the school-community partnerships to improve learner discipline. Involvement of skilled people in the school-community partnership was emphasised in Chapter two of this study (Berg, 2012). It was revealed in Berg's study that when parents are involved in disciplining their children at school, teaching and learning take place very smoothly.

5.8.4. Use of drugs

Use of drugs is one of the challenges that South African schools are facing in today's generation. Youth are found using drugs, which leads them to being arrested for

violence and other criminal offences caused by the influence of drugs. It becomes a challenge for schools because primary school learners are also found to be using drugs. During the analysis of the discipline policy, it was found that some learners are selling drugs for teachers. Some parents realised that the future of their children was being destroyed and had to report the matter to the police. This shows lack of good school-community partnerships on learner discipline. The analysed policy only states that drugs are not allowed in the school premises and does not show the measures that would be taken against learners who are found using drugs in schools. Epstein (2009) emphasised the issue of drug abuse in schools and argues that learners who use drugs are those who repeat the same phase or class more than others. Therefore, the school should come up with a strict policy on the use of drugs in schools. There is a need for schools to work very close with the police and other law enforcement agencies to prevent the use of drugs in schools.

5.8.5. Carrying of weapons

The abolishment of corporal punishment resulted in serious challenges in schools. Learners are found to be carrying weapons when they go to school. The study found that learners who carry weapons are those who were bullied and want to defend themselves. The study also found that learners imitate what they see on TV at school. Therefore, this becomes a challenge and leads the school to having a security guard to make sure that no learner enters the school premises unsearched. The policy analysed indicates that the use of weapons is strictly prohibited in schools. The policy further emphasised that if a learner was found carrying any weapon, he/she would be taken to a disciplinary committee, which may lead to dismissal in school. The study of Mestry (2010) revealed that most learners carry weapons in schools are those that are coming from abusive families.

5.8.6. Gambling

Gambling is one of the challenges experienced by township and rural schools of Limpopo Province. It was discussed in the document reviewed that learners are not allowed to gamble in the school premises. As part of learner discipline measures,

learners should be monitored and encouraged not to participate in such activities since they are against school policy. Therefore, both parents and educators should work together to ensure that learners respect this policy. Nelson (2010) in Chapter 2 of this study argued that for a school to succeed on issues of learner discipline, there is a need for parents and schools to work together. On the other hand, Zedan (2011) emphasised that successful school discipline is based on team work between the school and its community, hence, the present study's investigation of the role of the school community partnership on learner discipline.

5.8.7. Stealing

The policy reviewed was based on stealing in schools. In the schools understudy, there were several theft cases that were reported. Therefore, the school developed a discipline policy whereby the issue of theft was also included. Stealing is regarded as misconduct punishable by law. In literature, it was discussed that for schools to be successful, there is a need to work together with the local police (Howard & Taylor, 2007). If learners are aware that the schools are working closely with the police, they are likely to refrain from stealing in schools. Therefore, school-community partnership becomes very important for schools to promote learner discipline.

5.9. SUMMARY OF CHAPTER

Findings of the study were discussed in this chapter. The main findings were discussed under the following headings: understanding of school-community partnerships on learner discipline; regular communication; working together; shared responsibility; steps to take on learner discipline; views of SMT members on the involvement of community on learner discipline; school-based support team; poor working relation; the role of parents with regards to school-community partnerships on learner discipline; lack of understanding; shifting responsibilities; lack of parental role; challenges on managing school-community partnerships on learner discipline; community's level of education; poor cooperation; lack of SGB training; improving school-community partnerships on learner discipline; conducting of campaigns; an element of working in isolation; measures to be taken to strengthen partnership of school and community to promote

learner-discipline; conducting of workshops and development of policies. The next chapter 6 is about the summary, conclusion and recommendations of the study.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. INTRODUCTION

The previous chapter was based on the discussion and analysis of the results. This chapter concludes and summarises the findings of the study guided by the sub-research question. Furthermore, the chapter gives recommendations that are line with the research findings. Recommendations on the issues of school-community partnerships on learner discipline are outlined in this chapter.

