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THE ROLE OF SCHOOL CULTURE IN SHAPING LEARNER DISCIPLINE IN SELECTED SECONDARY SCHOOLS IN THE KINGDOM OF ESWATINI

By

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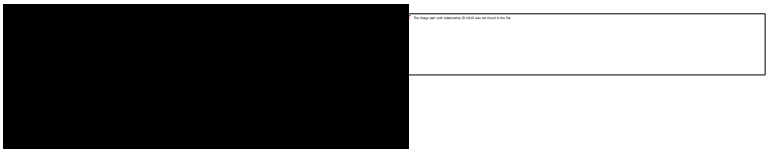
ABSTRACT

This study looked at the experiences and viewpoints of educators, deputy heads of schools, and heads of school about how school culture affects the discipline of learners at three schools in the Manzini area of the Kingdom of Eswatini. The research was prompted by the apparent lack information particularly in the context of the Kingdom of Eswatini, regarding school culture that promote PD among learners. The purpose of the study was to investigate how learner discipline is shaped by school culture. Focus groups and one-on-one interviews were employed to generate qualitative data for the case study methodology used in the study. A total number of six people provided data for one-on-one interviews and they were namely three head teachers and three deputy head teachers, while 114 teachers participated in focus groups interviews. The schools were purposively selected because they are known to have disciplined learners, thus deemed ideal to give relevant data in relation to cultures that positively influence learner discipline. Two theories, specifically the Transformational Leadership Theory and Rogers Model of Discipline framed the study. Results show that positive learner discipline was shaped by school cultures that involve meeting learners' academic, social, emotional, behavioural, and mental health needs, with correct policies in place to guide school practices. Moreover, teacher empowerment and support were found to be essential practices that drove how learners behaved.

DECLARATION

The undersigned, Mpendulo Ronald S'celo Magagula, therefore certifies that the research report titled " The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in the kingdom of Eswatini", is entirely original with citations to all relevant sources. The study report has been submitted with the permission of my supervisor.

Signed: 

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SUPERVISOR'S STATEMENT

This dissertation has been submitted with my approval

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Professor Vitalis Chikoko

May 2024

DEDICATION

This thesis is dedicated to my wife Zakithi Phumzile Simelane-Magagula, my mom Thandi Regina Magagula, my children and colleagues who gave me the moral support and advice as I navigated through the study. I appreciate the conducive study environment they provided me with, in the process. They encouraged me when I was contemplating throwing in the towel. This study could not have been successful without their immeasurable support. I love you all people!!!

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ABBREVIATIONS AND ACRONYMS

CP	**Corporal punishment**
PD	**Positive discipline**
MoET	**Ministry of Education and Training**
INSET	**In-Service Education and Training**
RSTP	**Royal Science & Technology Park**
MV	**Mavalela High School**
MVH	**Mavalela High School Head Teacher**
MVD	**Mavalela High School Deputy Head Teacher**
MVTs	**Mavalela High School Teachers**
ETGPS	**Education Testing Guidance and Psychology Services**
SWPBIS	**School-Wide Positive Behaviour Interventions and Supports**
SL	**shared leadership**
CL	**collaborative leadership**
PLCs	**professional learning communities**
UN	**United Nations**
SDG	**Sustainable Development Goal**
U.S.	**United States**
TSC	**Teaching Service Commission**
LM	**Lomawa High School**
LMH	**Lomawa High School Head Teacher**
LMD	**Lomawa High School Deputy Head Teacher**
LMTs	**Lomawa High School Teachers**
SD	**Sidlamafa High School**
SDH	**Sidlamafa High School Head Teacher**
SDD	**Sidlamafa High School Deputy Head Teacher**
SDTs	**Sidlamafa High School Teachers**

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1 CHAPTER ONE - ORIENTATION AND BACKGROUND TO THE STUDY

1.1 Introduction

The use of corporal punishment (CP) in the Kingdom of Eswatini schools has of late been bedeviled by a spike in frequency and severity. Stories of abuse have dominated the media, public debates and academic discourses. This continued use of CP in some schools in Eswatini and the arguments for its merit have ensured the relevance of this topic long after the practice was outlawed.

When discipline in schools is well managed, academic performances for both learners and teachers greatly improve (Stanley, 2014: Bennett, 2017). Research indicates that the key to well-behaved learners is the creation of suitable individual positive school culture (Bennett, 2017: Eubank, 2012: Bell, Van Horne & Cheng 2017). The term school culture describes an environment that affects the behaviour of teachers and learners (Tableman, 2004).

1.2 Background to the Study

The research studies school culture's influence on the discipline of learners in selected secondary schools in the Kingdom of Eswatini. Through this research, I hope to contribute to the debate on the culture of positive discipline (PD). Reputable educational institutions have created a shared network of practices, traditions, and cultures that give their work meaning, fervor, and purpose. (Deal, & Peterson, 2009). School cultures have been shown to impact learner behaviour and performance by influencing the academic climate of the schools (Sagwe, Ajowi, & Mwebi, 2016). If discipline is well-managed in schools, the academic performance for learners and teachers is likely to be high (Stanley, 2014; Bennett, 2017). Research suggests that key to promoting good learner behavior is the development of a suitable and inspiring school culture (Bennett, 2017; Eubank, 2012; Bell, Van Horne & Cheng 2017).

Head teachers, deputy head teachers, and educators are entrusted with managing activities in the school environment. It is they, together with other stakeholders who are responsible to fostering supportive school cultures that enhance the inculcation of discipline in the leaners.

Sustainable Development Goal (SDG) four of the United Nations (UN), advocates for a culture of positive learner discipline, among other things. “Leaving no one behind has been a central overarching concern of the 2030 sustainable development agenda that was passed in 2015, as well as of on-going monitoring activities”, (Klasen & Fleurbaey, 2018, p.4). Agenda 2030’s goal number four stipulates that it is the responsibility of every country to provide high quality inclusive and free education while encouraging possibilities for lifelong learning for everyone, in every possible way. The culture of schools, in terms of teaching and discipline management strategies and treatment of learners, should be learner-friendly. The Eswatini government highlights that sustainable development entails meeting the educational needs of the current generation of children without compromising those of the future (National Education and Training Sector Policy, 2018). School culture plays a pivotal role in all this.

Eswatini has several good policies for disciplining children. However, dishonest teachers still use CP in the sly. Government’s position on learner discipline is clear and unequivocal -- to promote a culture of PD (National Education and Training Sector Policy, 2018). In this way learners will not only be accountable to the choices they make but recognize why such choices are in their best interests. This policy sees PD as instilling self-control and respect for others, without the fear of being subjected to any form of retribution. Regulations 11(1) and 11(2) of The School Guide Regulation Procedures (1988) stipulate that if misconduct by a learner warrants that corporal punishment (CP) be administered, it shall be executed by the head teacher in the case of boys, and by a delegated female teacher in the case of girls, in the presence of the head teacher. The regulations further state that, before CP is administered, learners have first to be taken to a doctor to determine whether the said child is medically fit to receive such punishment.

However, there is evidence that many schools flout this standing rule, leading to uncontrolled administration of CP that’s sometimes tantamount to learner abuse. The media has been consistently inundated with stories of learners being beaten at the hands of their teachers, who do not follow the laid-down procedure. A case in point is one reported in the Times of Swaziland, dated 21 January 2019, in which a teacher administered 15 strokes of the cane on a learner. The same newspaper also reported that, in 2015, at another school, a sickly learner was beaten by a teacher after which he suffered a seizure and subsequently died. In these cases,

there is no evidence to show that the prescribed processes were observed. Regulation 11(2) requires that teachers only beat learners under the supervision of head teachers; while 11(3) prohibits the administering of CP in public. But as mentioned in the two cited cases of CP abuse, both instances reportedly took place during teaching time in the absence of the incumbent heads.

Regardless of clearly laid down procedures for administering CP, the culture of learner abuse disguised as punishment, continues. We must bear in mind that learner discipline is profoundly impacted by the prevailing school practices or culture.

1.3 Statement of the Problem

Though strict regulations and policies are in place directing how learner discipline is to be carried-out in Eswatini schools, they are seemingly not effective in protecting learners from brutality. Every now and then teachers are reported flouting the rules. In the same vein, existing literature from selected parts of the world is dominated by portraits of the devastating effects of the continued use of corporal punishment (CP). These are reports after the international banning CP, thus making its use in schools a controversial issue (Naz, Khan, Daraz, Hussain & Khan, 2011; Olusegun, Olusegun & Adelayo, 2017; Dlamini, Dlamini & Bhebhe, 2017; Save the Children, 2008).

In Pakistan a study was conducted by Naz, Khan, Daraz, Hussain, and Khan (2011) which looked at the impact of CP on learners' academic lives and personality development at the secondary level of education. The research found that learners' psychological state is compromised by CP. The study illuminates how CP introduces an element of danger to the social and psychological well-being of the victim, causing depression, low self-esteem, and pessimism. Jones and Pells (2016) hold a similar view, going so far as linking CP to substandard results in the realm of cognitive development.

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In the Nigerian state of Oyo, research by Olusegun, Olusegun, and Adelayo (2017) investigated the impact of physical punishment on the academic performance and learning habits of post-primary school scholars. One of their findings was that learners exposed to the culture of CP are bound to develop feelings of resentment which may gradually lead to antagonism, and opposition. Victims could be destructive of school property and violent to peers and teachers. Another finding of the study is that learners' academic performance showed a gradual regression.

Similar findings emerge from Dlamini, Dlamini and Bhebhe (2017), who conducted a study in the Kingdom of Eswatini to establish the effects of CP on learners' academic performance in finishing classes. Their findings revealed improved academic performance as the only positive of corporal punishment; however, negatives included increased learner drop-out, with some learners becoming stubborn and defiant after being subjected to CP. Another study by Save the Children (2008) in the Kingdom of Eswatini, investigating the prevalence of CP and other forms of humiliating punishment and their effects on learning, found that most learners cry and become angry and aggressive, fight with other children, fight with teachers or parents; with some even running away from school or home, after receiving such punishment.

Some schools in the Kingdom of Eswatini are still rooted to the culture of corporal punishment (CP) in shaping learner discipline, even though there is an international drive to adopt the culture of positive discipline (PD) (Save the Children, 2008; The Swazi News, 2018; The Swazi Observer, 2017; The Times of Swaziland, 2017; Dlamini, Dlamini & Bhebhe2017). There is however a smattering of schools that continues to reject CP and embrace a culture of PD. However, there are schools out there, though not many, which continue to pro-act against the culture of CP, thus contributing towards building a culture of PD. All the same, there does seem to be a knowledge gap, particularly in the context of the Kingdom of Eswatini, regarding school culture promoting PD among learners. The current study aims to investigate how school culture influences learner discipline.

1.4 Research Questions

The anticipated study attempts to respond to the following questions:

1.4.1 Main Research Question

What type of school culture enables the development of positive learner discipline?

1.4.2 Research Sub-Questions

1. How do teachers, deputy head teachers, and head teachers characterize and explain the culture of their schools regarding positive learner discipline?
2. What can be learnt from teachers, deputy head teachers and head teachers' perspectives regarding the type of school culture that enables the development of positive learner discipline?

1.5 Objectives

1. Investigate how teachers, deputy head teachers, and head teachers characterize and explain the culture of their schools regarding positive learner discipline.
2. Lessons from teachers, deputy head teachers and head teachers' perspectives regarding the type of school culture that enables the development of positive learner discipline.

1.6 Research Positionality

Arthur, Lund, Russell-Mayhew, Nutter, Williams, Vazquez and Kassan (2017) define research positionality as the process of locating oneself in relation to a research topic under discussion. I see myself as an insider-outsider researcher while I work on this project. I am an Insider in that my line of work is teaching. I have had first-hand experience of some cultures that prevail in schools in the Kingdom of Eswatini. Having taught in three different schools, I have experienced cultures that shape learner discipline. I am also a parent who follows activities taking place at the schools which my children attend. My duty as a lecturer in the In-Service Education and Training sector of the Kingdom of Eswatini (INSET), entails interacting with

head teachers and teachers on a daily basis, apropos of their jobs. As a result, I am aware of certain school cultures, even though I am not held to the same standards of responsibility as school administrators and their deputies who oversee and direct teaching. I therefore believe that I can learn much from their experiences and practices, as well as from those of classroom teachers.

1.7 Significance of the Study

The current project anticipates contributing to the knowledge base on how school practices and stakeholder actions impacts the way learners behave. The study may raise awareness among various members of the school community about their roles and responsibilities in overseeing and implementing the PD culture into practice. The study may also provide insight for classroom teachers, school administrators, deputy heads, parents, and regional and national education authorities into the level of assistance and supervision required in schools. Finally, the study may be of benefit to relevant stakeholders interested on the value of the culture of positive discipline. The research may also be a launch pad for other researchers to look into this issue further. To provide readers with a better knowledge of the cultures that have helped their schools shape learner discipline, this initiative will give hands-on teachers, deputy heads, and school leaders a platform to share their experiences and best practices. My goal is to uncover the ways in which they articulate their leadership encounters and school culture practices that influence discipline among learners.

1.8 Clarification of key concepts

1.8.1 Positive Discipline

Positive Discipline (PD) is defined as an ongoing educative and corrective process through which an individual is taught self-control and respect for others (Unicef, 2010). The culture of PD is a collection of values, procedures, and methods designed to foster a friendly environment in the classroom where learners truly want to behave and perform as expected (Rodgers, 2018). The study is premised on this conception of PD. The culture of PD creates within learners a feeling that they are capable of behaving as expected, that they are valued in the school, and that they are actually in control of their conduct. This kind of culture is bound to have a positive

effect in shaping learner discipline, increasing chances of improving learners' academic performance. It is the duty of every teacher and head teacher to inculcate this sense of belief is self in their learners. According to Ashley (2016), the only way to embed into the school system a sense of belief in oneself in the learners is to align the school culture with a shared vision of a positive approach to school discipline.

1.8.2 Corporal Punishment

Corporal Punishment is intentional physical harm inflicted as a form of discipline with the goal of changing one's conduct. It can take the form of pinching, slapping, striking, punching, or spanking, and they can be applied with sticks, belts, paddles or open-hand. (Invocavity, 2014; Dlamini, Dlamini & Bhebhe, 2017; Save the Children, 2008). For this study, I shall define CP as an authoritarian approach to stopping unwanted behavioral traits by causing pain to the body of the offender.

1.8.3 Management

In the Kingdom of Eswatini, teachers, deputies and head teachers play an important role in creating and managing a positive school culture that shapes learner discipline. Back in 1998, Blandford asserted that discipline and management are central to effective schools. For Keeling (2018), management is the process of getting people together to accomplish desired goals and objectives by coordinating and integrating all available resources efficiently and effectively. In this study, I define management (in relation to learner discipline) as the process of dealing with and controlling issues of positive school culture. Temitayo, Nayaya, and Lukman (2013) assert that for schools to run well, managers must have the authority to impose acceptable rules and restrictions on those that have come to learn.

1.8.4 School Leadership

Head teachers, deputy head teachers, and department heads are examples of persons appointed into leadership positions to perform administrative duties in schools (Grace, 2005). However, school leaders are limited to head teachers and their deputies in this study. Leadership is a social influence process optimizing others' efforts to accomplish school objectives (Kruse, 2013). The whole school atmosphere and culture are shaped to a large extent by school leadership, and this has an impact on school discipline and, ultimately, academic success. School leadership involves a process of mobilizing human resources towards achieving group

goals. “The quality of leadership makes a significant difference to school and learner outcomes” (Bush, 2007, p.391). Setting the direction of the school is a key element of leadership (Day, Gu, &Sammons, 2016), as such leadership is essentially linked to change, movement, and persuasion (Bush & Glover, 2016; Storey, Hartley, Denis, Hart, & Ulrich, 2017). It takes good leaders to impact positively the school culture and shaping learner discipline (Price, 2012). Haiyan, Walker and Xiaowei (2017) assert that school leaders set the tone of their schools by overseeing the implementation of government policies.

1.8.5 School Culture

Unwritten cultural norms created and upheld by administrators, educators, and pupils make up school culture and have an effect on methods of instruction (Humphries & Burns, 2015). School culture, according to Barkley, Lee, and Eadens (2014), is a group's set of values, attitudes, and behaviours. A group's language, ideas, spirituality, social interactions, and way of life as it pursues its goals, are all considered aspects of its culture. A similar definition is given by Fisher (2012, p.3), who says “school culture encompasses all the attitudes, expected behaviours and values that impact how the school operates”. In other words, the school’s culture actually influences and is developed by everything that takes place within that school. School culture is the standard and nature of school life (Pickeral, Evans, Hughes & Hutchison, 2009). Creating a pleasant school atmosphere is intended to assist engage all scholars in learning (US Department of Education, 2014). This is achieved through stopping harmful conduct and through skillful intervening to help struggling and disadvantaged learners. Spicer (2016) asserts that nurturing positivity in schools is the best way to ensure improved learner achievement. In this study, school culture refers to the manner in which members of the school community collaborate to accomplish common goals. It entails working together, connecting, having fun, and grieving together.

1.8.6 Learner Discipline

Learner discipline is defined as a code of conduct for life within the culture of schools, aspiring to the highest welfare of the individuals and the society in which the individuals live (Berkowicz & Myers, 2019; du Plessis, 2015). This is to say that, in the name of discipline, learners should understand ways in which bad behaviour is detrimental to their learning and that of their colleagues. In the same vein, Dhlamini (2016) defines learner discipline as all

activities that contribute to learners' intrinsic motivation, self-management, and decision-making skills. Learner discipline is based on ways in which learners conduct themselves at school (Maphosa & Mammen, 2011). Discipline has to do with learners' ability to practice self-control, without which there would be anarchy resulting in ineffective learning. For this study, I define learner discipline as the ability for learners to act and behave in accordance with classroom rules (responsibly and appropriately), during teaching and learning in schools.

2 CHAPTER TWO - LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature. Reviewing literature is important to a researcher because it enriches understanding of the topic by illuminating the key issues as well as what has already been covered (Hart, 2018). Cronin, Ryan, and Coughlan (2008) assert that reviewing literature brings the researcher up to date with current literature on the topic at hand and forms the basis future research in the area. According to Kumar (2011) reviewing literature enhances one's knowledge base and helps with integrating current findings with the existing body of knowledge. This chapter comprises eight sections. First, I unpack the conception of discipline. The second section explores organizational culture. Third I discuss school culture. Fourth I develop a framework for creating school culture. Fifth I examine positive discipline strategies. Sixth I present relevant studies. Seventh I contextualize some theories of learner behaviour management. The chapter ends with a section on emerging issues.

2.2 Understanding the Concept of Learner Discipline

This section defines learner discipline and proceeds to examine some strategies for managing learner discipline.

2.2.1 Discipline

Widagdo, Nurdyansyah, and Faujiyah (2020) opine that the word discipline comes from a Latin word, disciplina, meaning "to educate and learn". Discipline has as its long-term aim the development of self-control and self-direction. This means that learners should be able to direct themselves without outside influence and control (Widagdo, et, al., 2020). Discipline is primarily concerned with enabling learners to be aware of their behaviour and responsibility to others (Rogers, 2011). There is a positive correlation between a disciplined climate, good behaviour, and improved performance. This means teachers must not only demand a certain level of discipline but inculcate it in their classes (Lamanauskas, 2017). Teaching and learning are virtually impossible without discipline. Learners naturally want to comply with established rules and to positively respond to their teachers. They have no qualms with discipline as they

understand it to be the minimum requirement for being in school. Awareness of the consequences of classroom misbehaviour should be built into the lesson. In this way factors causing misbehaviour are addressed while simultaneously facilitating the teaching and learning processes (Patnaik, Sharma, & Subban, 2022). Managing classroom behaviour problems is important because discipline leads to better learning and display of appropriate behaviours (Psychological Resources, 2014). Discipline is a self-improvement practice that helps everyone achieve their goals in life (Patnaik, Sharma, & Subban, 2022).