6.2. REVIEW OF THE RESEARCH PROBLEM

The study was conducted with the understanding that there was lack of school-community partnership on learner discipline. Learners in South African schools were found to be bullying, stealing and using alcohol and drugs in schools. Furthermore, the study sought to maintain learner discipline in schools of Mankweng Circuit and address learner indiscipline as teachers are continually confronted with serious behavioural problems in schools (Mathe, 2008). In addition to that, it was reported that some SGB members and teachers are appointed to their positions without being trained and receiving clarity on their functions on learner discipline.

Learner discipline was found to be one of the crucial issues that distract the process of teaching and learning. Teaching and learning was found to be challenging since some teachers were trained during the Bantu Education system. As a result, they were trained with a view that for a child to perform at school, corporal punishment needs to be implemented. The abolishment of corporal punishment resulted into many problems in schools that affect teaching and learning. In the context of this study, parents, teachers and communities were not trained on school-community partnerships for learner discipline. As a result, they were still encountering problems with their roles on the school community partnership on learner discipline. Reflecting on realities regarding the behaviour of learners in schools, it was recommended in this study that parents, community members, and teachers should be trained continuously on their roles on

school-community partnerships on learner discipline so as to be able to carry out their roles to improve learner discipline.

Regardless of the fact that teachers, parents and community members are all working together to maintain learner discipline, each of them plays a different role. Therefore, working together in this regard becomes important.

6.3. SUMMARY OF THE FINDINGS

From the main research question of this study, sub-research questions emerged to summarise the main findings of the study. The main findings of this study were summarised in sub-research question 1, sub-research question 2, sub-research question 3, and sub-research question 4. In this section, the researcher outlines how each of the sub-research questions was answered.

6.3.1. Sub-research question 1: What are the views of SMTs on the involvement of the community on learner discipline?

The study found that SMT members did not involve communities because it was assumed that community members lack knowledge on issues of learner discipline. This means that SMT members in this district do not understand the importance of partnership, especially when it comes to issues of learner discipline. Communities and parents play a very crucial role in a school when it comes to learner discipline, especially when the partnership is well managed. The study further found that it was difficult for SMT members to work with community members due to parents' levels of education. With regard to communities' levels of education, the study also revealed that due to illiteracy in the community, community members are unable communicate with the school on issues of learner discipline.

6.3.2. Sub-research question 2: What are the views of parents with regards to school-community partnerships on learner discipline?

When parents were asked about their role on learner discipline, it was clear that they were not engaged on issues of learner discipline in the school. In their responses, they indicated that they did not have specific roles that they played in school activities,

particularly learner discipline. Parents further emphasized that teachers are selfish not to share the responsibilities with them. The results revealed that there was lack of trust between the school and the community.

Parents further emphasized that they do not have any understanding of school-community partnership on learner discipline. This means that parents first need to be clarified about learner discipline before being asked about their role. Furthermore, parents indicated that the school should inform them about steps they take to discipline learners. This means that there should be communication between the school and parents about learner discipline and how together they can improve learner discipline. The response of parents in this community implies that there was lack of communication between the school and the community.

6.3.3. Sub-research question 3: What are the perspectives of SGB members with regard to school-community partnerships on learner discipline?

It was found that there were poor working relations between the school and SGB. This resulted in a lack of trust between the school and community. There was a perception by SGB members that the school does not value their input when it comes to learner discipline. As mentioned in sub-theme 1, the schools under study were situated in a deep rural area. Therefore, most of the community members (including SGB members) were illiterate. As a result, they did not have knowledge on how best to contribute towards the improvement of school-community partnerships on promoting learner discipline; hence the school did not trust them due to their level of education.