As part of a teaching and learning process in the school setting discipline should not destroy learner self-esteem (Reyneke & Pretorius, 2017). Luiselli, Putnam, Handler and Feinberg (2005) believe that discipline should aim beyond behaviour that results in better learning and display of appropriate behaviour but should strive to stop or control learner behaviour problems. According to Chonco (2019) school discipline refers to, among other things, appropriate behaviour or compliance with accepted norms, standards, and rules of behaviour in school. Similarly, Mabaso (2019) views discipline as referring to actions taken towards correcting inappropriate behaviour. Schools shape learner behaviour intrinsically by inculcating the right attitudes and skills to empower learners to make informed behaviour decisions.

Semali and Vumilia (2016) see discipline as a consequence of the standards of conduct imposed on learners (external discipline) and to which they are at first required to conform, and which only later becomes their way of life. In this sense rules and regulations that govern the execution of tasks in the classroom are seen as external influences on leaner behavior which often leads to successful outcomes. Regularly reinforcing expectations to learners is likely to result in good behaviour, and this demonstrates the functioning of external discipline (Amy, 2011). This is because this type of discipline is a consequence of continuous external pressure exerted by teachers, and the bad part is that during the process learners are deprived of the chance to make their own rational judgements without any form of external coercion. Van Deuren (2012) holds the view that external discipline must go beyond punishment toward intrinsic motivation. To sum up the aforementioned it must be stated that the goal of discipline is to cultivate independent thinking skills and the ability to make decisions that promote the self-worth and goals of everyone concerned.

In a school setting discipline strives for the voluntary obedience of the learner to the influence and leadership of the teacher (Van Der Westhuizen, Oosthuizen & Wolhuter, 2008). Jinot (2018) defines discipline as the degree of order and structure that is required to maintain socially desirable learner behaviour. These two sources locate discipline in the hands of teachers at the school. It is they who set the rules and regulations that learners have to abide by or face the consequences. In other words, one's self-control towards predetermined rules is an attitude of discipline (Widagdo, Nurdyansyah, & Faujiyah, 2020). This study utilises Dzivhani's (2000) definition of discipline, which asserts that it is a state of order and compliance among learners that facilitates the achievement of the school goals.

2.2.2 Learner Discipline

Learner discipline has continued to be a challenge in schools since CP was outlawed in public schools in South Africa (Lumadi, 2019). A similar situation obtains in Eswatini. According to Chonco (2019) it is learner misbehavior that prompts teachers to maintain discipline in the school environment. School discipline policies and practices not only significantly influence learner behaviour but have a bearing on how schools, function. Learner discipline is described as an act of teaching learners to be self-disciplined so they can take responsibility for the decisions they make and appreciate why they are in their best interests (Government of Eswatini, 2018). That is why learners should be equipped to sensibly discriminate between right and wrong as well as between socially acceptable and unacceptable behaviour.

Self-control/self-discipline refers to learners' ability to control their own behaviour guided by schools' clear norms, rules and regulations and the extent to which learners can choose how to behave during classroom activities (Taipjutorus, Hansen, & Brown, 2012). Similarly, Kohn (2008), asserts that self-discipline refers to the capacity for learners to exert maximum effort in achieving desired goals while avoiding unpleasant ones. In other words, self-discipline implies the ability of a learner to practice self-control, self-restraint, and respect for self and others by not doing anything that disturb teaching and learning activities. According to Damrongpanit (2019, p.1180) "Self-discipline is one of the important fundamental qualities of each individual for self-control, awareness of responsibility and future planning, compliance with regulations, respect for differences, and value of honour". Research cites self-discipline as an important factor in school culture and is seen through socially and morally responsible

behaviour that is motivated primarily by intrinsic factors (Joubert & Serakwane, 2009; Bear, 2008; Dhlamini, 2016).

Closely linked to self-discipline is internal discipline which relates to developing learners' character to respond to different life situations through good behavior like honesty, responsibility, respect for others (Widagdo, et, al, 2020). It is behavior that is driven by one-self from within, enabling learners to make good choices for themselves following their inner being. It has to be based on the dictates of classroom rules and regulations created together. Bekiari and Tsiana (2016) are of the view that learners who not only control themselves but actively participate without the presence of the teacher are caring, help others, are internally motivated and consequently internally disciplined. Internal discipline, therefore, endows learners with habits that enable them to observe the norms and standards of good conduct when not under the teachers' supervision, norms which are eventually carried into adulthood (Semali & Vumilia, 2016). Hence it is the responsibility for all teachers in schools to inculcate the culture of self-drivenness in learners because it has long-lasting effect on their psychological development, enhancing and successfully shaping learner behaviour. Helping learners to develop internal discipline is what results in successful behaviour modification (Van Deuren, 2012).

Learner discipline is an important component of shaping the behaviour of learners. Without it a school is hampered in its efforts to achieve its core mandate of effective teaching and learning (Jinot, 2018). Learner is necessary to create a school climate conducive to good behaviour and academic performance (Van Der Westhuizen, et, al, 2008). "An orderly, disciplined, and safe, but not rigid, atmosphere reigns in schools with an effective organizational culture" (Van Der Westhuizen, et, al, 2008, p. 106).

2.2.3 Managing Learner Discipline

While discussing aspects of learner discipline I might have touched on some strategies that teachers can employ to shape learner behavior. However, those strategies may not be adequately helpful so I discuss more strategies in depth. Bear (2008) advises schools to implement a school-wide discipline programme involving reasonable policies that will govern serious and chronic behaviour problems. Developing learner self-discipline is important for the achievement of educational goals as it is the cornerstone of any kind of education, moreover,

learners who have self- discipline are thought to be good learners with a sharp intellect and empowered will (Peterson, 2016). Bear (2008) further articulates four important goals for the school-wide discipline programme as: developing self-discipline, preventing misbehaviour, correcting misbehaviour, and remediating and responding to serious and chronic behaviour problems. A detailed description of each of Bear (2008)'s goals for a school-wide discipline programme are given in the following discussion:

(a) Developing self-discipline.

Teaching and learning self-discipline is the process of teaching the mind of the learner on the practicality of being successful in achieving self-discipline or control (Peterson, 2016). Developing self-discipline is inculcated to learners through socialization at the different levels of education (Damrongpanit, 2019). In the same light, Bear (2008) advocates that teachers must implement curriculum activities that teach social, emotional, and behavioural competencies, to achieve the intended outcome. Bear (2008) further argues for the provision of multiple models of social and moral problem-solving and responsible behavior in schools. Provide multiple opportunities for learners to apply skills of social and moral problem-solving and responsible behaviour. Self-discipline is a personal quality which can be described by the approach of moral development, consequently leading to behavioural development, it thus is essential for teachers to shape learner behaviour.

(b) Reducing discipline problems in classrooms

Granted, misbehavior free classrooms do not exist, some classes are better behaved than others, all the same disruptions do happen in all classrooms. It, therefore, is the responsibility of teachers to reduce or minimize behavior problems in their classrooms. Hence Debreli and Ishanova (2019) articulate that teachers are often seen as control mechanisms in establishing classroom controls and are required to ensure that learner behaviour is properly managed. In line with the adage "prevention is better than cure" Tanase (2020) asserts that it is preferable to prevent misbehavior than to correct it. Sueb, Hashim, Hashim and Izam (2020) opine that learners behave differently in different situations, therefore teachers should desist from adopting only one strategy to curb misbehaviour, since there is no one model for discipline. Teachers are advised to avail themselves of the opportunity and encourage learners to actively participate in decision-making, on issues that involve them, like formulating classroom rules and consequences for breaking them (Bear, 2008). It is also essential for teachers to establish and clearly explain classroom routines and procedures, then practice them from the first day of

school and followed thereafter, create a sense of community or always paying attention to classroom activities (Harris County Department of Education, 2014).

Furthermore, teachers should guide and assist poor performing learners, use interesting and motivating classroom activities and ensure a conducive classroom climate for learning (Sueb, Hashim, Hashim & Izam, 2020). Regarding their behaviour, teachers should both use positive and proactive techniques for increasing the likelihood that learners exhibit appropriate behaviour. Teachers should exhibit warmth, acceptance, and support, developing a positive relationship with every learner in their classrooms, seeking to promote positive relationships and a sense of community among the learners themselves (Bear, 2008). These are but some of the strategies that a teacher can adopt to prevent discipline problems during teaching and learning activities in the classroom, using the most appropriate strategy for every bad behaviour exhibited.

(c) Correcting misbehavior

Some teachers tend to use punitive or replacement techniques, but when punishment is used, it is not used in a way that it corrects unwanted behaviour (Bear, 2008). Which is why opportunities must be taken to teach appropriate behaviour and to help develop self-discipline, as articulated during the discussion of learner discipline, preventing future behaviour problems. When used correctly, punishment must range from verbal reprimands to taking away privileges (Bear, 2008). The replacement ethic focuses on teaching and strengthening desired behaviour that might replace the undesired behaviour. Examples of replacement techniques include direct instruction, positive reinforcement, modelling, social problem-solving, conflict resolution, and anger-management training.

Tanase (2020) on the other hand, thinks that to correct bad behavior or to deescalate it in classrooms, teachers can either use non-verbal or verbal interventions. According to Deivasigamani (2019), non-verbal communication is a critical aspect of interpersonal classroom, because it enables teachers to send messages across without damaging the classroom climate. Teachers are thus advised to use non-verbal cues like facial expression, gestures, eye contact/eye-gaze, body language, proximity, posture, touch, and signal interference to alert the misbehaving learner that your attention her or him (Wada, 2016; Tanase, 2020; Deivasigamani, 2019). Non-Verbal communication has to do with sending your message across, through body language (Deivasigamani, 2019). However, teachers should be

able to use them correctly, they can sometimes conflict with what the teacher is saying and asking learners to do (Wada, 2016). The expectation is that the learner will understand that whatever activity is done has to come to a stop forthwith. But when the non-verbal interventions fail, teachers can then employ verbal interventions like the use of humor, reinforcement of positive behaviour, attention getters, and the touch-and-go strategy. (Tanase, 2020). Whichever strategy a teacher decides to adopt at any given time, the teacher should avoid escalating small behaviours by dwelling on the issue, engaging in power struggles with the learners, or publicly humiliating the learners (Tanase, 2020).

(d) Remedying and responding to chronic and serious behaviour problems

Learners with serious behaviour problems are at high risk of future anti-social and criminal behaviour especially where there are additional family-level troubles (Stevens, 2018). Learners' behaviour problems include injuring other learners, bearing weapons or being severely disruptive in class, resistant to interventions/reoffending, and requiring more comprehensive assistance (Stadler, 2017; Bear, 2008). Teachers are tasked with managing all sorts of behaviour problems shown by learners. To remediate and respond to chronic and serious behaviour problems teachers can use the same strategies used when correcting misbehaviour. The difference is that such strategies are used more frequently (Bear, 2008). Stadler (2017) advises that under serious circumstances schools should follow their laid down guidelines for dealing with such. The guidelines should be used to compare similar cases (current with previous ones) to address behavioural difficulties.

Shaping learner behaviour through a school-wide discipline programme is an ongoing process involving different strategies and activities, some of which can only be implemented after the implementation of others. Discipline has its long-term aim of developing self-control and self-direction, to enable learners to direct their behavior to the expected standards (Widagdo, et, al, 2020). In the process of raising learners who are independent thinkers, capable of making good decisions, teachers will constantly involve learners in taking class decisions, for the learners to own the decisions, thus preventing unwanted behaviours (Bear, 2008). To those learners who will show glimpses of bad behaviour, the teacher will use that opportunity to teach them about the expected behavior as per the school or classroom rules, to correct bad behavior. For serious offences, teachers are to engage the administration to help. The school-wide discipline programme is meant to shape learner behavior through processes in which they participate, to

realize the objectives of the exercise. Local schools can effectively shape their learner behaviours through the school-wide discipline programme.

Joubert and Serakwane (2009), on the other hand, assert that, to manage learner behaviour, teachers can use three models of classroom management: assertive discipline, logical consequences, and teacher-effectiveness training. Assertive discipline focuses on rewards and punishment, while logical consequences focus on learners' need for social recognition. Effectiveness training emphasises the importance of teaching learners to regulate and manage their own behaviour, rather than employing power-based strategies. From Bear (2008), Joubert and Serakwane (2009)'s strategies of managing learner behaviour, it is evident that teachers need to assess cases individually, and to identify appropriate action to be taken, per case. Teachers also need to identify mistaken goals, and deal with them (Joubert and Serakwane, 2009). "To be successful, teachers must be able to establish appropriate learner behaviour in their classrooms to maximize the time that they and their learners spend on learning" (Sieberer-Nagler, 2016, p163). In the school context, strategies of managing learner discipline may include implementing a school-wide discipline programme, use of rewards, practising PD, involve learners in decision-making, and more. Helping learners to understand and follow these strategies is useful in shaping their discipline.

Osher, Bear, Sprague and Doyle (2010) carried-out a survey of three approaches to improving school discipline practices and learner behaviour: ecological approaches to classroom management; school-wide positive behavioural supports; and social and emotional learning. Osher, Bear, Sprague and Doyle (2010) postulate in their study, that using a school-wide positive behaviour Interventions and Supports (SWPBIS), schools can be able to manage learner behaviour. SWPBIS are school-wide systems used to communicate and teach rules while rewarding learners for following them, and are also used as function-based behavioural interventions (Horner, Sugai, Todd, & Lewis-Palmer, 2005). Sharing the same idea, Chitiyo (2016) describes SWPBIS as a framework that utilizes proactive evidence-based approaches to address the occurrence of unwanted behaviour and promote positive school environments that facilitate social and academic success for all learners. This means that for a teacher who is using this strategy must involve both misbehaving and well-behaving learners. While putting the intervention into place for misbehaving learners the teacher on the other hand will be rewarding positive behaviour (Luman, 2018). The function based behavioural interventions plan first lists the problem behaviour, and then describes why such behaviour is happening,

and finally, puts in place strategies or supports to help with the undesirable behaviour. It is not every learner that gets subjected to the behavioural interventions plan but is only meant for learners who have a lot of trouble behaving appropriately. The plan is only put to practice when the behaviour of the learner gets in the way of his or her learning (Luman, 2018). Madigan, Cross, Smolkowski, and Strycker (2016) posit that SWPBIS is intended to improve the overall success of schools as learning environments by increasing: the amount of time learners spends in school, the proportion of minutes that classrooms are engaged in instruction, and the level of learner academic engagement during instruction. This was possible because SWPBIS reduced problem behaviour and improved school environment (Madigan, Cross, Smolkowski, & Strycker, 2016; Horner, Sugai, & Anderson, 2010; Osher, Bear, Sprague, & Doyle, 2010; Waasdorp, Bradshaw, & Leaf, 2012). From my experience as a teacher, I know that teachers shy away from strategies they deem unworkable. They would rather resort to short cuts such as CP to temporally stop unwanted behaviour, much against the dictates of the MoET that positive discipline should be used to correct wayward behaviour. There are enablers of adoption, implementation, and sustainability of school practices associated with SWPBIS that the school leadership is advised to adopt (Pinkelman, McIntosh, Rasplica, Berg, & Strickland-Cohen, 2015). Effective Head teachers in implementing SWPBIS, are those who are; actively involved in school's operations and practice a transformational leadership style, as they also act as facilitators in the process (Forman, Olin, Hoagwood, Crowe, & Saka, 2009).

Continued professional development and technical assistance, is expected to be provided to staff, for effective implementation and sustainability of SWPBIS (Forman et al., 2009). Ashley (2016) explicates that schools need a multi-tiered system (sustainable model) of support that address both school-wide culture and individual learners to be effective. In designing a sustainable model individual school's action plan must be geared toward each school's needs (Ashley, 2016). The SWPBIS process begins with building capacity and ensuring its sustainability, followed by the establishment of collaborating teams to track observable behaviours, identification of patterns and changes to prevent escalation and subsequently support learners (Pinkelman et al., 2015; Ashley, 2016). Waasdorp, Bradshaw, and Leaf (2012) further explain that schools must also establish a set of positively stated, school-wide expectations for learner behaviour, taught to all learners and staff, to prevent disruptive behaviour and enhance organizational climate.

According to Ashley (2016), misconduct and disruptive behaviour problems pose a significant concern for learners' psychological and mental development, and teachers are always stressed due to learner misbehaviour. Researchers have presupposed that if schools want to manage learner behaviour, they can effectively do that using SWPBIS (Horner, Sugai, & Anderson, 2010; Osher, Bear, Sprague, & Doyle, 2010). In a school situation, helping learners to understand and follow the SWPBIS program is useful in shaping learner discipline. Through this study, I hope to learn what strategies the participating schools employ to manage learner disciple.

2.3 Understanding Organization, Culture and Organizational Culture

In this section I describe an organization. I also define and explain culture in general. I end the section by examining organizational culture. Understanding culture in general and organizational culture is important for a study of this nature because schools are also organizations (Chermin & Nijhof, 2005).

2.3.1 The Term 'Organization'

According to Brzychcy (2019) the meaning of the term organization resides in the Greek word "organon", translated to mean creating order, harmony and completeness. Small (2017) defines an organization as a 'system of co-ordinated actions among individuals and groups who have different preferences, information, interests or knowledge. This study defines an organization as a group of people associated by some common tie or professional obligation and regarded as an institution. An organization is composed of individuals whose behaviour patterns represent an integral part of the psychosocial system and impacts the way individuals carry out their mandate or activities (Small, 2017). Within organizations there are hierarchies of authority responsible for dividing organizational labour. There's also work specialization and rules and regulations which guide stakeholders' activities as they work towards achieving organizational objectives. Ololube (2017) says that every organization requires obedience to its rules and regulations for its goals to be achieved. At school level rules and regulations are formulated to guide stakeholders' behaviour hence schools use them to shape learner behaviour. Consistence in implementing school rules results in unique ways of doing things. This is known as school culture.

Brzychcy (2019) sees an organization as typically operating within such intersecting factors as: social (community way of life) and political (how the community is governed). These have a profound impact on the functioning and growth of an organization; indeed, they largely determine organizational behaviour (Brzychcy, 2019). This is because members of an organization are part of a larger community whose activities and behaviour directly influence those of the organization. Aldrich and Pfeffer (1976) likewise concur that organizations actively monitor their environment with the aim of identifying successful practices in other organizations and adopting them. Such best practices may be in the form of innovations on conduct. Schools should study their environments so as to adapt their activities towards shaping learner behaviour positively while forging healthy relationships with their environments (Brzychcy, 2019). Regardless of the situation, it is important to note that organizations are not only passive beneficiaries of environmental impact. Instead, they have the ability to actively modify their environment, as stated by Aldrich and Pfeffer in 1976. Merx-Chermin and Nijhof (2005, p. 135) claim that "schools cannot be just seen as organizations but learning organizations, organizations understand that it is necessary to integrate their initiatives in organizational learning, knowledge creation and innovation for the benefit of the organization, to find a better way to adjust to discontinuous change and finally gain innovative power". This line of thinking urges organizations not to be satisfied with the status quo but should be open to innovations to keep relevant to an ever-changing world.

2.3.2 What is Culture?

Obeidat, Shannak, Masa'deh and Al-Jarrah (2012, p.513) observe that, "culture is one of those items that defy a single all-purpose definition and there are almost as many meanings of culture as people using the term". This is likely because people in different organizations experience culture differently. Back in (1995) Brake, Walkerm, and Walker defined culture as basic values, attitudes, beliefs, and ways of thinking about how the world works as well as how individuals and groups, function. Singer, Dressler, George, Baquet, Bell, Burhansstipanov and Gravlee (2016) elucidate that culture is an adopted and shared plan by which people experience the world or believe about the nature of reality. Culture encompasses the collective behaviours, interactions, and decision-making processes of individuals as they collaborate, negotiate, and resolve conflicts to establish shared understandings and agreements.

de Munck and Bennardo (2019) view culture as a system that provides the conceptual tools to establish order and meaning to an otherwise chaotic situation. This is to say that without culture life would be chaotic due to the absence of a system of maintaining order. Hence Kagawa, Dressler, and George (2016) argue that culture is essential for humans to exist. Ledeneva, Terekhova, Shadrina, Kuliev, and Gvozdeva (2018) posit that the creation of culture is a long process with twists and turns mirroring man's dynamic relationship with his surroundings. Stakeholders in organizations need to understand and patiently allow the process to evolve as they undertake the winding journey of creating suitable cultures for their situations and environments.