6.3.4. Sub-research question 4: How can the school-community partnerships on learner discipline be improved?

With regard to measures to improve school community partnerships on promoting learner discipline, communication was found to be central for successful school-community partnerships. In most responses, it was found that participants stressed communication between the school and the community. It was found that there are some teachers who communicate with parents about the failures and discipline of learners. This shows that some parents have an understanding of how to improve

school-community partnerships on learner discipline. The challenge was that teachers are not formally trained on how to improve school-community partnerships on learner discipline.

The results of this study further indicate that there should be campaigns that promote learner discipline. The use of campaigns would enable the school to educate and involve the whole community in school-community partnerships on learner discipline. Moreover, it was suggested that the school should conduct workshops where community members sit with skilled people to discuss best measures to discipline learners. For example, the school can communicate with social workers, nurses, police and other motivational people who could help in workshopping learners and the community on the best ways to behave at school. Outsourcing skilled people to workshop educators, parents and learners on school-community partnerships could be another good method.

6.4. CONCLUSION

The study aimed to explore school-community partnerships to promote learner discipline in primary schools. A qualitative research approach was used in this study to get a deeper understanding of school-community partnerships to promote learner discipline. The research design used was a case study, and it allowed an in-depth exploration about learner discipline.

Primary schools in rural areas were used in this study. The type of sampling used in this study was purposive sampling. Purposive sampling allowed the researcher to select parents who participated in School Based Support Team, SGBs who are experienced and community members who were regular attenders of school meetings. Data was collected through interviews and document analysis. Different types of interviews which were used during the data collection were individual interviews and focus-group interviews. Various data-collection techniques enabled the researcher to be able to confirm the findings of the study. Data were presented verbatim. Direct quotations, analysis and interpretation of the results and discussion were used. The study revealed that there was poor communication between the school and the community, which can

lead to poor improvement of school-community partnerships on learner discipline. Lack of communication between the school and community made it difficult for the school to practice and promote partnerships on learner discipline. The study also found that due to poor communication, there was an element of mistrust between the school and the community. Teachers did not trust parents to become active members of the school, especially when it comes to issues of learner discipline. However, parents could become good members of school-community partnerships if they are well trained on school activities, including learner discipline.

The study found that involvement of the School Management Team in promoting learners' discipline was poor. SMT members did not involve the community in school activities because it was assumed that community members lack knowledge on issues of learner discipline. This means that SMT members in this district did not understand the importance of partnership, especially when it comes to issues of learner discipline. It was further outlined in the study that it was the responsibility of the Department of Education to ensure that SGB members receive adequate training on learner discipline. As teachers were asked why they did not involve SGB in school activities and learner discipline, it was found that teachers were also not clear on the issue of school-community partnership on learner discipline.

Some of the findings in the study revealed that members of School-Based Support Team and some teachers were not committed to their duties as partners in a school. Due to lack of commitment, SBST, teachers and learners were found to come to meetings late and leave early; that was a serious challenge for the schools under study. The reason for the negative attitude of parents, learners and SGB was that they have little knowledge on the issue of learner discipline. Therefore, they found the practice of school-community partnership very strange and confusing to them. This means that the school principals should ensure that all different stakeholders in the school understand what school community partnership on learner discipline was all about and how best they could contribute towards its promotion.

Moreover, the study revealed that there were poor working relations between the school and the community and between the school and the SGB. This resulted in lack of trust and negative attitudes between the school and its stakeholders. In the schools under study, it was found that poor working relations affected teaching and learning and learner discipline, in particular. When teaching and learning was affected, learners would lose focus and start misbehaving. Misbehaviour of learners somehow leads the school not to have a good working relationship with community members in order to be able address the issue of learner discipline in a cooperative way. The study also found that the community's level of education regarding school activities also affected learner discipline. Community members were not aware of what was expected of them in a school. They understood a school as a building of educated people. Therefore, it is important for the school to make sure that community members receive information about how they could help with school activities and learner discipline.