Because culture is dynamic, it enables organizational members to adapt and evolve in response to changing conditions in the physical, social and political environments of an organization (Singer, et al., 2016). Similarly, Gomeseria (2019) opines that culture is an adaptive mechanism allowing an organization to survive through changing environments by making needed adjustments in-line with changes in the environment where the organization is situated. That is why members of an organization ought to respond to changes in their environment and maintain their integrity, viability, and relevance while working towards the achievement of organizational goals (Singer, et al., 2016). Obeidat, et al., (2012) insightfully point out that understanding of culture is the awareness of its visible and invisible aspects such as explicit and observable cultural facets, norms and practices. Singer, et al., (2016) articulate the need to understand the meaning, reasoning, and variations behind particular practices if we are to understand how organizations go about changing negative behaviour. Achieving this goal is a daunting task because individuals in organizations are members of multiple cultures and social identities necessitating code switching through the values and behaviours of these groups (Singer, et al., 2016). Gould and Grein (2009) also believe that a person may be a member of one culture such as a national culture while being influenced by another national culture in which he or she is not a member. This shows the real likelihood of conflict of interest among stakeholders.

Groysberg, Lee, Price and Cheng (2018) assert that culture shapes attitudes and behaviours in different and robust ways because cultural norms define what is encouraged, discouraged, accepted, or rejected within a group. This is why culture is important in shaping discipline in

organizations and schools. Culture can animate a common vision that fosters an organization's capacity to thrive when properly aligned with personal values, drives, and needs (Groysberg, et al., 2018). Groysberg, et al., (2018) identify four generally accepted attributes of culture as being shared, pervasive, enduring, and implicit.

Firstly, we speak of culture as shared because all its constituents are shared realities that include collective beliefs, values, activities, attitudes and behaviours (Wan, Torelli, & Chiu, 2010). Culture cannot exist solely within a single person but resides in shared behaviours, values, and assumptions of a group of people (Groysberg, et al., 2018). Repeated interactions during group activities provide opportunities for people to form shared norms and reputation systems (Uchida, Takemura, Fukushima, Saizen, Kawamura, Hitokoto, & Yoshikawa, 2019). Indeed, working as a group is a recipe for the creation and sustainability of positive cultures in organizations.

Secondly, culture influences everything in an organization: dress code, practices, and learning, manifested in collective behaviours, environments, rituals, symbols, stories, and legends (Peterson & Deal, 1998; Firestone & Wilson, 1985; Newmann & Associates, 1996). Because it permeates multiple levels and broadly characterizes an organization culture gets fused into the organization itself (Groysberg, et al., 2018). It is rather usual for an organization and its culture to be seen as the same thing. It would be of interest in the current study to explore how schools use culture to shape learner discipline.

Thirdly culture is enduring because it informs the thoughts and actions of group members over the long term (Groysberg, et al., 2018). Cai and Jing (2019) agree that cultural heritage has survived the assaults of modernization because culture is dynamic and moves and changes with the changing times. Odiakaose (2018) agrees that culture's endurance can be attributed to the fact that it develops through critical moments in the collective life of a group. It is reasonable to conclude that culture is a self-reinforcing social pattern that grows increasingly resistant to change and outside influences.

Fourthly, implicit culture refers to the aspect of culture that defies articulation while reflecting personal experiences (Oseledchik, Ivleva, & Ivlev, 2017). Birukou, Blanzieri and Giorgini (2011) state that culture's implicitness speaks to it's not being readily available to all community members while sometimes accessible to individuals. This is to say that in an organization people have the basic understanding of organizational culture but they are not aware how culture subsequently affects their thoughts, feelings, and actions (effects–awareness) (Lizardo, 2020). Research shows that because implicit culture is not consciously represented it unconsciously influences individuals' behaviours (Aydinli, Bender, Chasiotis, van de Vijver, Cemalcilar, Chong & Yue, 2016; Ahearne, 2009). Groysberg, et al. (2018) assert that people are hardwired to recognize and respond to culture instinctively. Seen in that light culture is a kind of silent language.

Culture is a human attribute because all human behaviour is culturally informed (Singer, et al., 2016). By constantly evolving through multidimensional multi-level processes that encompasses all aspects of the human condition, culture shows its ability to meet the needs of present and future generations. Culture can be described as a system of interrelated and interactive parts working and forming an organization. Human interactions are dynamic but chiefly characterized by response to change (Groysberg, et al., 2018). The onus is on the leaders and stakeholders to level the ground and make suitable conditions for good organizational culture to blossom or thrive and enable organizations to shape learner behaviour in schools.

2.3.3 Organizational Culture

In defining organizational culture, Schein (1984, p. 3) postulates that:

> *organizational culture is the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.*

Some scholars see organizational culture as representing the way members of a society share unique ways of doing things. Seen in this light organizational culture provides a setting for conducting organizational behaviour, relationships, and decision-making in the working

environment (Doan, 2015; Corfield & Paton, 2016; Sempane, Rieger & Roodt, 2002). Organizational culture is a collection of plausible conducts that have a significant influence on employee behaviour at the workplace (Sempane, Rieger & Roodt, 2002). Zeyada (2018) believes that organizational culture reflects individually shared values in an organization, which in turn, affects the humanitarian aspects of the organization and in the concrete behaviour of those individuals. Organizational culture is a set of beliefs, values, norms, and assumptions that are shared by members of an organization. Embedded within these definitions of organizational culture is the concept of altering behaviour to facilitate learning.

Laying a strong foundation coupled with well organised sustainability strategies of positive school culture from the inception of a school is deemed vital for its effectiveness (Schein, 2010). Organizational cultures vary in strength and stability depending on the length and emotional intensity of their history. According to Watkins (2013) organizational culture is "how organizations do things" by following a specific structure, procedures and incentives that produce shared behavioural outputs. While Shein (2004) sees organizational culture referring the dynamic set of regulations, structures, procedures, guidelines and norms that influence organizational behaviour. Hattangadi (2017), on the other hand believes that culture is a very important because it dictates the organization's image in the eyes of the public.

Lesinger, Dagli, Yusoff, Gazi and Aksa (2016) conducted a study on the relationship between school culture, instructional leadership, and organizational trust of secondary school head teachers in Northern Cyprus. The study indicated that organizational culture comes from the co-existence of stakeholders who create a culture consisting of their own values and norms in their organizational culture while sharing the common values of this culture. Because organizational culture consists of what individual members view as important to them as individuals and as groups, it is created based on stakeholders' needs. Schein (1984) suggests that organizational culture consists of internal and external patterns. The internal organizational culture enhances the relationship of employees within an institution while the external environment contains both physical and social aspects that have strong bearing on organizational behaviour (Doan, 2015).

A study by Sun (2008) in China viewed the implications of organizational culture on peoples' behaviour and thoughts from different perspectives. Sun (2008) concluded that successful organizations have strong cultures that enable them to attract new members while holding on

to old members of staff who are good performers by rewarding people for performing roles and achieving goals. It also emerged that strong cultures are usually characterized by dedication and co-operation in the service of common values. Local schools should learn that if they create positive cultures, they are bound to attract good teachers and learners to hold their ground as successful stakeholders. This practice can see schools create a unity and shape positive behaviour. Hattangadi (2017) argues that the shared traditions, values, and beliefs have a great effect on how people behave in organizations. Schein's (1984) question as to why people behave differently in different organizations is answered by Hattangadi's view. Good organizational behaviour is influenced by the school's belief systems and how stakeholders go about performing their everyday activities while striving to advance organizational goals.

Research shows that models of culture are constituents of different observable organizational events that are exhibited during interactions by stakeholders (Schein, 2010; Mesoudi, 2009). The way an individual (part of a larger group) behaves mirrors how the group behaves. Schein (2010) also claims that the language people use during their interactions together with the customs and traditions of the organizations evolve. Worth noting is that different groups adjust to the same environment in different ways, that is why Mesoudi (2009, p. 13) can plausibly claim that "Two societies living in the same environment can have entirely different behavioural practices". Russ (2014) shares a similar view that culture has many meanings in many contexts.

Schein (2010) posits that models of culture are not limited to but include the following among other aspects: espoused values, rules of the game, shared symbols, school climate, formal rituals and celebrations. In his discussion of espoused values, Schein (2010) says that they are articulated publicly thereby announcing principles and values that the group is striving to achieve. Organizational values develop organizational norms, guidelines, or expectations that prescribe appropriate behaviour by stakeholders in particular situations and direct the behaviour of organizational members toward one another (Thomas, 2013; Schein, 2010; Bourne, Jenkins & Parry, 2019). Espoused beliefs and values may include school history, school's relationships with its surrounding, schools' celebrations and griefs resulting in trust, cooperation, collegiality, and organizational commitment (Kaplan & Owings, 2013). On the same note, Chumg, Seaton, Cooke, and Ding (2016) emphasize that values represent the organization's viewpoint or thinking, its targets as well as strategies of achieving those targets. Thomas **(**2013) opines that the congruence between personal and organizational values could

be used to understand ethical practices and work behaviours that affects all stakeholders. Organizations can take advantage of such a congruence to tap into these values to improve organizational behaviour.

Bourne, Jenkins and Parry (2017) argue that espoused values are collective value statements that exist as a basis for organizational activity and performance. Causey (2017) feels that if an organization does not know its values it will create a culture without a clear identity or depth. This shows the importance of culture to influence stakeholders' behaviour. Espoused values are also linked to organizational performance, social integration, and organizational commitment (Howell et al. 2012; Jonsen, Galunic, Weeks, & Braga, 2015; Grøgaard & Colman 2016). Luinstra (2019) suggests that leaders write their organizational values to communicate their vision to employees since organizational members may have varying values at the initial stage of an organization. Luinstra (2019) further asserts that written down values must be merged to a growing consensus of values as time passes. Values are determinants of social behaviour and social action that influences organizational culture and how stakeholders view the organization and the way it operates (Aggarwal & Mohendra, 2010). Since values determine the behaviour of organizational members, they are very important in shaping learner discipline in schools. In the local context, we have schools, which were built by Missionaries (Mission Schools) and are known to have rules anchored to religious beliefs about the kind of behaviour and acceptable dress code for both learners and teachers. This is why the behaviour of stakeholders in missionary schools is more acceptable. That is why through my study will I seek to understand the schools' espoused values and how the participating schools use their espoused values to shape learner discipline.

Another aspect of the organizational culture discussed by Schein (2010) is rules of the game. Rules of the game are described as the unwritten rules for getting along in an organization. They are the ropes that newcomers to the organization (school) must learn to become accepted members. In short rules of the game reflect the unique way of doing things within an organization and they positively influence learner discipline because they direct how stakeholders behave (Schein, 2010). In a school context, rules of the game may include statements like no smoking; no bringing of weapons to school; no late coming, no fighting, and so on and so forth. Helping learners to understand and follow the rules of the game is useful in shaping learner discipline.

The school climate is yet another important aspect of the model of organizational culture since it indicates the quality of a school's environment (Shinde, Weiss, Varghese, Khandeparkar, Pereira, Bernadette, Amit, Rajesh, David, George, & Patel, 2018). An organizational climate is conveyed by the physical layout and the way in which members of the organization interact with each other as well as with other stakeholders and even with the community in which it is located (Schein, 2010). It is important to create a positive climate characterized by trusting relationships, respect, support, fairness and consideration of others. A friendly climate facilitates the development of positive organizational culture (Gage, Larson, Sugai, & Chafouleas, 2016). Good organizational climate assures a promising for preventing social or behavioural and academic difficulties and enforcing good behaviour in learners. In the school context creating a conducive climate is important because learners are likely to behave positively when they feel safe and supported. Conversely, they will misbehave when they are fearful, traumatized, or overcome with emotion (Darling-Hammond & Cook-Harvey, 2018). Gage, Larson, Sugai and Chafouleas (2016) hold a similar view that learners who have a positive perception of their schools are less likely to engage in deviant behaviours. That's why schools must strive to create a climate that will support the development of positive behaviour in the learners. Stakeholders can go all out to create positive school climate by creating good working relationships; practising ways of interpreting and responding positively to stressful happenings/events; having good relationships with learner's parents; treating learners equal or applying the rules of the game uniformly (Cohen, 2013). A positive school culture has school practices that enable stakeholders to produce, learn about, and engage in sound educational programming reflected in how they treat, support, and communicate with each other (Morris, Lummis, Lock, Ferguson, Hill, & Nykiel, 2019; Rhodes, Stevens, & Hemmings, 2011). My study will assist me understand how the schools in question create a positive school climate and culture.

Culture is related to the history and traditions of an organization and stakeholders' relationships which are transmitted and constructed through shared symbols (Camacho, Coto, & Jorgensen, 2018). Schein (2010) holds a view to the effect that shared meanings are emergent understandings that are created by group members as they interact with each other in an organization. In other words, symbols represent cultural values and beliefs since they are not perceived by the sense of touch (Deal & Peterson, 1999). According to Deal and Peterson (1999) symbols are representative of what organization stakeholders stand and wish for. They thus play a powerful role in cultural cohesion and pride at large. Symbols give meaning to an

organization consequently influencing behaviour (Deal & Peterson, 1999). It is for this reason that teachers and head teachers should use the power of symbols to influence good learner behaviour. In the context of schools shared symbols can come in the form of classroom designs, teaching and learning methods, assessment systems, technologies or principles that give a sense of identity to the schools (Camacho, Coto & Jørgensen, 2018). This study will be enriched by ascertaining the school's shared symbols and how they use them in shaping learner behaviour.

Formal rituals and celebrations are another feature of Schein's (2010) model of culture. Rituals and celebrations reflect how organizations celebrate key events that reflect important values for members such as academic achievements or even winning in competitions (Kwiatkowski, 2016; Schein, 2010). Sueldo and Streimikiene (2018) define formal rituals and celebrations as input and output of richly encoded information on organizational culture transmitted within an organization and its surroundings. Ritual action is a form of social action in which values and identity are publicly demonstrated within the context of a specific occasion or event (Islam & Zyphur, 2009). When stakeholders in an organization celebrate achievements as a unit such action contributes to the creation of positive organizational culture which plays a pivotal role in shaping learner discipline in schools. Rituals and celebrations may include mourning losses and celebrating success together. These could be in the form of speech and prize presentation, celebrating a win together, comforting a colleague for the loss of a loved one and more. Raudys (2018) explains that rituals and celebrations are vital in shaping learner discipline and advocates that the school day and school year be punctuated with time for fun to help learners engage with each other in events that build relationships and morale in the school. The same strategy of introducing rituals for learners at classroom level can be adopted for school-wide events. These can help learners to understand how following school rituals and celebrations are useful in shaping their discipline. This study seeks to understand the significance that the participating schools attach to rituals and celebrations and the influence these have on learner behaviour.

According to Odor (2018) culture manifests itself in different ways such as observable artifacts, values, and basic underlying assumptions in addition to the above discussed features of organizational culture. Having already discussed the concept of values I want to proceed and discuss artefact and underlying levels in the two subsequent paragraphs. The first is the artifacts level. Artifacts are symbols of culture which include any tangible, evident or verbally identifiable elements in an organization (Schein, 2004; Sun, 2008 & Hattangadi, 2017).

Artifacts may be architectural, cultural, organizational stories, built-in space for movement, visuals, furniture, dress code, buildings, behaviour patterns, trophies won, or school logo (Hattangadi, 2017; Kaplan, & Owings, 2013). Artifacts are important in portraying the culture of an organization because they tell what the organization values or how it does its business (Causey, 2017).

Artifacts are not only visible to employees but to external parties who might be studying the organization keenly. This is why it is important for stakeholders to develop artefacts that will communicate the message for stakeholders and the outside world (Causey, 2017). The capacity of artefacts to send out the desired message makes them ideal for shaping leaner discipline since they express organizational values and expectations (Causey, 2017). Artefacts can decide the culture of an organization (Hattangadi, 2017) which in turn influences the way learner discipline is shaped in schools. Deal and Peterson (1999) are of the view that that physical setting and the school's symbolic appearance has a significant influence on learner behaviour. Artefacts portray school culture to the community and the learner. Learners understanding of the artefacts helps shape learner discipline. This study seeks to understand how the schools in question employ artefacts to communicate its ethos.

The level of basic underlying assumptions is the last of Schein's levels of culture. Assumptions are deeply held beliefs in an organization that are not objectively observable but nevertheless manifest themselves in the behaviour of stakeholders (Bailey, Benson & Bruner, 2017: Johnson, Nguyen, Groth, Wang, & Ng). A similar designation is given by Hattangadi (2017) in the view that assumptions are integrated into work culture making them easy to recognize in stakeholders' behaviour. Kaplan and Owings (2013) assert that underlying assumptions have to do with the relationship of stakeholders to their environment, the nature of reality, time and space, the nature of human activity and human relationships. Organizational relationships influence the development of stakeholders' behaviour. It is for this reason they are ideal for shaping learner behaviour because they are concerned with the correct way to think, talk, perceive, feel, or act in certain situations. They help stakeholders form their own judgments, make meaning of things and draw conclusions about the expected way of doings things.

Assumptions are embedded in the day- to- day lives of organizations and any violation of such beliefs is unacceptable. This necessitates that set of rules and regulations are in place to restrict people and should bind, inspire, and encourage them to work together (Bipath & Moyo, 2012).

Assumptions develop from the organizational values and tell the story of the dynamic interaction of stakeholders (Schein, 1984; Schein, 1988). Organizational culture rests on stakeholders' assumptions about the organization and may include acceptable behavior such as involving stakeholders, distributing leadership and sharing decision-making (Marker, 2009). Organizational culture is based on repeated achievement which then leads to taking things for granted and resulting in the creation of assumptions on how to go about performing school activities (Schein, 1984).

The use of a strategy whose merit is no longer questioned makes it difficult for schools to unlearn such assumptions even when need arises (Schein, 1988). Stakeholders in schools should constantly freshen up their culture to keep up with changing times so that the school can nurture competent and well-behaved learners. Stakeholders should therefore see to it that whatever culture is developed in schools is one they can sustain and modify when necessary. This is important because assumptions are part of the belief system helping learners form judgments, make meaning and draw conclusions about their expected behavior. This can contribute significantly in shaping learner discipline.

The conspicuousness of culture is often a key distinguishing feature of organizations (Trew, 2018). Organizational culture facilitates the coordination and control members' actions. This means that school heads should nurture strong cultures to shape learner discipline (Trew, 2018). Culture exists at multiple levels of an organization where values, norms and assumptions have an influence on the stakeholders' behavior since people use these values, norms and assumptions in guiding their decisions and behaviors (Reddy, 2017).

2.4 The Notion of School Culture

In the proceeding section I defined and articulated culture in general, and ended the section with a discussion of organizational culture. Because a school is an organization most of the discussion on organizational culture also applies to schools. The next section discusses the school culture, types of school culture, positive, and negative cultures and ends with a typology of school culture.

2.4.1 School Culture

School culture can also be an integrated practice, symbols, values and ideals that are constructed and shared in schools from one generation of learners to the next and are constantly modified (Causadias, Atkin &Vitriol, 2018; Humphries & Burns, 2015; Macneil, Prater & Busch, 2009). Deal and Peterson (1999) assert that school culture has to do with the way people do things in their school, their collegial relationships which include teacher's attitudes towards their work as well as to their learners. Schein (2013) adds that school culture is a pattern of shared basic assumptions learned by a group. It minimizes the schools' problems of adapting to its environment as well as internal interactions, which enables joint learning in the school environment. Lesinger, Dagli, Yusoff, Gazi and Aksa (2016) attest to the fact that beyond the formal cooperation and rules, culture brings unity and identity to a school which affects all aspects of school life. The schools' explicitly articulated and collectively held beliefs and principles provide the organization's members with a clear understanding of their identity in connection to the organization, which happens to be its distinctiveness as a group (Kaplan & Owings, 2013). In this study school culture will mean the way schools do things, stakeholders' interactions and how stakeholders reach common grounds when disagreements emerge, what they value and their assumptions. School culture is thus shaped and influenced by stakeholders' values, perceptions, habits, and behaviour (of locals and people from surrounding areas), education and school policies (Rahayu, Ulfatin & Wiyono, 2017).

School culture is an important determinant of well-behaved learners, achievement, and the success of a school vision (Sabancı, Şahin, Sönmez, & Yılmaz, 2017). This is true because school culture is a system of social interaction between individuals, the system of relationships, beliefs, and norms that gives a special identification to the school (Ali, Sharma & Zaman, 2017). Schools that have strong ties among stakeholders might expect a more favourable atmosphere to promote improved behaviour. Teachers who foster safe learning environments and enjoyable learning experiences have an easier time cultivating good relations and a sense of belonging (Roffey, 2012; Juang & Silbereisen, 2002). Norms can regulate and modify learner behavior making learners feel comfortable and part of the school community (sense of belonging) (Roffey, 2012).

Ali, Sharma, and Zaman (2017) remind us that because schools are social institutions they are not immune to the behaviours of the people in their surroundings. This means schools have the twin responsibility to on the hand foster positive learner behaviour within the school, while on the other hand warding off bad influences from the neighborhood. School cultures are complex webs of stories, traditions, and rituals which develop over time as stakeholders deal with their griefs and successes and for that reason it is not simple or straightforward (Deal & Peterson, 2016). Building a positive school culture is a long and winding road and stakeholders must see it as such and work together to realize it.

While the establishment and sustainability of school culture may be intricate, they possess the capacity to either facilitate or hinder constructive transformation (Southwest Educational Development Laboratory, 1992). Since school culture shapes peoples' thoughts, beliefs and behaviour, the teacher's personal values are thus reflected in the culture of the school greatly influences learners (Deal & Peterson, 1999). Earlier on it was mentioned that the process of building a school culture is not easy and only emerges through trial and error (Ward, 2019). Ward (2019) further notes that stakeholder's effort at negotiating or figuring out common ground among themselves can be time-consuming and frustrating if it fails. It is therefore important for schools to have a specific set of language, actions, and routines designed to make stakeholders feel comfortable and important thus ensuring positive behaviour (Frey, Fisher & Pumpian, 2012). When schools are effectively disciplined learner behaviour translates to academic performance and credit to teachers (Stanley, 2014; Bennett, 2017). Research shows that creating suitably positive school cultures is key to raising well-behaved learners (Bennett, 2017; Eubank, 2012; Bell, Van Horne & Cheng 2017).

An improved school culture contributes to improved learner discipline. Lesinger, Dagli, Yusoff, Gazi and Aksa (2016) argue that stakeholders who maintain and adapt to a school culture are more satisfied and efficient compared to those who do not maintain and adapt to their school culture. This is why it is important for schools to create, maintain and adapt their culture in response to the demands of their changing times and environments. Kaplan and Owings (2013) believe that school culture shapes the organization by strengthening shared meaning among employees thus serving a variety of functions inside the school. Fundamental functions of school culture may include the formation of a sense of identity, increased

commitment, working towards realization of school vision and setting standards for behaviour (Lesinger et al. 2016; Kaplan & Owings, 2013).

When a culture is clearly defined and perceptions and values are shared it fosters in the school stakeholders a sense of who they are (identity) as well as their uniqueness as a group (Kaplan & Owings, 2013). By identifying with their school and its activities learners are more prone to exhibit positive behaviour patterns that vindicate the school ethos and effectively shape learner behaviour. A school cultural identity is very important in shaping learner discipline because it acts as a catalyst in driving everything done in that school (Hurtado & Carter, 1997). Culture fosters increasing commitment to group interest (school vision) rather than individual self-interest by stakeholders (Kaplan & Owings, 2013). Culture guides stakeholders' words and actions thereby providing behavioural consistency by specifying appropriate norms as well as unwritten rules of standards of behaviour (Kaplan & Owings, 2013). According to Kaplan and Owings (2013) shared cultural values, beliefs, and practices direct behaviour through informal rules (institutionalized norms) that members generally follow. This enhances the social system's stability to reinforce and shape the culture in a self-repeating cycle (Social control). Teachers are expected to create school norms that instil positive values in their classes so as to help learners make informed decisions and choices about conduct.

Shafer (2018) argues that overlapping and cohesive interactions among all school members results in a strong culture. I likewise engaged participants on their initiatives to improve their school culture. I probed to find out how they went about shaping their stakeholders' minds and attitudes so that they would in turn shape school culture (Kartal, 2016; Bambrick-Santoyo, 2013). "School culture is manifested, developed, maintained and transformed by the sharing of beliefs, values and norms amongst teachers resulting in commonality of purpose and actions intended to improve the learning of both learners and teachers" (Ali, Sharma & Zaman, 2016, p.54). It is the aim of every school to work as a well-coordinated team guided by the same rules and regulations for achieving shared goals.

Stoll (1998) identifies five factors that influence school culture: the school's age, school's external context, level of learning (primary or secondary school), learners themselves, their social-class background, and changes in society. We will look at each one in turn.

(a) The school's age

Stoll (1998) suggests three phases that the school goes in its development. These are: the establishment stage, the development stage, and the maturity/stagnation and decline stage.
The first stage sees stakeholders paying attention to the establishment and achievement of varying objectives in each such stage. Stoll (1998) opines that at the establishment of a school its dominant values emanate from its founders who make school culture explicit. The school values are clarified, its unique identity articulated and shared with newcomers in the form of teachers, learners, or parents. At this stage of the school attempts by teachers to shape learner discipline can be successful because the schools' expectations from stakeholders are still fresh with everyone working tirelessly to create and maintain a safe, orderly, and positive learning environment (Semali & Vumilia, 2016). To shape learner discipline teachers develop academic behavior which include teacher and learner attendance and classroom activities (Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, & Beechum, 2012).

The second stage is known as the mid-life. The school is well established now though there is still a need to continue growing and renewing. In the course of time the internal and external context of the school changes and this may lead to the development of sub-cultures from within that making it difficult to articulate and understand the school culture. To keep school culture relevant in step with change there is a need for continued interactions between stakeholders, focusing on school vision, goals and shared ideas of ideal behaviors (Nehez and Blossing, 2022). Failure by schools to keep-up with changing circumstances might result in the failure of school culture in shaping learner discipline.

The third and last stage of school development given by Stoll (1998) is the maturity or stagnation and decline stage. According to Stoll (1998) this stage is reached when the school is no longer growing and responding to its environment thus dysfunctional elements surface. Indeed, Abdullah (2019) argues that the maturity/stagnation and decline stage is most problematical from a cultural change perspective. He argues that when a school culture reaches this stage of development it has have failed in shaping learner discipline because it no longer responds to its environment. I am interested in the historical background of the participating schools to gain insight into how their culture has evolved over time and their response to new trends of controlling wayward learner behavior.

(b) School's external context influencing the school culture

Stoll (1998) attests to the fact that a school community has its own conception of what a school should be. Harmful community conceptions of a school may be assisted by regional education officers to create an ideal school mind-set guided by political and economic forces, and educational policies. Teachers' unions are another aspect of the external context that can influence the school culture. The union's approval of the direction of school improvement is vital. Effective instruction in the classrooms requires that teachers respect and leverage each learner's cultural background and use its richness to help learners make connections among ideas (Redding & Corbett, 2018; Darling-Hammond, & Cook-Harvey, 2018). Teachers are called upon to use individual learners' culture positively to contribute to the day-to-day teaching and learning activities and correct bad behaviour. This study will seek to understand how the schools in general and teachers in particular cater to individual learners.

(c) Variations in School cultures

In primary schools, care and control are essential elements of their culture because learners at primary tend to bond with their teachers more than those in the secondary level who are becoming independent (Abdullah, 2019). Having the same teachers teach many subjects per class at primary school level makes it possible for them to inculcate the culture of good behavior because of the frequency of their meetings. When learners proceed to secondary school there is a feeling that they are leaving behind what they have come to regard as a family due to the nature of their relationship with their teachers (Stoll, 1998). Baines, Blatchford and Kutnick (2003) opine that extra adult support from their teachers in and out of class is reduced as learners get older and go to secondary school. This reduced adult support impacts negatively on behavior controls thus affecting the school's efforts to shape learner discipline. This is because at secondary schools, learners start developing individualistic tendencies thus their need for space to learn to take personal and less-guided decisions regarding their behavior (Stoll, 1998). The situation is worsened by the teachers' subject specializations that see them meet learners only once a day resulting in a gap in the control of learner behavior. New learners at this level may find it difficult to forge a trusting learner/teacher relationship. This might influence the creation and sustainability of a positive school culture.

Back in (1984) Dorval and Eckerman argued that learners at primary level of education will not have the conversational strategies, confidence, or experience to interact in large groups than the ones at secondary level. In the classroom context small groups are more ideal for effective

on-task learner interaction (Bossert, Barnett & Filby, 1985; Nastasi & Clements, 1991). On the other hand, Baines, Blatchford and Kutnick (2003) posit that a few large groups may allow more control of learner behaviour and attention as well guidance and support to facilitate the moulding of positive learner behaviour.

(d) School culture is influenced by the school learners' social class background.

Stoll (1998) argues that the social class composition of a school plays a major role in how it functions mainly because of the increasing effect of inter-group interaction between learners as well as between learners and their teachers. Abdullah (2019) also states that learners who attend a school flavour it somehow with their own culture. It is the kind of relationship between stakeholders that can have a bearing on how each of them behaves, thus enabling or not enabling the shaping of learner behaviour. Piff, Kraus, Côté, Cheng, and Keltner, (2010) asserts that learners from poor backgrounds often demonstrate greater pro-sociality than individuals from affluent families. Learners from lower social class backgrounds depend on others thus demonstrate greater pro-sociality by showing an increased concern for others' welfare (Goetz, Keltner, & Simon-Thomas, 2010; van Kleef, Oveis, van der Löwe, LuoKogan, Goetz, & Keltner, 2008).

Reay (2006) conducted a study in England that examined the intricate processes involved in identifying social class and the manifestations of class inequality in contemporary educational settings. It emerged that learners whose parents' education was below the degree level and worked in low-status jobs as waiter, lorry driver, receptionist, or clerical officer, were the most affected group. Learners from these family backgrounds were found to have negative attitudes towards their teachers whom they felt treated them as if they were stupid. Often the learners from high social standing were liked by their teachers, given more attention in class, and allowed to take decisions that would affect the whole class (Pevalin, & Rose, 2002). According to Savage, Bagnall, and Longhurst (2001), social class remains the one educational problem that haunts schools because of educational inequality on which education policy has had virtually no impact. In a school context such bad relationships can militate against the development and sustainability of positive school culture and shaping of learner behaviour. Schools' stakeholders are responsible for ensuring that learners relate positively to others and to avoid the development of negative sub-cultures. It is normal for learners to view a school in a certain light largely through their own cultural background. Such attitudes have a bearing on the school culture itself.

(e) Changes in society pose challenges to a school's culture

According to Theobald and Nachtigal (1995) schools have traditionally been closely linked to their communities and reflect local values, local mores, and local ways of being in the world. Any development or changes taking place in the life environment of the learners has a direct influence on the school culture. Similarly, Abdullah (2019, p. 78) claims that 'When the society changes, the impact appears pertaining to learning, the pupil population, organizational management, rapid technological developments or the changing role of women'. Sometimes schools need to act promptly to infuse those changes into their system to avoid a situation where these changes influence school culture negatively. Stoll (1998) also highlighted that culture can change and it's important for participants of an organization to act as a stabilizing force, particularly those who have been part of the school culture longer (Stoll, 1998). Theobald and Nachtigal (1995, p.9) claimed that:

> *Focusing on place, using the community as a curricular lens, not only contributes to re-creating community, but it will also help realize true school renewal by making learning more experiential and therefore more powerful, and also by providing youth with an ability to understand who they are and how they might be in the world. The more learners understand their community and its environs--its social structure, its economy, its history, its music, its ecology--the more they become invested in that community.*

This shows how the social environments in communities directly affect school life and vice-versa. Community and school stakeholders should thus understand that their cultures ideally ought to be mutually supportive. Because culture it is constantly evolving and gets reconstructed it is therefore important for stakeholders to work towards positively reconstructing their school culture to achieve the intended results. Travis (2018) is however mindful that shaping school culture and fostering community is challenging but very important all for stakeholders**.** The dynamics of school culture are important aspects for understanding the development and modification of school culture. Therefore, in a study of this nature it is important to understand these dynamics. This study will also seek to find out how and what schools draws from their community to shape learner behavior.

2.4.2 Types of School Culture

Researchers have different perceptions of school culture. Ali, Sharma, and Zaman (2017) see types of school culture as ranging from 'either positive, toxic, or anywhere in between'. In a similar vein Lee-Piggott (2016) opines that school cultures are said to be either hospitable or toxic. Rosenholtz (1989) identifies two types of school culture, these being a 'stuck culture' where there is neither progress nor success. There is also the 'moving culture' that shows collaboration and collegiality among internal stakeholders resulting in school success. Elbot and Fulton (2008) identify four types of school culture. The first is the Dependent culture. This one show hierarchal or structural obedience and bi-sides respect to each other. Next, we have the independent culture which is characterized by individual work and no acknowledgement of other's efforts. Third we have the Interdependent culture which describes a collaborative approach to school activities, and finally the Mind Set culture that encapsulates all the qualities of the other kinds to make school culture flexible and collaborative. Medford (2020) makes a distinction between toxic/negative and positive school cultures. In this study I plan to research on the ingredients of positive school culture and how schools cultivate them.

2.4.2.1 Positive/ hospitable school culture

A positive school culture connotes a good school culture and it's a vital component for the enhancement of learner behaviour. Both learners and teachers enjoy going to school when there is a positive school culture because it creates a supportive and inspiring environment (Hinde, 2004). A school with a positive school culture is a place where learners and teachers like to be because it has a climate of support and encouragement. Generally, a school's culture is good if it promotes teaching and learning (Yeboah, 2015). Positive cultures constitute norms and values, history, hopes and dreams which brings optimism to those concerned and can thus be used effectively to instill positive behaviour (Deal & Peterson, 2002). Teachers from a school with a strong positive culture share a sense of purpose. Such teachers commit themselves fully to teaching and shaping positive learner behaviour (Yeboah, 2015). The impact of positive school culture on shaping learner behaviour has been discussed by researchers. Safitri (2018) opines that teachers who develop effective communication help learners form effective relationships with others and this enhances the shaping of learner behaviour. Aisyah, Sutrisno and Madjid (2020) state that values are important for learning organizational behavior because they lay the foundation for understanding attitudes. This motivates and influences learner's perception of things. Semali and Vumilia (2016) think that clearly explaining classroom rules

is an external control mechanism. It helps teachers avoid any misunderstanding and confrontation with their learners in schools. In that light, Jones (2009) posits that a positive school culture enhances teacher performance and learners' behaviour. This study will give me an opportunity to understand how schools enhance the development of positive school cultures.

2.4.2.2 Negative/Toxic School Culture

A negative school culture is also known as a toxic culture. West (2019) defines a toxic culture as a culture prevailing in a school where nobody can do their job with satisfaction, where there are few opportunities for collaboration or for personal growth, an environment where nobody feels encouraged to try new things. This is to say that in a school whose culture is toxic the teachers and other stakeholders tend to focus on the negative aspects of the school's operations and relations and energy is expended to prevent change. The negative cultural patterns do not just come into but are built over time as the staff works, disagrees, and, in many cases, fail together (Deal & Peterson, 2002). West (2019) posits that learners' attitudes are often a reflection of the school atmosphere and that a toxic culture shows its ugly head through the bad attitude shown by stakeholders towards each other. It is for this reason that Deal and Peterson (2002) believe that toxic cultures or negative subcultures can be enormously destructive to a school, staff morale, and the teaching and learning process. A school with a toxic culture is characterized by learners making their peers' school lives miserable, make nasty remarks to teachers while the teachers on the other hand, call their learners names. A negative school culture is destructive in the sense that it impedes teaching and learning, as well as behaviour modification.

According to Deal and Peterson (2009) toxic characteristics of a school include the following: stakeholders seeking own interests, work considered a burden; factionalism among the staff; hostility leading lack of consensus and focus; and slow destruction of the school. It is therefore important for stakeholders to avoid the development of a negative school culture by improving the positives in their schools and supporting and celebrating each other (Hinde, 2004). Such cultures cannot enhance the development of positive learner behaviour. Deal and Peterson (2002) assert that working with toxic cultures and subcultures is vital to establishing a stronger, more productive school.

2.4.2.3 A Typology of School Cultures

Stoll (1998) identifies four typologies of school cultures namely: moving, cruising, strolling, and struggling schools. Doğan, (2017) posits that school culture is associated with effectiveness or ineffectiveness, improvement or decline. Stoll (1998) categorizes schools as moving, cruising, strolling, or struggling. The unique experiences of stakeholders in various schools are what sets each school apart from one another (Stoll, 1998; Yeboah, 2015; Doğan, 2017). Schoen (2005) suggests perform their duties effectively. This is because both the leaders and those that are led in a moving school actively work together to respond to their changing context to keep developing. Ainscow and Hopkins (1992) believe that teachers in moving schools are aware that their own learning as well as working collaboratively (teamwork), is very important for the achievement of goals. Meador (2017) argues that collaboration is critical to developing a positive school culture as it enriches the overall teaching and learning experiences and builds lasting relationships. This is a vital aspect of raising and developing well behaved learners. Collaborating teachers also focus on their job by meeting constantly to share ideas, plan, and help one another in problem solving making sure that they are all moving towards achieving their target (Ainscow & Hopkins, 1992). Through collaborating and distributing leadership different teachers take on leadership roles (Ainscow & Hopkins, 1992). Teachers and leadership in moving schools are open to innovative ideas that help them achieve the school visions and goals. Moving schools make it easy to positively shape learner behaviour.

Cruising schools on the other hand are thought to have reached their full potential and as such need no more improvement (Ondar, Tanui & Choge, 2016). Schools in the cruise level of Stoll's (1998)' model of culture often have a high ability intake because of their reputation, otherwise they are no longer doing much to improve. Schoen (2005) asserts that another reason for the high ability intake of cruising schools is that they are usually located in higher or affluent areas where learners achieve despite the quality of teaching. Because cruising schools are satisfied with their work, they are not likely to add value to their learners since they are not working hard to improve (Ondar, Tanui & Choge, 2016). Echoing the same view Lee-Piggott (2016) claims that since cruising schools are not working hard to improve, they fail to keep pace with their changing contexts. Such schools are no best placed to shape learner discipline because they are stuck to old practises which are no-longer relevant. As a result of not being eager to learn and practise new ways of doing things to keep-up with latest trends and practises, cruising schools are more likely to relapse to the level of a strolling school culture.

Strolling schools' pace of improvement is inadequate to affect the necessary school improvement (Lee-Piggott, 2016). Strolling schools are said to be neither effective nor ineffective. Even though they do make some effort to improve they are let down by their pace of implementing the needed improvements or innovations (Doğan, 2017; Lee-Piggott, 2016; Schoen, 2005). As a result of their slow pace in effecting school improvements strolling schools are viewed as average schools that seem to be meandering (moving without a purpose) into the future (Lee-Piggott, 2016). Such schools cannot be expected to be effective in shaping learner behaviour because they themselves are not sure if they are coming or going. When strolling schools fail to make drastic improvements in the right direction they effectively regress to the level of struggling schools (Doğan, 2017).