6.5. THE STUDY'S CONTRIBUTION TO NEW KNOWLEDGE

Regarding the limitation of the study, it was mentioned that this study was carried out in Capricorn District at Limpopo Province (South Africa). However, the study revealed the role of school community partnership to improve learner discipline in primary schools of Capricorn District. The kind of knowledge revealed in this study should assist schools to have good school-community partnerships on learner discipline. The study has contributed another lens that schools could use to approach issues of learner discipline to promote teaching. Since abolishment of corporal punishment in 1994, the issue of learner discipline became a challenge for South African schools. Therefore, the contribution that the study has made would assist schools in Capricorn District to overcome such challenges, and such knowledge could also be used to overcome the challenge in South Africa as a whole.

6.6. RECOMMENDATIONS

This section of the study is about the recommendations of the study presented in response to the research questions and the research findings. The study recommends the following:

6.6.1 Policy implementation

The study recommends that the schools should develop policies that could help both the school and the community on learner discipline. A policy could direct both the school and the community on the agreements they make on discipline learners. This could also make it simple for the school to make parents sign the policy as a proof that they are part of the agreements written on the policy on learner discipline. Having an agreed-upon policy between the school and community with clear ways of disciplining learners can improve the school-community partnerships on learner discipline.

6.6.2. Workshops and training

The study recommends that workshops be conducted to educate communities on school-community partnerships to promote learner discipline. Teachers, SGB and SMT members should also be trained on alternative ways of disciplining learners since corporal punishment is abolished. For example, as part of the discipline, a learner can work in school garden after school.

6.6.3. For further research

Even though the study has managed to achieve its aim and objectives on the role of school-community partnerships on learner discipline, there is a need for further study to be conducted on the role of the school-community partnerships to promote quality education. Education in Limpopo Province has been found to be in a dire situation. Therefore, there is a need to research and establish if school-community partnerships could be used to promote quality education in Limpopo Province and South Africa as a whole.

6.7. EVALUATION OF THE OBJECTIVES

In order to achieve the purpose of this study, the following objectives were formulated:

- To explore the views of teachers and SMT members on the involvement of the community on learner discipline.

- To examine views of parents with regards to school-community partnerships on learner discipline.
- To explore the perceptions of SGB members with regards to school-community partnerships on learner discipline.
- To examine measures on how school-community partnerships on learner discipline can be improved.

All the intended objectives were achieved when reflecting on the data collected through interviews and document analysis.

6.8. CONCLUDING REMARKS

This study aimed to examine how the school-community partnerships play itself out to promote discipline in schools. This study found that educators did not understand school-community partnerships on learner discipline. Therefore, the study recommends that educators and SGB members should be trained and oriented about their functions on learner discipline prior to their appointment as school leaders. In conclusion, the role of the school-community partnerships to improve learner discipline in schools is a crucial issue. Therefore, it is recommended that the practice of school-community partnerships on learner discipline be taken seriously since corporal punishment was abolished and the Department of Education expects schools in South Africa to perform to their maximum level best.

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APPENDIX A: *INTERVIEWS SCHEDULE FOR SMT*

MAIN/CENTRAL QUESTION	GUIDING QUESTIONS	POSSIBLE INTERVIEW QUESTION
How does school-community partnership play itself out in maintaining discipline in schools?	What are the views of teachers and SMT members on the involvement of community on learner discipline?	- As a teacher/SMT, how do you understand partnership in terms of promoting learner discipline? - Do you think the community should work together with schools on issues of learner-discipline? Probe: Why? - How does your school involve the community to promote learner discipline? Probe: Why? - What role does the community play to promote discipline in your school? Probe: Why? - What are the challenges when it comes to managing partnership on

		learner discipline between the school and the community? • How does the community cooperate with schools on issues of learner discipline? Probe: Why? • As a teacher, how do you involve the community on issues of promoting learner discipline? Probe: Why?
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APPENDIX B: *INTERVIEW SCHEDULE FOR SGB*