Another typology of school culture is the struggling school which does not get results and are aware and keep on trying to improve (Schoen, 2005). Struggling schools have the will to try anything to improve but because they lack the direction or the skill to do the correct things to succeed (Doğan, 2017; Ondar, et al., 2016). Because of their willingness to improve, struggling schools have the potential to benefit from external help (Schoen, 2005). The honours are on the leadership of the struggling schools to constantly organize capacitation workshops for their followers to enable them to improve and cope with the needs of the changing times in shaping learner behaviour. But if the leadership of struggling schools is itself struggling to organize training for their teachers, these schools will backslide to the sinking level.

The last typology of school culture is that of sinking schools. Sinking schools are viewed as ineffective and deteriorating. They are characterized by isolation, blame, self-reliance, and loss of faith, pessimism (Stoll, 1998; Ondar, et al., 2016). The staff in a sinking school is, either out of apathy or ignorance, making no effort toward change (Schoen, 2005). The character of sinking schools makes it difficult for their stakeholders to achieve any meaningful improvement and this is why they struggle to shape learner behaviour. Schoen (2005) further points out that the curriculum of sinking schools is not demanding and the teachers blame it all on the home-life of their learners. This means the sinking school culture is incapable of changing learner behaviour.

Stoll's (1998) model of school culture focuses on the effectiveness of a school. It also shows that, with the rapidly accelerating pace on effecting some improvements, the possibilities are

that schools are either growing better or worse (Stoll, 1998). Ideally all schools work towards improvement and effectively shaping positive learner discipline. According to Redding and Corbett (2018) school culture is a powerful force that can either work for or against improvement efforts. Subsequently a school with persistent and chronic misbehaviour has, almost by design, spiralled into a negative culture that contributes to and is worsened by its poor academic performance. In a school context school culture impacts negatively or positively on the behaviour of learners. This study will seek to ascertain the participating schools' and why they are in that typology

2.5 Creating a School Culture

According to Fisher, Frey and Pumpian (2012) schools should make building positive culture part of a planned strategic effort. "Thriving school cultures are cobbled together by using materials and situations from local environments which are thus shaped in accordance with community ideals and expectations" (Donovan, 2016, p.129). This is in line with Stoll's (1998) assertion that school culture is influenced by the environment in which the school is built. The co-ordinated and integrated management activities of positive learner behaviour should take the form of whole school development approach, where stakeholders effectively carryout their duties and responsibilities (Goliath, Goosen, Pretorius, & Theron, 2007). Some of the ways may include practising PD, effective handling of school assemblies**,** teacher preparedness for lessons, wall displays, teacher capacitation, time keeping, uniforms, teaching and learning support systems, class attendance and punctuality, equal treatment of teachers and learners **(**Bennett, 2017; Narain, 2015; Goliath, Goosen, Pretorius, & Theron, 2007).

Bennet (2017) compiled a report for training teachers on how to run classrooms and direct learner behaviour, creating a culture and how school leaders could optimize learner behaviour. Bennet (2017) articulates that the creation of school culture should be preceded by the leaders providing their school with a clear behaviour vision. In the year (1985), Bennis and Nanus explained that a vision is a mental image of a possible and desirable future state of the organization. It is how the leadership envisages the future of the school to be like, coupled with the activities that stakeholders will have to engage in to get to the target. Similarly, Kurland, Peretz and Hertz-Lazarowitz (2010) define a vision as representing the goals or targets to be aimed at. For all the stakeholders to buy-in to the head teacher's' vision he must ensure that it

is commonly understood by all stakeholders by explaining it point by point so that it can be adopted and become school vision (Kose, 2011). According to Carpenter (2015), shared understanding of mission (purpose) and vision includes indicators, timelines and targets focused on learning. Bennet (2017) states that the school vision should stipulate permitted, prohibited, and encouraged behaviour as well as attitudes, values, and beliefs. Thornton (2017) concurs and proceeds to highlight the importance of stating how those expectations would be explicitly taught along with a system of rewarding desired behaviour, monitoring behaviours to prevent and addressing behaviour problems. Because a vision involves a set of beliefs about how stakeholders should act and interact it can accordingly contribute to shaping learner behaviour (Kurland, Peretz & Hertz-Lazarowitz, 2010).

The creation of the school's vision is an excellent context for crafting school and classroom rules and expectations to be observed by the stakeholders. Care should be taken to ensure to consistency between discipline and consequences as well as supporting teachers' behaviour modification efforts (Reeves, 2002). The creation of a positive school culture means that school values will focus on how everyday life in offices, classrooms, and corridors, is lived (Stevens & Hemmings, 2011). Similarly, Schein (2004) opines that school vision and values are essential for the success of all educational initiatives because they have a direct effect on how school actors respond to school operations. In schools, vision would be the goals and priorities for shaping learner behaviour thereby serving as guiding principles for all stakeholders (Schwartz, Cieciuch, Vecchione, Torres, Dirilem-Gumus, & Butenko, 2017). Hence the culture that is embraced and owned will be able to distinguish a school from other schools (Endrimon, Marsidin, & Zaim, 2019).

A school with a positive school culture is a place with a vision, a shared sense of what is important, a shared ethos of caring, and a shared commitment to helping learners behave and subsequently learn well (Peterson & Deal, 1998). To create and sustain a positive school culture, schools need intentional structures such holding meetings, sharing the decision-making process, learning together, collaborating, and working closely with learners (Stevens & Hemmings, 2011). The place of a shared vision in the creation of school culture is an important vein of inquiry in this study.

Goliath, Goosen, Pretorius, and Theron (2007) identify the development and management of positive teacher-learner relationships as an important shift of focus in the effective creation and

management of positive school culture. Mokhele (2006) posits that teacher-learner relationship in the classroom should be based on mutual respect and trust that develops as teachers form close partnerships with their learners whom they involve in decision-making. The development of constructive teacher-learner relationship contributes to good school culture helps shape learner behaviour (Engels, Colpin, Van Leeuwen, Bijttebier, Van Den Noortgate, Claes, and Verschueren, 2016). Constructive teacher-learner relationships can be characterized by warmth, sensitivity, caring, and responsive interactions that contribute to learners' behavioural and academic gains (Engels et al., 2016).

Some scholars have identified benefits of teacher-learner relations as, including pro-social behaviour, academic motivation, effort, and accomplishment (Ryan, Stiller, & Lynch, 1994; Birch & Ladd, 1998). On the other hand, negative teacher-learner relationships are characterized by higher levels of teacher conflict and lack of security leading to misbehaviour. Research shows that negative teacher-learner relationships result in learners experiencing difficulties in socio-emotional adjustment (Hamre & Pianta, 2001; Roorda, Koomen, Spilt, & Oort, 2011). Therefore, good teacher–learner relationship is ideal in shaping learner behaviour because it regards learners as partners in the education process. For that reason, the shaping of learner behaviour calls upon teachers to make learners feel emotionally comfortable and physically safe to develop self-discipline (intrinsically) and accountability for their actions. Because teacher-learner relationships have a bearing on learner discipline, my study will be enriched by exploring the extent to which the target schools enlist teacher-learner relationship in shaping learner behaviour.

Muijs and Harris (2003) explored possible benefits of teacher leadership as well as the barriers and opportunities for making teacher leadership work in practice. They identified distributed leadership as an element of a school culture. "The concept of distributed leadership overlaps with several other terms such as shared leadership (SL), collaborative leadership (CL) democratic and participative leadership concepts" (Shava & Tlou, 2018, p. 280). In practising distributed leadership school leaders can form collaborative teams of teachers in their schools, what is otherwise referred to as a collaborative culture (Carpenter, 2015). According to Fiarman (2017) for whole-school leadership perspective, head teachers need to share responsibility for work that directly affects teaching practice and learner behaviour. In this sense distributed leadership is based on the premise that leadership does not reside solely with school leaders. Lewis, Asberry, DeJarnett and King (2016) affirm that no significant learning occurs without

the development of a significant relationship. A collaborative culture is the way teachers and administrators think and behave about sharing information about their practice (Carpenter, 2015). Collaborative teams can be made up of teachers in the same department and/or grade sharing subject content (Hallam, Smith, Hite, Hite & Wilcox, 2015). Along the corridors or in the staffroom (formal or informal) team members might share lessons and activities, teaching ideas and methods, or specific learners' needs along with aspects of their lives. Carpenter (2015) is of the view that for distributed leadership to be effective it is vital for team members to perceive that their skills, knowledge, and experiences will be respected and their contributions valued. Through collaboration schools can effectively manage learner discipline (Hallam, Smith, Hite, Hite & Wilcox, 2015; Deal & Peterson, 2009). Teacher leadership is an organizational phenomenon unique to the context and needs of each school. These unique contexts will thus impact how teacher leadership is practiced by individual schools (Grant, 2010).

Harris and Jones (2019, pp. 124-125) conducted a study on teacher leadership and educational change. They identified some positives and negatives of distributed leadership as follows:

> *The evidence is clear: these teacher leaders will do amazing things; they will initiate, innovate, implement and share a wide range of projects which can develop collaborative professional learning, improve practice and support learner learning; they will experience success in tangible outcomes such as changes in professional practice for instruction and assessment, and importantly the sometimes-immeasurable benefits of of being empowered, enabled and valued; they will navigate personal, inter personal and practical challenges as their leadership is tested and grows; they will learn how to collaborate and share to spread knowledge about learner learning and sustain improvements in practices; and they will demonstrate the professional, educational and financial value of self-directed, teacher-led innovative and effective practices*.

This school of thought holds the view that distributed leadership is evidenced by good practice which helps shape learner behaviour in schools. Distributing leadership among teachers helps nurture their leadership skills since teachers are given responsibilities according to their capabilities. Marshall (2019) notes how distributed leadership can aid the creation of a collaborative culture. Distributing leadership in schools taps into individual teacher's' skills and capacity to perform essential tasks and assume different responsibilities while working towards the achievement of the school vision.

Heck and Hallinger (2010) assert that distributed school leadership includes the following: focus on school improvement, shared governance, involvement in resource allocation, and participation of all stakeholders in the school activities. Distributed leadership is influence from within teams and is positively related to the development of team behaviours since it involves team members in the decision-making processes (Hoch & Dulebohn, 2013; Karriker, Madden, & Katell, 2017; Gupta, Huang & Niranjan, 2010). Harris (2008) posits team membership is fluid in response to changing tasks, the roles, and requisite talent. The leadership role shifts constantly but generally resides with the individual who has expertise in the designated task. According to Karriker, Madden and Katell (2017) organizations where major tasks and events are widely shared are most effective because distributed leadership is related, positively to the development of beneficial team behaviours and improved team performance.

Pont, Nusche and Moorman (2008) reveal that leadership greatly influences the school and learners when it is widely distributed. Harris and Muijs (2004) believe that maintaining the culture of distributed leadership would see schools promote the development of positive relationships between stakeholders and increased teachers' involvement in decision making, learner motivation and self-efficacy. Curwin (2010) avers that motivated learners are known to be well behaved. Pedersen, Yager and Yager (2012) suggest that distributed leadership that includes learner-led initiatives has been found to be beneficial to schools because it helps to reduce learner misbehaviour and increase academic achievement. It also enhances the depth of a positive climate and culture within a school community. The distribution of leadership across different people in organizational structures can therefore serve to mitigate some of the school's challenges, improve school practices contribute to shaping learner behaviour (Pont, Nusche &Moorman, 2008). In that regard, distributed leadership/teacher collaboration has been shown to positively impact the shaping of learner discipline. It is against this backdrop that in this study will investigate the role of distributed leadership in influencing learner behaviour.

2.6 Positive Discipline Strategies

In some sections above I have touched on aspects of managing learner discipline in schools. Now I want to provide more specific details on the culture of PD as a strategy to shape learner

behaviour. MoET in Eswatini highlights in the Education Sector Policy (2018) the importance of promoting the culture of positive discipline (PD) as a means of shaping learner behaviour. Teachers can achieve this by helping learners take full responsibility for their decisions and understand why those decisions are in their best interests. The society expects schools to provide socially tolerable, effective, and efficient measures to ensure safe and productive environment with minimum untoward behaviour but more of pro-social behaviour (Sibanda & Mpofu, 2017). Learners should be assisted to realize their full potential to develop appropriate behaviour patterns (Sieberer-Nagler, 2016) and PD is thought to be ideal in helping schools to achieve this objective. Schools that have reaped the benefits of positive discipline tend to be more committed to developing learning environments that encourage learners to become more aware of their social behaviour (Kelly & Pohl, 2018). Discussions of learner discipline in schools have often emphasized the practice of corporal punishment (CP). According to du Preez and Roux (2010), instilling a certain set of values helps enhance discipline in schools, as discipline is more than punishment but rather a means to modify conduct. For that reason, Rodgers (2018) advices schools to practice the culture of PD because it destroys nor erodes trust in relationships but on the contrary, increases morale, self-discipline, and better attitudes in learners. Effective discipline should not be violent but positive, constructive to build learners' self-esteem and confidence. PD provides behavioural consistency by specifying appropriate norms, written and unwritten specifications of acceptable behaviour and calls for all stakeholders to share the same vision (Kaplan & Owings, 2013). PD can be seen as both actions taken by teachers to enforce rules and their response to learner misbehaviour in a way that natures the psychological development of learners and enhances their decision-making abilities (Sieberer-Nagler, 2016).

Gunu (2017) describes the essence of positive discipline as development of learners' ability to tackle tough challenges, overcoming obstacles, accomplish wonderful thing, and behave accordingly. Positive discipline fosters appropriate behaviour by encouraging learners' participation (Godfrey, 2016). The Positive discipline approach is grounded in teachers' respect for learners and instilling a sense of responsibility in the development of shared clear rules (Childs, Kincaid, George, & Gage, 2015; Ntuli, 2012). Teachers should put in place consequences for non-compliance classroom rules (Temitayo, Nayaya & Lukman, 2013). Classroom rules are defined as statements that teachers and their learners construct to describe acceptable and unacceptable behaviour (Alter & Haydon, 2017). Rules should be relatively

few, created with learners, stated positively, specific in nature, posted publicly, taught to learners, and tied to positive and negative consequences (Alter & Haydon, 2017).

Non-compliance with classroom or school rules by learners could result in loss of privilege (Alter & Haydon, 2017). This is a useful and efficient form of punishment (Temitayo, Nayaya & Lukman, 2013). The withdrawal of privileges makes learners feel a sense of loss of the things they enjoy such as participation in sports, the school choir, debates, or athletics (Ndofirepi, Makaye & Ndofirepi, 2012). Dodge (1993) affirms that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way towards improving the improving learners' behaviour. Another form of deprivation of privilege is to temporarily remove the culprit learner from any position of responsibility in class or school for serious offences (Temitayo, Nayaya & Lukman, 2013).

Temitayo, Nayaya and Lukman (2013) assert that though punishment is sometimes necessary but it must be based on certain principles and it should not necessarily have to be CP. Punishment may be regarded as the imposition of unpleasant consequences on the offender in response to behaviour deemed wrong by an individual or group (Maphosa & Mammen, 2011). It can involve some sanctions or a penalty meted to a learner because of behaviour that is unacceptable (Maphosa & Mammen, 2011). Deterrent strategies should focus on future behaviours and preventing indiscipline and violation of the rules (Maphosa and Mammen, 2011). Clear conditions must be set for punishment: it should fit the misbehaviour and the culprit; there should be no uncertainty about the punishment; it should help the culprit to improve the behaviour (Temitayo, Nayaya and Lukman, 2013). Maphosa and Mammen (2011) emphasise that teachers should think carefully before meting out punishment because discipline is not simply inflicting physical or psychological harm to a learner.

Yet another strategy of practising PD is using positive reinforcement. This can be anything that the learner can see as a reward earned for good behaviour (Mlalazi, 2015). Positive reinforcement increases the probability that the expected behaviour recurs since it creates an opportunity for the teacher to talk about what it takes to earn it (Maag, 2001; Kelly & Pohl, 2018). Lapperts (2012) proposes strategies for adopting positive reinforcement, which might include rewarding or acknowledging positive conduct in learners, as well as a teacher intervening to address undesirable behaviour patterns. Additional instances of positive reinforcement include teachers offering incentives and prizes, with learners actively

participating in the selection of these incentives. Other forms of positive reinforcement might include a teacher's genuine smile, a word of praise, or public recognition (Mlalazi, 2015). According to Kelly and Pohl (2018), providing rewards for good conduct is more time-efficient than penalising poor behaviour because it fosters a positive self-perception among learners and allows classroom activities to go smoothly. To implement positive reinforcement, schools should create a well-organized system for rewarding desirable conduct and use a variety of rewards to maintain enthusiasm (Mlalazi, 2015).

Modelling positive behaviour is another important aspect of shaping learner behaviour because it sets the bar for learners to emulate behaviour (Ntuli, 2012). This is important because learners watch and can learn from the way teachers and other adults handle themselves daily (Lapperts, 2012). Makhasane and Chikoko (2016, p. 3) declare that "most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action." That is why it is importance for stakeholders to always act as role models for others in the way they behave and do things, especially in the school environment. Soneson (2005) believes that self-discipline is a sign of good behaviour that depends mostly on adults modelling and explaining positive behaviour. Sieberer-Nagler (2016) postulates that teachers can positively influence since learners spend more time with them at school. The importance of modelling good behaviour is premised on the reality that learners learn from following the example set by the role models around them (Mlalazi, 2015), who happen to be the teachers in this case. Teachers therefore have the responsibility of being living examples of the kind of behaviour expected as learners learn from role models (Mlalazi, 2015).

Teachers who are effective in working with learners are themselves living examples of good behaviour (Lapperts, 2012). Mlalazi (2015) holds the view that teachers who are naturally kind, caring, compassionate, patience, possess high ethical values, and a light touch, are better positioned to model these behavioural traits. Teachers can model positive behaviour by building positive relationships with their learners and treating them and other adults with respect and love (Mlalazi, 2015). Teachers, parents, and community members should model good attitudes and behaviours that will contribute to a caring and safe culture in both the school and the surrounding community (Mlalazi, 2015; Sibanda & Mpofu, 2017). Positive behaviour

modelling strategies are essential in maintaining positive discipline in schools since they enhance the shaping of learner behaviour. When teachers, parents, and community members (stakeholders) model positive behaviour learners emulate such behaviour and this reduces ill-discipline among learners.

While teachers possess expertise in the areas they teach, they often have challenges in maintaining discipline. Therefore, they require help to effectively mould learners to behave in a good manner (Sieberer-Nagler, 2016). Everything a teacher does in the line of duty has implications for classroom management including creating the setting, arranging the chairs, speaking to learners, handling learners' responses, putting routines in place, and developing rules and their consequences (Sieberer-Nagler, 2016). These are all aspects of classroom management which promote and sustain PD. However, teachers alone cannot achieve the desired success on their own but need support and help (resources and expertise) from different stakeholders, from time to time. In line with this thinking Mlalazi (2015) argues that teachers need all the possible support to establish the success of PD in schools. Similarly, Sibanda and Mpofu (2017) claim that to ensure positive behaviour development, academic success and a safe learning environment, schools should establish and sustain effective discipline methods and support teachers responsible for discipline. Because the government of Eswatini is committed to maintaining high levels of service delivery, teachers will be provided with knowledge and skills needed for behaviour modification and teaching and learning processes (Ministry of Education and Training, 2018). I cannot guarantee the effectiveness of the existing support system for teachers, and the study aims to get further insights on this matter.

In their efforts maintain positive discipline schools have adopted various strategies such as deprivation of Privilege, detention, motivation, teacher support, communication, positive punishment, modelling positive behaviour, positive reinforcement, training of staff and parents on PD, positive reinforcement, and many others. Sibanda and Mpofu (2017) note that the successful implementation of any school programme can be challenging due to a variety of factors such as unavailability of resources, limited teaching time, and limited financial resources. It is no wonder that it is challenging to practice PD. What follows next is a discussion of empirical literature.