MAIN/CENTRAL QUESTION	GUIDING QUESTIONS	POSSIBLE INTERVIEW QUESTION
How does the school-community partnership play itself out in maintaining discipline in schools?	What are the perceptions of SGB members with regards to school-community partnership on learner discipline?	- How do you understand school-community partnership on learner discipline? - Are you given enough space to assist with issues of learner discipline in schools? If yes, to what extent? If no, why? - How does your school work with the community to promote learner discipline? Probe: Why? - How do you work with the school to promote learner discipline? Probe: Why? - What challenges do you experience when it comes to working with the

		school on issues of learner discipline? Probe: Why? • What approach do you think the school and SGB should take to promote discipline in schools? Probe: Why?
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APPENDIX C: *INTERVIEW SCHEDULE FOR PARENTS*

<i>MAIN/CENTRAL QUESTION</i>	<i>GUIDING QUESTIONS</i>	<i>POSSIBLE INTERVIEW QUESTION</i>
• How does school-community partnership play itself out in maintaining discipline in schools?	• What are the views of parents with regards to school-community partnership on learner discipline?	• As a parent, how do you understand school-community partnership in terms of learner discipline? • How are parents included on issues of learner discipline? Probe: Why? • What role do parents play to promote learner-discipline in schools? Probe: Why • Do you think the partnership between this school and parents is good enough to promote discipline in schools? Probe: Why? • What can be done strengthen partnership between the schools and

		parents to promote learner discipline? Probe: Why?
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The goal of education is the advancement of knowledge and the dissemination of truth (John Fitzgerald Kennedy). “There are two choices of life: to accept conditions as they exist, or accept the responsibility for changing them”. Thank you for your time, wishing you success in your school. God bless you.

APPENDIX D: CONSENT FORM

I _____ the SMT/SGB/Parent at _____
give a consent to participate in the research titled: Investigating the role of school
community partnership in promoting learner discipline: A case of two primary schools in
the Capricorn education district.

- I understand that my participation in this research is not mandatory; that I have a
right not to answer certain questions, and that I can withdraw from the
study/participation any time.
- I understand the purpose of this study and know about the benefits that this
research entails.
- I understand that the information provided will be treated with confidentiality.
- I understand that the study involves the actual practice of school community
partnership; therefore, with respect to publication, communication, and
dissemination of results, my participation will remain anonymous.

I have studied all the above information and understand my participation in this
regard. I, therefore, freely consent and voluntarily agree to participate in this
research.

Name (printed): _____

Date: _____

Signature: _____

APPENDIX E: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: MAV041SMAL01

Project title: **The role of School-Community Partnerships in promoting learner discipline: A case of three Primary School in Capricorn Education District.**

Nature of Project: Masters

Principal Researcher: Makwalete Johanna Malatji

Co-Investigator: N/A

Supervisor: Dr M.P Mavuso

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

03 May 2016

APPENDIX F: PERMISSION LETTER FROM LIMPOPO DBE



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquiries: MC Makola PhD, Tel No: 015 290 9448, E-mail: McMakola@edu.limpopo.gov.za

MALATJI MJ
PO BOX 2428
SOVENGA
0727

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "THE ROLE OF SCHOOL COMMUNITY PARTNERSHIPS IN PROMOTING LEARNER DISCIPLINE."
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to, in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes,

MUTHEIWANA NB

Acting Head of Department.

Date

23/09/2014

Request for permission to Conduct Research: Malatji MJ

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

APPENDIX G: LANGUAGE EDITING CERTIFICATE

2 Edge Road, Beacon Bay, East London, 5200	
Professional EDITORS Group	
To whom it may concern:	
This document certifies that the dissertation whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rebecca Manning, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.	
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INVESTIGATING THE ROLE OF SCHOOL COMMUNITY PARTNERSHIPS IN PROMOTING LEARNER DISCIPLINE: A CASE OF THREE PRIMARY SCHOOLS IN THE CAPRICORN EDUCATION DISTRICT	
Author:	
MAKWALETE JOHANNA MALATJI	
Date Edited:	
08 September 2016	
Signed:	
	
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