2.7 Relevant studies

The following section highlights empirical evidence from studies conducted around the world. Such studies are dispersed over a wide range of specialized journals and the methodology used in the empirical studies is remarkably diverse (Sotos, Vanhoof, Van den Noortgate & Onghena, 2007). These empirical studies will equip me with new insights into effective research designs and methodologies to carry out the current study. The empirical studies will also enable me to review and analyze the trends and contents of the culture of shaping learner behaviour widely used in schools all over the world over (Zainuddin, Zhang, Chu, Idris & Keumala, 2019). United States of America (Diaz, 2019; Anderson & Ritter, 2016), England (David, Schafheutle, McConnell& Quirk, 2020), Zimbabwe (Mlalazi, Rembe & Shumba, 2016; Chiramba & Harris, 2020), South African (Wolhuter, 2020; Lumadi, 2019) Kingdom of Eswatini (Tumwine, 2015; Mafumbate, 2019; Motsa, 2017; Mafumbate & Mkhatjwa, 2020) among others.

Empirical evidence shows that a positive school culture contributes to positive learner behaviour. Conversely, a negative school culture proves detrimental to the shaping of learner behaviour (Freiberg, 1998; Gunu, 2017; Sieberer-Nagler, 2016; Eubank, 2012; Western Cape Education Department, 2007). Some studies have revealed that establishing and sustaining a positive school culture does not come easily for schools (Cherkowski, 2018; Gunu, 2017). I am going to briefly explore the main research findings and the implications that some of these studies have on the current study.

CoakleyiIn USA (2013) studied the shaping of school culture during a major school change project. His findings were that no matter how collaborative a head teacher's leadership style is there are teachers who resist change. But collaboration between stakeholders through structured professional learning communities (PLCs) is instrumental in building and sustaining a positive school culture. These findings demonstrate the need for school leaders to work hard to manage change by persuading resistant subordinates to buy into their vision. A transformational leader is well-placed to ensure that stakeholders in the schools have the interpersonal skills and capacity needed for effective collaboration. I am interested in how head teachers, deputy head teachers, and teachers collaborate to make their PLCs to shape school cultures. The PLC platform is empowering because through it, teachers identify learners'

problems, find solutions to intervene on each learner, share each other's strengths, and reinforce a collective atmosphere thereby impacting teaching and learning (Rentfro, 2007; Mathewson, 2016). These attributes of PLCs are important for shaping learner discipline.

In a study conducted in Ghana, Gunu (2017) examined school discipline to find potential for a change of approach in policy, teacher professionalism, and practice. The study revealed that physical and emotional abuse of learners by teachers was rife. The abuse is driven by teacher perceptions and school policy prescriptions that punishment must be painful, reformative and deterrent. This is much against the UN policy to abolish CP and call upon member states to implement PD as enshrined in the UN Sustainable Development Goal (SDG) (4). The prevalent CP situation that is the subject of this study can be viewed as detrimental to effectively shaping learner behaviour because the beating that the learners are subjected to does not make them understand why their behaviour is bad for learning. Another finding was that there are negative consequences of physical and emotional abuse which includes rampant learner suspensions from school due to this outdated policy on school discipline. As a way forward I suggest an alternative approach to behavior management. This should be contained in policy reforms, changes in teacher training, general policy reforms, and professional practice. From my findings school leaders must oversee the development of school policies that shape learner discipline in positive ways instead of damaging learner self-esteem. Because school policies may have an important role on shaping learner discipline, I hope to understand how stakeholders lead the implementation of school policies for effective shaping of positive school cultures.

Jinot (2018) in Mauritius studied the main causes of lack of learners' discipline in secondary schools. He traced I to the family backgrounds, learners' attitudes to schooling, teachers' attitudes to maintaining learner discipline, and head teachers' management skills of learner discipline. This study demonstrates the need for teachers and parents to share the responsibility of shaping learner discipline both in and out of school. It is the stakeholders' responsibility to ensure that children are raised to become responsible citizens. Schein (2010) has identified rules of the game (unwritten rules) and school rules as vital to guiding how organizational stakeholders do things in an organization to keep organizational behavior in check. Eswatini has several learners coming from child headed families. Such learners have no parents to reinforce at home the discipline lessons from school. If the choice theory advocates that

learners choose the way they want to behave, the challenge is to trust a learner who has not had the benefit of parental influence. The daunting challenge for head teachers, deputy head teacher and teachers, is to harmonize the expectations of all stakeholders in pursuit of improved learners' behaviour in local schools. Through this study I hope to figure this out.

Mokhele (2006) analyzed issues of classroom discipline in South African public high schools. His focus was on the ways teachers relate to the learners while maintaining discipline. The results showed that teachers who are successful in managing misbehavior in the classrooms maintain good relations with the learners, encourage learner self-discipline and dignity, and involve learners' parents and other teachers in discipline processes. Learners who are fairly treated by their teacher develop good attitudes towards their teachers who also double as their parent. Teacher-learner relationships are characterized by warmth, sensitivity, caring, and responsive interactions that contribute to good learner behaviour (Engels et al., 2016). Good relations are a recipe for effective classroom management. Mokhele (2006)'s findings make it clear that teachers must have a professional bond with their learners to effectively shape their behaviour. Drawing from this I intend to learn how teachers create a professional bond with their learners for purposes of shaping learner discipline.

Mabuza, Makondo and Bhebhe (2017) sought to understand how primary school teachers in the Manzini region in Eswatini perceived PD. Their findings indicated that teachers have a restricted understanding of positive discipline, resulting in their lack of information on how to effectively implement it. As such, the teachers still use CP whose pain is believed to help pupils focus on school work. This is an indication that both teachers and parents need training on PD to effectively support one another and engage learners in designing and conducting PD activities. Government position on PD has been clearly articulated in the National Education and Training Sector Policy 1.6.1 of 2018 that it aims to promote a culture of PD. Worse, CP has been found to be harmful as it compromises the social and psychological well-being of learners causing depression, lower self-esteem, and pessimism (Naz, Khan, Daraz, Hussain & Khan, 2011). This study revealed to me that the existence of regulations and policies for disciplining learners in the Kingdom of Eswatini are in place but they are not effective in protecting the learners they are meant to protect. What is worrying is that the perception of teachers on the implementation of PD in schools has a bearing on its success in helping them shape learner discipline. On the discovery that teachers have neither the appetite nor capacity

to implement PD, Bakar and Hamzah (2019) argue that schools should adopt the PLC concept to reduce chances of teachers feeling lost and isolated with regards to practicing PD. PLCs' help with Enhancing teacher commitment to the vision, mission, and goals of the school by empowering them with teaching and learning strategies to improve their job satisfaction (DuFour, DuFour & Eaker, 2006; Beddoes, Prusak & Hall, 2014). Self-efficacy in teachers is an essential element of job satisfaction hence its impact on teaching and learning activities. PLCs can play an important role on shaping learner discipline. Their introduction in schools is sure to give teachers an edge as they shape learner behavior.

I find that most of relevant studies I have reviewed are positioned within the interpretive paradigm. This paradigm enables the researchers to use the experiences of their participants to construct and interpret their understanding of generated data. This paradigm is quite suitable for this current study.

The studies reveal that there is need for head teachers to hone their skills and knowledge in cultural responsiveness skills as well as the ability to assess school-wide cultural competence. Additionally, school leaders should focus on examining personal biases, privilege, and their deeply-held beliefs about teachers while working on winning them over to their vision of the school. The findings also imply that stakeholders must appreciate individual differences and be tolerant of one another as they work towards attaining school goals. Engaging in collaboration among head teachers, deputy head teachers, teachers, parents, and learners to build and formulate the school code of conduct and school policy may provide a meaningful and lasting experience for all involved in creating learner discipline through school culture (Dhlamini, 2016).

2.8 Some Theories of Learner Behaviour Management

In this section I examine theories of behaviour management. The theories I discuss are: Glasser's (1997) choice theory and Canter's (1976) assertive discipline respectively. There is no one clear universal explanation of how learners learn best; nor is there guidebook to assist teachers shape their learners' behaviour. There are a range of theories each backgrounded in its psychological and epistemological tradition.

2.8.1 Choice Theory of Discipline

The choice theory is grounded on the premise that individuals have preferences regarding the kind of behaviour they would like to exhibit and make choices according to those (Levin & Milgrom, 2004). This implies that every individual learner has the power to control themselves but have minimal power to control others. Choice theory advocates for one to take responsibility for one's own classroom behaviour. In the same light, Burns and Roszkowska, (2016) believe that the choice theory focuses on a few determinants of individual choices and that aggregating social behaviour is based on the decisions of individual learners in certain situations, (Bechuke & Debeila, 2012) in the classroom, (Bechuke, 2015) which sometimes leads misery. In his choice theory Glasser (1997) claims that learners have the leeway to choose the way they behave and the challenge is for teachers to teach learners how to take charge of their behaviour while also explaining classroom expectations. It is this guidance on expected behaviour which impacts most on learner's behaviour.

Bechuke (2015) proposes that treating behavioural by focusing on current circumstances rather than antecedents of the inappropriate behaviour to make the desired impact on the learners. Bechuke and Debeila (2012) hold the view that if learners choose their curriculum and decide on the rules in the classroom, they will have ownership of their learning and develop pride in their participation, their self-esteem and self-confidence will be boosted resulting in good behaviour. This illustrates the centrality of learners' inner drive for personal competence and attaining basic needs as key components of choice theory. Glasser (2009) opines that when dealing with discipline problems teachers should work towards stopping unwanted learner behaviour and teach them self-control.

Burns and Roszkowska, (2016) explain that in the practice of the choice theory the learners are assumed to be fully informed about choices and consequences. The choice theory also assumes that learners are aware of their alternative actions. It is important that learners see that the consequences are commensurate with the values (Burns & Roszkowska, 2016). In the same sense, Zeeman (2006) asserts that a person's behaviour is based on his or her perceptions of how things should go and that every person behaves in a way that makes the most sense to him at that point in time.

If schools are to shape learner behaviour, they should avail opportunities and guide learners to make choices and decisions about their curriculum and classroom rules. These are considered foundational principles for classroom control by Lambert (2017). Also, if learners choose their class monitors/prefects, they develop ownership of their learning and are proud to participate. With an improved self-esteem learner will exhibit greater levels of self-confidence (Lambert, 2017).

Research suggests that teachers need to teach their learners to change their bad behaviour through taking responsibility for the choices they make. Also, teaching learners the specific behaviours expected of them as per the dictates of managing learner behaviour (Simpson, 2015; Bechuke, 2015; Irvine, 2015). For maximum benefit choice theory must be an integral part of the teacher's life in and out of the classroom and the theory must be taught directly to learners and their parents (Bechuke, 2015).

Teachers must foster conditions that promote learners' sense of belonging, self-empowerment and self-control. In this way learners will a sense of freedom and actually start enjoying school and learning. Such contended learners are less likely to display discipline problems. Glasser (1998) emphasizes the importance of managing learners without coercion. He asserts that the nature of behaviour management must be adjusted to meet the learners' needs and promote effective learning. He stresses learner responsibility for choices, establishing rules that lead to successful behaviour, accepting no excuses from the learners (who participated in the rules and consequences formulation) and instilling value judgment for bad behaviour. This study seeks to investigate how successful schools are in teaching learners to make appropriate choices and assume responsibility for their choices.

2.8.2 Assertive Theory of Discipline

The Canter model of shaping learner behaviour is an assertive classroom discipline model in which rules and behaviour expectations are clear and consistent resulting in a good learning environment where learners react positively to a fair and well thought out system of rules (Simpson, 2015). The assertive theory is based on the notion that teachers have the right to teach without interference and learners to learn without disruption. It is therefore the responsibility of the teacher to identify and acknowledge learners who comply with his

guidance for behaviour expectations while redirecting those who do not comply (Simpson, 2015). In this vein Padayachee and Gcelu (2019, p.118) assert that

> *Canter's assertive discipline approach is based on the premise that teachers have a right to teach whilst expecting learners to behave appropriately, and these goals are only deemed achievable once rules of behaviour are determined and implemented.*

Assertiveness refers to one's ability to express or voice one's opinions and ideas about something that has a direct influence on oneself (Renger, Mommert, Renger, Miché, & Simon, 2019). This is to say that assertive teachers should be able to create an environment where learners have a say on how they would like things to be done in their classrooms. However assertive behaviours must be owned by learners who know the consequences for misbehaviour (Canter, 1989).

Lambert (2017) believes that assertive discipline is an ideal tool for behaviour management because it reduces the incidence of negative behaviour reports, and most notably, it leads to higher achievement scores. By developing partnerships with learners' parents, teachers encourage teamwork which enhances reinforcements. In Shawer's (2006) view teachers are the ones who must employ a set of classroom management techniques such as organizing, teaching, managing teacher-learner relationships, and teacher punishment-rewards. Canter (1989) sees assertive discipline teachers being able to improve learner behaviour thereby reducing disruptive behaviour in the classroom and reducing office referrals.

The teacher's classroom management affects all aspects of learner behaviours such as learner perceptions and beliefs, motivation, achievement of goals, and academic achievement (Yazdi, Ghanizadeh, & Mousavi, 2019). It is thus important for teachers and learners to establish a positive learning environment and maintain it throughout the year. This is achievable through classroom management skills. To keep classrooms free of negative learner behaviour teachers must manage the classes and correct learner's behaviour in a way that encourages, motivates, and promotes positive behaviour (Yazdi, Ghanizadeh, & Mousavi, 2019). The role of the assertive discipline theory is to guide teachers on how best to control learning environments because it is the best way to shape learner behaviour (Simpson, 2015). According to Canter (1989) it is not enough for teachers to know how to deliver content in the classroom but they also need to be well-versed in classroom management skills.

The Assertive Discipline Theory therefore upholds the values embedded in the Eswatini Education Sector Policy of 2018 in that there is no place and need for the culture of punitive measures in shaping learner behaviour in schools. The underlying goal of assertive discipline is to allow teachers to engage learners in the teaching and learning process uninterrupted by other learners' misbehaviour. Simpson (2015) elucidates that whether a teacher adopts one or combines practices from each of the theories (Choice Theory and assertive discipline), learners will always reap the rewards of a classroom environment based on principles, free of distraction and conducive to learning. Therefore, giving some serious thought to these behaviour management theories will equip teachers with the background knowledge to aim for best practices in the classroom. Teachers should create classroom environments in which teaching and learning can take place and learners are socialized towards appropriate behaviour. This is because all learners have the right to learn without disruption, one of the conditions that enhance the shaping of learners' behaviour (Canter, 1989). The current study seeks to establish the extent to which assertive discipline is implemented by the participating schools.

2.9 Emerging Issues

This section summarises key issues that came out in the literature. Researchers and scholars in education agree that school culture is one important determinant of well-behaved learners, achievement, and the success of a school vision (Sabancı, Şahin, Sönmez, & Yılmaz, 2017). This is true because school culture is a system of social interaction between individuals, the system of relationships, beliefs, and norms that give a special identity to individual schools. Through the way things are done in schools (Doan, 2015; Corfield & Paton, 2016; Sempane, Rieger, & Roodt, 2002), stakeholders develop individual and unique cultures which get influenced by the environment as well. That is why in every school the rules and regulations formulated to guide stakeholders' behaviour must be in line with the expectations of the school. This means that school culture is not something that is uniform but individual schools develop and sustain a culture driven by their vision. Indeed, Schein (2010) says that the customs, traditions, and rituals of organizations evolve such that they are adaptable to a wide variety of situations. This study intends to find out what customs, traditions and rituals schools use to create cultures that help to shape learner behaviour.

The effectiveness of school culture is dependent on the beliefs, values, attitudes, and practices of the stakeholders as articulated in the various policy documents of the Ministry of Education and Training (MoET), of the Kingdom and research studies. It emerged from the literature that school culture shapes peoples' thoughts, beliefs, and behaviour, through values, rules, symbols, school climate, rituals, and celebrations (Schein, 2010). Espoused values are somewhat an announcement of the principles and values that the group is striving to achieve. Values are important not only in influencing learner behaviour but in cultivating they also unity among stakeholders. The school climate reflects its potential for positive behaviour formation. This is because when stakeholders feel good about a school, they feel safe, welcome, and experience a sense of belonging. Formal rituals and celebrations on the other hand have been shown by literature to reflect the ways a group celebrates important events that reflect important values. The literature sees underlying assumptions as manifesting in the behaviour of stakeholders.

Literature reveals five factors that influence the development and modification of school culture: its age, external context, difference between school cultures in primary and secondary school, social-class background, and changes in society (Stoll, 1998). Paying attention to these stages assists with the establishment and achievement of varying objectives in each of the three stages of development identified by Stoll (1998). This means that school culture will not be the same throughout these stages. Furthermore, a school community might have its own conception of what a school should look like though such conceptions may be modified by education officers. These officers can create an improved mind-set on an ideal school, guided by political and economic forces, as well as national and local educational policies. Teachers' unions are another aspect of the external context that can impact on the school culture, and thus, its orientation on the direction of school improvement is vital. We have seen that care and control influences the culture in primary schools to the extent that when learners leave for secondary school, they get the feeling that they have left family behind at the primary school and are now where it is every man for himself. Thus, the learners' behaviour is bound to be erratic and compromise both, classroom, and school activities. It gets worse when the learners bring bad tendencies from the community, in terms of behaviour because such gets to pollute the culture of the school. Hence, the factors or dynamics of school culture are important aspects in understanding the development and modification of school culture, therefore in a study of this focus it is important to understand those dynamics.

Literature shows that the establishment of a clear behaviour vision is one important attribute of creating a positive school culture, significant in shaping of learner behaviour (Bennet, 2017; Habegger, 2008; Stolp, 1994; Senge,1990; Kotter, 1995). This is so because the school vision pinpoints, prohibited, and encouraged behaviour, attitudes, values, and beliefs, and how those expectations would be taught. It also gives an insight on how behaviour will be monitored to rewarded desired or prevent unwanted behaviours. The vision of a school needs to be meaningful, ethical, and inspiring to the stakeholders. In his work, Senge (1990) articulates that a school vision is a driving force for change and thus essential for the establishment culture. Covey and Gulledge (1992) described vision as a way of creating stakeholders' commitment, inspiration, and motivation by connecting and aligning people intellectually and emotionally to the organization. As such, a shared vision is key to any successful change and behaviour management since all stakeholders in the school know what role each one of them is to play moving forward. It is important to understand that without a shared vision, there is no alignment of the school activities because there is no common purpose, but individual goals.

Researchers agree that positive teacher-learner relationship is an important shift of focus in the effective creation and management of positive school culture (Robertson, 1996; Charles, 2002; Balson 1992; Kruger & van Schalkwyk, 1997). Teacher-learner relationships have been one of the effective ways to promoting effective classroom discipline, because by being open and approachable, teachers ensure healthy relationships with learners. A healthy teacher-learner relation is said to be pivotal in shaping positive learner behaviour bringing out the best in them academically. In support of this idea Mokhele (2006) contends that using humour, friendly greetings, and non-verbal supportive behaviour, working with learners from a position of social equality may help improve the teacher-learner relations. The scholars cited above, have posited in their literature that the teacher–learner relationship in the classroom should be based on mutual respect and trust. To create a friendly environment, teachers must be in close partnership with the learners when making decisions affecting them and class activities. This will see both teachers and learners working as a team to achieve the predetermined goals and objectives of lessons, a good attribute for the development of good learner behaviour. It is against this background that through this study I intend to investigate how the schools in question create positive school culture successfully.

Muijs and Harris (2003) hold the view that distributed leadership as one of the elements of a positive school culture. In practising distributed leadership, school leaders can form

collaborative teams of teachers and learners in the schools. Distributed school leadership includes a continued focus on school improvement, support for shared governance, involvement in resource allocation, participation from all stakeholders on school's leadership (Heck & Hallinger, 2010). Lewis, Asberry, DeJarnett and King (2016) attest that no significant learning occurs without the development of a meaningful relationship. Collaborative teams can be made up of teachers in the same department, sharing content area, and/or grade or distributing tasks in the school according to individual teachers' skills and ability, in the different school activities. The collaborating teams' members can work formal and informally, in staffrooms or school passages by share lessons and activities, teaching ideas and methods, or specific learners' needs, along with aspects of their personal lives. Forming collaborating teams in schools, teachers enhance the management of leaner behaviour through effectiveness in most aspects the profession. Some researchers allude that through collaborations, schools can be able to effectively manage learner discipline (Hallam, Smith, Hite, Hite & Wilcox, 2015; Deal & Peterson, 2009). For collaboration to be effective, it is vital for team members to perceive that their skills, knowledge, and experience is respected and that their contributions are be valued, thus will be confident in their abilities (Carpenter, 2015).

Self-discipline is a crucial factor as a strategy of managing learner discipline and is a culture seen through socially and morally responsible behaviour that is motivated primarily by intrinsic factors (Joubert & Serakwane, 2009; Bear, 2008; Dhlamini, 2016). It is important for learners to be taught self-discipline through a school-wide discipline programme which include developing self-discipline, preventing misbehaviour, correcting misbehaviour, and remediating and responding to serious and chronic behaviour problems (Bear, 2008). This is a lifelong skill which can enable learners to restrain their behaviour and help them fit in communities from diverse backgrounds. Self-discipline promotes positive relations with others (learners and teachers), as well as promoting a positive school climate, fostering academic achievement, and promoting self-worth and emotional well-being (Bear, 2010). It has emerged therefore that learners who are exposed in a good learning environment and achieving academically, show characteristics of good behaviour in and out of school.

School-wide positive behavioural support and social emotional learning approach (SWPBIS) has been advanced as very effective strategy of managing learner discipline in research. School-wide positive behavioural supports are school-wide systems used to communicate and teach rules while rewarding learners for following them and are also used as function-based

behavioural interventions. According to Chitiyo (2016) this strategy was developed for the sole purpose of exploring alternative ways of managing problem behaviour in school settings, because those that were in use seemed less effective. A teacher who puts this strategy into practice must involve both misbehaving and well-behaving learners (Luman, 2018). While putting the intervention into place for misbehaving learners the teacher on the other hand will be rewarding positive behaviour. For the program to be effective there must be coordinated activities by stakeholders, since implementing SWPBIS must be an ongoing process. Literature has stressed that the effectiveness of the execution of the school-wide positive behaviour support is related to the extent that a shared vision and a set of principles are used to guide decision making and implementation efforts **(**Chitiyo, 2016). Through this study, I hope to learn about strategies used to manage learner disciple, from the participating schools.

Research explicated the importance of promoting PD (elucidate acceptable and non-acceptable behaviour, and consequences for not following rules), by helping learners take responsibility for their decisions thus promoting pro-social behaviour (Ministry of Education and Training, 2018: Sibanda & Mpofu, 2017; Sieberer-Nagler, 2016). The culture of PD is thought to be ideal to shape learner behaviour because its outcomes tend to develop learning environments that incite learners to be cognizant of their social behaviour and how it affects learning. Rodgers (2018) advised schools to practice PD to shape positive learner behaviour, because it increases; morale, self-discipline (the ability to control one's feelings), and better attitudes in learners. The understanding is that for discipline activities to be effective it should be positive and constructive, not violent, and consequently it will build self-esteem and confidence, not eroding trust or destroying relationships. It emerged from literature therefor, that positive discipline is an action taken by the teacher to enforce rules and respond to learner misbehaviour (Sieberer-Nagler, 2016). The PD approach has therefore shown by literature as grounded in teachers' respect for learners and instilling a sense of responsibility in the development of shared clear rules (Childs, Kincaid, George, & Gage, 2015; Ntuli, 2012). Possible strategies for PD in literature are involvement in rule development of the rules, deprivation/withdrawal of privileges for misbehaviour, subjecting learners to moral punishment (learners made to apologise for misbehaviour). More strategies include rewarding learners for good behaviour, teacher modelling positive behaviour, leadership providing support to teachers, and more. Since schools must go all out to implement PD, through this study I shall investigate how schools attempt to practice PD, and how successful they are in that regard.

Sieberer-Nagler (2016) postulates that learner motivation practices can work hand in hand with practising PD in schools enabling teachers to shape learner behaviour. Motivated learners are understood to be well behaved, while demotivation negatively influence learner's attitudes and behaviours, degrading classroom group dynamics (Curwin, 2010; Falout, Elwood & Hood, 2009). When teachers and learners lack motivation, learner misbehaviour can occur, leading to long-term and widespread bad learning effects. It is, therefore, important for teachers to be kept motivated so that they in-turn can motivate their learners to keep their act together as dictated by the school and classroom rules. Omrod (2010) describes motivation as something that energizes, directs, and sustains learner behaviour; it gets learners moving, points them in a particular direction, and keeps them going, the same applies with their teachers. Omrod (2010) further expound that learner motivation is not fixed in the learners' homes but can also arise from environmental conditions created by teachers in schools. It merged that having supportive teachers raises learner's levels of self-determination, competence, and value of school, and becoming highly engaged in school and behave well (Hardré & Reeve, 2003), good for shaping behaviour. We are, however, not sure how effective are the support systems schools, in place for teachers, and the study hopes to establish that.

Related studies in the field of school culture and learner discipline used qualitative approaches in the form of interviews, document analysis and observations (Taole, 2013; Bellei, Vanni, Valenzuela, & Contreras, 2016; Hipp, Huffman, Pankake, & Olivier, 2008; Stringer, 2009). Others used the quantitative method approach with survey, questionnaires, and statistical modelling (Ohlson, Swanson, Adams-Manning, & Byrd, 2016). This current study adopted a qualitative methods approach, with Semi-structured interviews as data generation methods. This is explained in detail later in chapter four.

3 CHAPTER THREE - THEORETICAL FRAMEWORK

3.1 Introduction

The current chapter presents a discussion the theoretic framework for analysing the role and various meanings that head teachers, deputy head teachers, and teachers attach to school culture as they go about shaping learner behaviour. According to Rockinson-Szapkiw (2013) a theory anchors the proposed study on relevant previous research work (literature review) and gives the reader a clear sense of approach to the phenomenon that one proposes to study. Literature show that a theory informs the research questions and methodology of a proposed study, enabling a researcher to explain and predict a phenomenon; therefore, it is an integral part of a study (Kawulich, 2009; Rockinson-Szapkiw, 2013; Philipsen, 2018). (Rockinson-Szapkiw, 2013) A theory is consequently, defined as a supposition or a system of ideas intended to explain something, (Grant, & Osanloo, 2014). An explanation of a theoretical framework would therefore be that it refers to a lens through which one views a phenomenon. Grant and Osanloo (2014) further elucidate that a theoretical framework serves as a guide through which to build and support a study. Two theories provide a framework for this study, and these are transformational leadership theory, and Rogers' model of discipline. The section begins by discussing transformational leadership theory, followed by the discussion of Rogers' model of discipline. Leadership is an important aspect of shaping learner discipline, as a process of social influence, which maximizes the efforts of others towards the achievement of a goal (Kruse, 2013), hence the relevance of transformational leadership in this study. In Chapter One (see section 8.1.4), I defined the term 'leadership' as a process of mobilising human resources towards achieving group goals, since leadership is concerned with setting the direction of the school.

3.2 Transformational Leadership Theory

In this section I discuss two aspects through which transformational leadership theory has been used in the study, which are: understanding the transformational leadership theory, and the transformational leadership theory as a lens to understand behaviour management.

3.2.1 Understanding the Transformational Leadership Theory

Transformational leadership theory is also known as relationship theory, since it focuses on work related connections between leaders and their followers (Amanchukwu, Stanley & Ololube, 2015). Efforts for transformational change challenges existing organizational culture, its model of leadership and leadership competencies, leading to the creation of a new identity or culture (Cowan-Sahadath, 2010). The theory was initiated by Burns in 1978, who believed that this type of leadership can be seen when leaders and subordinates advance their morality and motivation to higher levels, through helping one another (Liu, 2015). In that sense, transformational leadership is a leadership approach that seeks to cause change on stakeholders and their social systems in the work environment, which in turn also impacts on how they relate to one another outside the work environment. In the same vein, Udin (2020) attests that transformational leadership is a style of leadership defined by partnerships between school leaders and those they lead, measured by the outcomes they accomplish together to achieve school goals. According to Liu (2015) transformational leadership focuses on improving individual and collective problem-solving abilities in the school change processes. Buil, Martínez and Matute, (2019, p.1) clarify that transformational leadership is a "style of leadership that transforms followers to rise above their self-interest by altering their morale, ideals, interests, and values, motivating them to perform better than initially expected".

Transformational leadership described in the words of Gurr, (2002, p.82)

> *Transformational leadership is a process in which the leaders take actions to increase their associates' awareness of what is right and important, to raise their associates' motivational maturity and to move their associates to go beyond the associates' own self-interests for the good of the group, organisation, or society. Such leaders provide their associates with a sense of purpose that goes beyond a simple exchange of rewards for effort provided. The transformational leaders are proactive in many different and unique ways. These leaders attempt to optimise development, not just performance. Development encompasses the maturation of ability, motivation, attitudes, and values. Such leaders want to elevate the maturity level of the needs of their associates to strive for a higher level of potential as well as higher levels of moral and ethical standards. Through the development of their associates, they optimise the development of their organisation as well. High performing associates build high performing organisations.*

Gurr's (2002) conception of transformational leadership gives a picture of how it is important for school leaders to adopt and practice this concept in their leadership strategies, to effectively implement any needed change in their schools. This is so because Gurr (2002) attests that a transformational leader's responsibilities encompass, motivating stakeholders to perform above expectation. In the context of schools, transformational leadership entails: upskilling of teachers, motivating and fostering unity to create an atmosphere conducive to the achievement of the school's objectives (Zacharo, Marios & Dimitra, 2018; Bi, Ehrich & Ehrich, 2012). Transformational leaders also optimise the development of their schools to enable the undertaking of school changes. Most importantly, Gurr (2002) emphasises on giving sense of organizational purpose for stakeholders, which serves as the aim of the school which gives direction on school activities.

It is emerging from the characteristics articulated by scholars that transformational leadership: causes change to individuals and social systems, it enables collective problem-solving abilities, transforms followers to rise above their self-interest, advances stakeholders' morality and motivation to higher levels, focuses on connections between leaders and their subordinates, among others, guiding the organization to a clear vision, mission and goals (Buil, Martínez & Matute, 2019; Liu; Amanchukwu, et al, 2015; Armugam, Arshad, Ismail & Hamzah, 2019).

According to Luman (2018) transformational leaders use their shared vision to create a supportive school climate to solicit change and manage school reform. Reeves (2002) articulates that the creation of a school vision can give birth to the generation of school and classroom rules to guide stakeholders' behaviour. Rijal (2016) asserts that transformational leaders raise the followers to higher levels by changing their attitudes, beliefs, values and needs. Therefore, transformational leadership is a process in which leaders take actions to increase followers' awareness to perform beyond their own self-interest, for the good of the organisation (Muenjohn & Armstrong, 2007). Transformational leadership theory proposes leadership that leads to positive changes, where stakeholders identify the needed change, then creating a vision to guide the anticipated change (Thabede, 2017). Muenjohn and Armstrong (2007) also articulate that cultural values play a significant role in the relationships between transformational leadership and leadership effectiveness. That is to say, the values held by a school as a group, are the driving force, thus have a significant impact on the effectiveness of the leader, as the leader support stakeholders to work towards the group values.

Transformational leaders do not just provide leadership alone instead they share their leadership responsibility with others, empowering them through the distribution of leadership. Evidence of distributing leadership points towards positive relationships between leaders and followers, and among themselves, improved performance, and learner behaviour, all of which are attributes of transformational leadership (Hallinger & Heck, 2009; Leithwood & Mascall, 2008). In short, through teacher collaboration, schools can be able to effectively manage learner behaviour (Hallam, Smith, Hite, Hite & Wilcox, 2015; Deal & Peterson, 2009). According to Fiarman (2017) head teachers need to share responsibility for work that directly affects teaching practice and learner behaviour. Similarly, Thabede (2017) views transformational leaders as entrusted with the responsibility of empowering others through the distribution of leadership. What is emerging from this literature is that a transformational leader is one who distributes leadership responsibilities to capable members of staff, and in the process, promoting staff participation, for effective performance management procedures.

Ibrahim, Ghavifekr, Ling, Siraj, and Azeez (2014) describe transformational leadership as a leadership style which enable those in leadership position to inspire their team of workers to go above and beyond the performance, they thought they could do. According to this model, transformational leadership is re-determining people's missions and visions, refreshing responsibilities, and restructuring the system to reach the objectives (Akcil, Altinay, Altinay, Dagli & Altinay, 2016). In that light, transformational leadership provides strong leadership and accountability at high levels for learners and teachers (Stewart, 2018).

Sarros, Cooper and Santora (2008) offer six characteristics of transformational leadership: articulating a vision for the future, providing an appropriate role model, fostering the acceptance of goals, setting high performance expectations, providing individual support, and providing intellectual stimulation. A discussion of these follows.

3.2.1.1 Articulating a Vision for the Future

A school vision is part of a wide strategic plan expressing aspirations for the future, where the school wants to be and how its wants to get there, thus sharing: purpose, commitment, and creativity in the members of their organizations (Lucas, & Valentine, 2002). Articulating a school vision helps transformational leaders to influence learning and ensuring that the development of staff takes place, to improve their ability to carry-out their mandate of teaching

(Kurland, Peretz & Hertz-Lazarowitz, 2010). Stewart (2018) attests that headteachers, as transformational leaders should be inspirational to those that they lead, to ensure that they are motivated to perform to their level best. They should have a clear vision so that they are able to articulate to teachers and other stakeholders. According to Stewart (2018) the vision (roadmap) becomes a useful aid in clarifying how the school aims to ascend to the next stage of growth along its journey. Transformational leaders should also be able to help teachers and other stakeholders experience the same passion and motivation to fulfil the school goals, as articulated in the vision (Avolio**,** Bass, & Jung, 1999). Articulating and communicating school vision helps transformational leaders to achieve the same level of understanding and belief in the school vision, and consequently getting total commitment from all parties concerned (Pierre-Arnaud, 2014).

3.2.1.2 Fostering the Acceptance of Goals

Successful transformational leaders are those leaders who create a culture that accepts and encourages experimentation, risk-taking, and open dialogue that leads to norms and practices that inspire followers to achieve goals (Lucas, & Valentine, 2002). For a transformational head teacher, this kind of behaviour represents either an active or passive corrective transaction, with his or her teachers (Sarros, Cooper & Santora, 2008). In the active scenario, the head teacher monitors the teachers' activities while on the look-out for deviances from norms, mistakes, and errors in the day-to-day school activities, and takes corrective action where need be (Lucas, & Valentine, 2002). The leader is actively following the school activities. In the passive scenario, the head teacher waits for deviances from norms, mistakes, and errors to occur; and only then does he or she takes actions to corrective them (Gomes, 2014). Active corrective strategy is consistent with fostering acceptance of school goals, since active leadership seeks to involve staff by giving them roles in making school improvements (Albers, 2016). More so because transformational leaders actively motivate stakeholders to do more than they are originally expected (Yammarino, Spangler, & Bass, 1993). By raising stakeholders' consciousness about the importance and value of expected outcomes and getting them to transcend their personal interests for the sake of the school mission and vision, hence contributing to transformational leadership (Yammarino, Spangler, & Bass, 1993).

3.2.1.3 Intellectual Stimulation

Lucas and Valentine (2002) rightly say that transformational leaders do not only challenge the way business is conducted in the school, but they also encourage creativity among teachers and learners. The head teacher, as a transformational leader, encourages teachers and learners alike to rethink their performance of their roles to achieve with the aim of school reform (Ngang, 2011). Teachers and learners should engage in problem-solving activities, explore new ways of doing things, and seek new opportunities to acquire more knowledge and skill (Gomes, 2014). The transformational leader goes beyond encouraging teachers and learners to keep abreast of the latest educational trends. He sees to it that teachers and learners are capacitated by organizing training sessions on a regular basis. Through intellectual stimulation of stakeholders, new methods of accomplishing the school's mission are explored and innovative solutions to leadership challenges found, contributing to the transformation of the school (Yammarino, Spangler, & Bass, 1993).

3.2.1.4 Providing Individual Support

Leaders are entrusted with the responsibility of handling different kinds of people, with various goals and interests, in their schools (Lynch, 2016). Head teachers, as transformational leaders, should offer ongoing, professional, and personal support and encouragement to teachers and learners. Transformational leaders should also ensure that learners focus on their studies by being considerate of their individuality, influencing and inspiring them to behave according to school expectations laid down in rules (Lynch, 2016). Instead of using set problem-solving techniques, a transformational leader involves learners and teachers to come up with solutions to problems as they arise (Lynch, 2016). One way of being individually considerate, transformational leaders provide needed resources to impact on school performance, a school mandate articulated in the school vision (Lucas, & Valentine, 2002). Leaders offer supportive relationships by keeping lines of communication open for teachers and learners to be free to share ideas of how best they think positive school culture can be realized. Such would enhance the shaping of learner discipline. In this way, head teachers will be able to offer direct recognition for the unique contributions of individual teachers, while at the same time allowing learners to have a say on matters that involve them (Celik, 2018). In that way, the individual needs of a stakeholder are satisfied, enabling him or her to perform duties better and effectively (Yammarino, Spangler, & Bass, 1993).

3.2.1.5 Setting High Performance Expectations

Transformational leaders verbalize their dreams about their schools, making sure that everyone is on the same page about the direction of the school (Acharya, Sharma, Nitishbhai, & Chowdhury, 2016). As a result, the leaders' actions can be viewed by their followers as engaging. This is so because followers contribute more when they are aware of their leaders' high-performance expectations (Jacobsen & Andersen, 2019). Transformational leadership develops, intellectually stimulates, and inspires followers to transcend their self-interests for a collective purpose of vision (Duan, Li, Xu, & Wu (2016). As such, transformational head teachers use this behaviour to assign or come to an agreement regarding what must be done, establishing rewards in exchange for the satisfactory efforts of teachers in achieving the objectives (Gomes, 2014). To achieve satisfactory objectives, leaders capacitate their followers while at the same time rewarding them for good performance (Jacobsen & Andersen, 2019). Surely after all the efforts and preparations for good stakeholder performance, the expectations become high for them to deliver on the school goals and objectives. Hence after setting high performance standards, transformational leaders then participate in performance management systems, to hold stakeholders accountable for the school performances (Moynihan, Pandey, & Wright, 2011). But transformational leaders ought to be careful not to demand performance aggressively, because it might back-fire, fostering defensiveness from stakeholders who t do not perform up to expectation (Moynihan, Pandey, & Wright, 2011).

3.2.1.6 Transformational Leaders as Role Models

Role modeling can be described as the practice of intentionally displaying certain leadership and teaching behaviour with the aim of promoting learner and teachers' professional learning (lunenberg, Korthagen & Swennen, 2007). Head teachers should serve as role models for stakeholders in their schools. According to Jopp, Jung, Damarin, Mirpuri, and Spini (2017) role models positively influence behaviour, motivation and performance. This is to imply that, the way a head teacher handles himself or herself, in dealing with the day- to- day activities of the leadership responsibility, can make or break the development of teachers as future leaders. To be a role model means to possess high ethical standards and behaviour consistent with these standards and may include being guided by integrity when taking decisions (Parry & Proctor-Thomson, 2002). Transformational leaders as role models inspire others within their organization and in the greater community, through their behaviours (Bottomley, 2014). A role model may be a vision-builder (personal transformation of the leaders to transform others),

standards-bearer (become moral themselves), integrator (positively impact stakeholders) and developer (teaching, training, and coaching) (Bottomley, (2014). Consequently, mutual trust and respect develops between teachers and their leader, hence teachers tend to emulate their leaders, thereby internalizing their ideals (Sarros, Cooper & Santora, 2008). Such are ideal factors for the development and sustainability of positive school cultures in schools. Role modeling is realized when the transformational leader sets an example to be followed, sets high standards of performance, and shows determination and confidence in the followers who then want to identify with such leadership (Bass, 1999). Such is an ideal situation, conducive to the shaping of learner behaviour because the leader and the lead are all determined and focused to achieving the school goals which include producing well-behaved learners.

The Transformational leadership theory provides an appropriate model to analyze the nature of school culture in shaping learner discipline. To understand and use the transformational leadership theory for this study I have adopted Sarros, Cooper and Santora (2008)'s view that this leadership style encourages cooperation between the stakeholders. It will be interesting to appreciate how: teachers, head teachers, parents, and learners put their heads together and get their hands dirty to transform their school culture and shape learner discipline. Sharing similar sentiments, Sergiovanni (2003) asserts that leaders and followers unite in pursuit of school goals, and both want to do their best in taking the school in a new direction. Transformational leadership theory asserts that school culture can be influenced by head teachers as the leadership they provide directly affects the climate and culture of a school, which in-turn affect how teachers perform their duties. It is also important to understand that shared goals help people to find meaning in their work. Transformational leadership theory is informed by the belief that transformational leadership guides head teachers to frame the attitudes of the stakeholders to achieve excellent outcomes (Leong & Fischer, 2010). In that sense, the model consists of setting directions, developing people, and redesigning the school. Consequently, without stakeholders' cooperation, it would be difficult to develop and sustain a positive school culture. Through this theory, I will be able to understand how school leaders influence and motivate the behaviour of stakeholders (Givens, 2008). Moreover, this theory will enhance my understanding of how school leaders go about creating school conditions that support and sustain high performance of every member of the school community. This is so because the behaviour of stakeholders has a positive impact on the schools' and personal outcomes (Ehiane, 2014). To be successful, transformational leaders should tap into the values, beliefs, and ideals of followers toward the vision of the school and produce well-behaved learners. Well-behaved

learners are expected to respect school rules, regulations and policies guiding behaviour, thus, helping them discover new means of problem-solving (Lynch, 2016).

Research indicates that leaders engage teachers in change processes; helping them to have new vision and new teaching practices which enhance the development of positive teacher and learner relationships (Sarros, Cooper & Santora, 2008; Liu, 2015; Akcil, Altinay, Altinay, Dagli & Altinay, 2016; Quin, Deris, Bischoff, & Johnson, 2015). In that light, this theory will help to advance my understanding of those practices and activities that the participating schools engage in, which promote the development of good relations. In the literature section 2.5, I have reported that Goliath, Goosen, Pretorius, and Theron (2007) articulate that the establishment of a school vision as an important shift of focus in the effective creation and management of positive school culture. If transformational leaders do not motivate, capacitate, and support their followers to act, the school vision will never become a reality.

Transformational leaders can be successful in shaping learner discipline by providing well-organized support systems which enable stakeholders to freely work above expectations, towards the achievement of the school objectives and vision. In this line of thinking, Givens (2008) avers that transformational leadership serves to create and sustain a context for building human capacity. This type of a leader oversees the development of clear outcomes, facilitating individual accountability and frequently monitoring progress; ensuring the formation of effective networking teams to share ideas, best practices, and nurture emotional support. These are ingredients fit to help with the effective shaping of learner behaviour, especially because for change to be successful, stakeholders need to be well capacitated to cope with the demands of new innovations. This approach is relevant for this study because it advocates that school leaders develop and manage a culture of positive behaviour (The Western Cape Education Department, 2007). Teacher Empowerment is thus viewed as the kind of culture that fosters the types of outcomes for learners that are valued in educational change since it stimulates continuous professional growth among teachers (Leithwood, & Jantzi, 1990). A transformed school will have strong classroom leaders who inculcate a culture of high learner behaviour, because the teachers from such a school are equipped with relevant skills and supported when performing their duties (Bush, Hamid, Ng, & Kaparou, 2018).

It is understood that to shape learner behaviour, every stakeholder has a role to play. I have articulated in the literature section, 2.4.2.3 under the heading ‘typology of school cultures’, that

by allowing stakeholders to work collaboratively in the school, can go a long way in enabling the success of behaviour management. Meador (2017) argues that collaboration is critical to developing a positive school culture, as it enriches the overall teaching and learning experiences and builds lasting relationships. This is a vital aspect of raising and developing well behaved learners. Collaborating teachers also focus on their job by meeting constantly to share ideas, plan, and help one another in problem solving, making sure that they are all moving towards the direction of achieving their target (Ainscow & Hopkins, 1992). Through the culture of collaboration and distributing leadership, different teachers take on leadership roles since leadership responsibilities do not reside solely with school leaders (Ainscow & Hopkins, 1992). Instead, transformational leaders, tape on the leadership ability of other members of staff to lead the school towards its goals and vision.

Literature has established that school culture has to do with how stakeholders work and relate to each other while aiming to achieve common goals (Bennet, 2017; Kurland, Peretz & Hertz-Lazarowitz, 2010; Stevens & Hemmings, 2011; Schein, 2004; Goliath, Goosen, Pretorius, & Theron, 2007; Carpenter, 2015). Hence García-Morales, Jiménez-Barrionuevo and Gutiérrez-Gutiérrez (2012) opine that transformational leadership heightens consciousness of collective interest among the organization's members and helps them to achieve their collective goals. It is in that light that Bush (2007) believes that transformational leadership assumes that the central focus of leadership must be the commitment and capacities of every member of an organization, to acquire needed skills and knowledge, to be effective.

3.2.2 The Transformational Leadership Theory as a Lense to Understand Behaviour Management

In this section I discuss how transformational leadership impacts the management of learner behaviour. Transformational leadership taps into the attributes of a head teacher such as charisma or idealised influence, motivation, intellectual stimulation, and leniency towards teachers. Transformational leadership is an appropriate theory to study school culture because it recognizes that the head teacher’s appropriate behaviour ought to be the model for followers to emulate (Diaz-Saenz, 2011). If the leader does not depart from the values and expectations set by the school and stakeholders, followers will always follow in the footsteps of their leader. Furthermore, stakeholders led by a transformational leader can reach higher levels of performance and satisfaction than those led through other ways of leadership practices (Cherry,

2020; Givens, 2008). This is because the leader's high-performance expectations inspire the followers to likewise exhibit quality performance and behaviour. (Diaz-Saenz, 2011).

A transformational leader communicates frankly, monitors constantly, allocates duties equally and is tolerable and accessible to his followers. This leader is transparent and professional in his dealings and this keeps the staff happy content. The behaviour of happy followers is often exemplary and attractive to learners to emulate. School leaders then take the opportunity to encourage and support individuals within the staff, to reach higher levels of performance, and realize full satisfaction with the day-to-day school activities (Doody & Doody, 2012).

A transformational leader provides meaning and this makes followers identify with the respective goals and problems (Boerner, et al., 2007). This kind of a leader takes the initiative to give reasons to the followers for doing certain things in a certain way, giving a chance to the followers to buy-in to his or her vision which in-turn becomes everyone's' vision. According to Givens (2008) transformational leadership is positively related to several important organizational outcomes including perceived extra effort, organizational citizenship behaviours, and job satisfaction. This is possible because a transformational leadership theory is a generous expression with the ability to unite teachers of different individual abilities and characteristics, to foster teacher efficacy collectively. By having a positive influence on how stakeholders behave, transformational leadership is therefore an important leadership theory to be adopted by leaders who are interested in improving their stakeholders' behaviour. This is to say, transformational leadership style has a positive impact on individual performance and subsequently to the organization itself (Givens, 2008). Liu (2015) articulates that transformational leadership has a significant impact on school change. On a similar point of view, Hendricks (2017) claims that the way transformational leaders engage with their followers is believed to influence the stakeholders' perceptions of the organization. This implies that, if followers buy into their leader's vision, perceive practices as being equitable, it breeds a climate wherein they are likely to engage in accepted behaviour.

I have opted to use this model for my study because it will enable me to understand how the participating schools have gone about making necessary transformations, which enable them

to control learner behaviour. Since I visit the schools, I will bear witness, and learn from the participants, about activities that seem to encourage good behaviour. It is imperative for me to understand how transformational leaders affect outcomes. This type of leadership will enhance my understanding since it is known to be encouraging and prompting followers to produce extraordinary outcomes and synchronizing an organizations' objectives and goals (Rahmana, Norb, & Wahabc, 2020). Leithwood and Jantzi (1990) assert that the development of a collaborative or shared, technical culture is possible through transformational leadership practices, teachers thus, share technical culture built on norms of collegiality and collaborative practices. Thus, in the study, I shall seek to explore how transformational leaders, attempts to lead the development and sustaining of school culture to shape learner behaviour. The next section discusses Rogers' Decisive Discipline Model.

3.3 Rogers' Decisive Discipline Model

In this section I discuss Rogers' decisive discipline model where I deliberate on issues like understanding Rogers' model, and the Rogers' decisive discipline model as a lens to understand behaviour management.

3.3.1 Understanding the Rogers' Decisive Discipline Model

This model was founded by Bill Rogers, an educationist, minister of religion, school and hospital chaplain (Psychological Resources, 2014).

> *The aim of discipline is to create physical, emotional, and social safety to enable individuals who are part of the social system to realize themselves and to protect the rights of people who are uncooperative, aggressive, or expose* (Sadik & Yalcin, 2018, p.97).

According to Rogers (2014) the aim of discipline management is to enable learners to own and be accountable for their behaviour, have mutual respect, and maintain workable relationships with other learners and the teachers. Discipline in classrooms enables effective teaching and learning activities to go as planned through effective time and behaviour management. Literature emphasizes that discipline is an educational process geared to providing some degree of order and structure required to develop and sustain voluntary obedience culminating in positive learner behaviour (Sadik & Yalcin, 2018; Widagdo, Nurdyansyah & Faujiyah, 2020;

Van Der Westhuizen, Oosthuizen & Wolhuter, 2008; Jinot, 2018). Classroom discipline management involves preparing the necessary conditions for learning by establishing classroom rules thus levelling the ground for teaching and learning activities, classroom interactions, and good teacher and learner relationships.

Rogers (2014) illuminates that decisive discipline is all about modelling, guiding and leading learners as they practice positive behaviour in safe environments that promote and reward success for all learners. The decisive discipline model concentrates on activities and behaviours taking place within classroom settings. Normal day to day classroom interaction between teachers and learners gives teachers ample opportunity to instantly censure misbehavior the moment they notice it. This is a good starting point for schools committed to developing and sustaining positive learner behavior. Teachers often perceive maintaining discipline as both challenging and very stressful (Stewart, 2004).

In this model, discipline is associated with teaching learners, self-control. Such is based on a contract that binds a teacher and a group of learners together, so that learning can be effective (Rahimi & Karkami, 2015). The teacher must make clear the consequence of not complying with a given directive or expectation. The consequences could be immediate or deferred depending on the situation and context (Andrius, 2013). Effective classroom management is linked to teachers' ability to set an appropriate tone that can win learner respect and cooperation in class. This would spill over to beyond the class. Rogers (2014) articulates three phases of discipline:

3.3.1.1 Preventive Strategies/Planning for Good Behaviour

Prevention consists of enhancing protective factors designed to prevent the future development of more negative learner behaviour outcomes (Armstrong, Ogg, Sundman-Wheat& Walsh, 2014). Preventative interventions among others include the establishment, maintenance, and consolidation of classroom routines that encompass the rights, responsibilities, rules, and consequences for teachers and learners (Rogers, 2015). Classroom behaviour practices need to promote the growth of individual learners in a classroom (Stewart, 2004). Suggested classroom routines used to control misbehaviour can range from ignoring such behaviour, to non-verbal cueing (just giving a glance to a misbehaving learner without saying a word), to directed choices and deferred consequences and on to assertive comments and commands. In the school context prevention strategies are the procedures that teachers use to keep learners from

engaging in negative and disruptive behaviour. This entails discussing and devising classroom rules and consequences with the learners (Purkis, 2002) Consequences must have a clear structure that all learners understand and use to inform the choices they make (Rogers, 2015). For similar offences, consequences should be meted out to all learners involved without any favour. To ensure that learners do not experience a hostile learning environment the teacher has to maintain an appropriate behaviour management plan (Stewart, 2004). Other strategies of preventing misbehaviour may include teachers modelling appropriate behaviour themselves or involving learners in making decisions that concern them (Stewart, 2004).

3.3.1.2 Corrective Strategies/Positive Correction

Corrective Strategies aim to correct inappropriate or undesirable behaviour in the classroom as it occurs. These are strategies that are used to discipline learners when there has been a serious violation of the class/school rules or a major disruption. Regardless of the kind of misbehaviour the premise is that teachers and schools should adopt a non-confrontational approach to discipline based on positive teacher-learner relationships (Mokhele, 2006). Positive teacher-learner relationships mean classroom practices that show respect for the dignity and rights of learners' choices about consequences of behaviour, and encouragement of self-discipline (Ryan, Stiller, & Lynch, 1994; Birch & Ladd, 1998). When a learner is described as self-disciplined if he has attained the self-directive process by which learners transform their mental abilities into academic skills (Zimmerman, 2002). This means that when the teacher uses positive strategies to shape misbehaviour in the class learners are likely to become intrinsically motivated to behave well and achieve academically. The two, correct ways of managing learner misbehaviour and the establishment of classroom discipline, are central to classroom management and shaping of learner behaviour (Debreli, & Ishanova, 2019).

3.3.1.3 Supportive Strategies/Repair and Rebuild

These are teaching strategies designed for immediate implementation upon a teacher suspecting that learners are wandering off task and may end up misbehaving. This may be due to learners being restless, agitated or disengaged. When preventive measures fail, the teacher can use supportive discipline strategies to encourage learners to get back on track and continue with their learning (Purkis, 2002). This process involves changing strategies during the lesson as a

way of supporting learning. Akhter and Akhter (2020) assert that management of classroom problems can be overcome by involving learners at the lesson planning stage taking care to explain the learning objectives to them. Mouroutsou (2020) lists some of the strategies as meaningful learner-teacher interactions, one to one conversation, quality of teaching and learning, behaviour card, and social stories among others. It is imperative for a teacher to work hard building and repairing the damage that ensues when situations go awry.

This is an ideal model to assist teachers inculcate the culture of positive behaviour in learners. This classroom management approach is relevant because it can be utilized to strengthen and verify learning because it aids learning and achievement (Akhter & Akhter, 2020). It is important for teachers to teach good behaviour to learners because classroom learning processes are directly correlated to teachers' classroom management ability. Indeed, their classroom actions influence learner behaviour**.** UNESCO (2006) advocates empowering learners to take responsibility for their actions and misbehaviour. These strategies include behavior management strategies practiced in the classroom. That is why it is important to help learners appreciate that their misbehaviour is an opportunity for them to learn good behaviour without the use of violence. This way learners can impact the learning environment through the actions they select such as building good relationships with teachers and classmates. Parsonson (2012) confirms that a classroom is an environment with its own ecology which includes the teacher, learners and their interrelationships and a range of activities which influence learner behaviour. The concern is for a model for managing learner behaviour that considers all aspects of teaching and learning including the use of available resources for the achievement of school goals.

Teachers must cover the steps of the model in the classroom setting taking care to introduce it at the start of the year and gradually developing it as the year progresses. Furthermore, the use of learner self-evaluation gives them a sense of achievement. I knew what my task would be at the research site: assess schools' correctiveness as an integral part of school culture. It will be of interest to know the following: the way school rules and routines are taught; and how teachers re-build relationships with learners when something has gone wrong. These and others will constitute some of the questions the study seeks to answer.

3.3.2 The Rogers' Decisive Discipline Model as a Lense to Understand Behaviour Management

The Rogers decisive model's merit is in the way it equips the teacher with certain guidelines (preventive, corrective, and supportive strategies) for curbing learner misbehaviour (Burns, 2018). Learners in their early developmental stages are prone to naughty antics and this calls upon the teacher to manage such learner misbehaviour through corrective and supportive strategies (Psychological Resources, 2014). Rogers decisive model emphasizes that learners be in control of their behaviour. What remains is for them to display behaviour that won't hamper learning but increase motivation and learning outcomes. It is incumbent upon the learner to manage his behaviour and minimize teacher interventions in his behaviour. Learners who know they are responsible for behaving well are motivated to sustain their commendable conduct. In this way teachers realise improved outcomes (Burns, 2018).

This approach focuses on preventative measures of behaviour management put in place by the classroom teacher, with the help of the learners who participate in the formulation of classroom rules and their consequences (Psychological Resources, 2014). Preventative teaching strategies focus on learners' needs by for example scaffolding lessons to boost engagement and reduce undesirable behavior. It is important that preventive strategies help learners recognize and manage their emotions, appreciate the perspectives of others, establish positive goals, make responsible decisions, and handle interpersonal situations effectively (Skiba, & Losen, 2016). It is imperative that teachers are equipped with relevant strategies to shape leaner behaviour, because inevitably all teachers encounter some sort of classroom misbehaviours (Özben, 2010). Martínez-Fernández, Díaz-Aguado, Chacón and Martín-Babarro (2020) believe that reducing learner misbehaviour is a milestone towards improved learning opportunities and quality of school life. It is also necessary to appreciate the fine distinction between strategies that minimize or prevent bad behaviour from happening as opposed to stopping it when it is already happening.

The Rogers' theory of discipline might sound as if it is strictly teacher-driven. The truth is that it is ultimately the head teacher who is responsible for all aspects of school life and this includes classroom activities as stated in Regulation 10.1 of the School Guide Regulation Procedure (MoET, 1992). Moreover, classroom behaviour management measures are formulated in

harmony with those of the school. What happens within the classroom is part and parcel of the school culture and as such has an influence on the behaviour of the whole school. In short, what goes on in the classroom speaks to school culture. The positive teacher-learner relationship that's developed in the class builds trust and helps learners feel secure. It also increases their level of cooperation and good behaviour. Tarbutton (2018) asserts that when learners are immersed in positive classroom environments they are motivated to learn and make better decisions about their behaviour both within the classroom and beyond.

Rogers decisive discipline model is a practical approach to classroom and school-wide behaviour management which is based on the theory that teachers should make learners accountable for their own behavioural choices (Andrius, 2013). The aim of Rogers' decisive discipline model is to teach learners effective ways of dealing with problems independently because they are deemed capable of either complying or disobeying classroom rules (Burns, 2018). It is for this reason that learners are given the opportunity to decide their behaviour. The model, therefore, attempts to modify the way learners think, feel, and consequently behave, by educating and reinforcing positive experiences. The onus is thus on the teachers to teach positive behaviour traits to their learners using decisive, assertive, and positive language.

3.4 The Complementarity of the Two Theories in the Study

The theories employed are applicable to this study because of the following theoretical concepts that they convey: they are both models of managing peoples' activities to support attainment of school goals. Transformational leadership has to do with the management and support of teachers' day -to -day activities. Rogers' model of discipline is about how the teachers manage the behaviour of the learners during learning. In essence they both have to do with inspiring and motivating others to behave and perform their responsibilities (teaching for teachers and learning for learner) better.

Lee (2014) asserts that transformational leadership places emphasis on an organizational vision that is based on collective interests. Rogers' model of discipline hinges on class rules and consequences that impact both teachers and learners. Vision-inspired leadership guides activities and behaviours of all stakeholders within the school. Classroom rules facilitate the

teacher-learner relationship by defining acceptable and unacceptable behaviour and teacher's response when rules are broken. These aspects of leadership are crucial as they enable people with diverse backgrounds to work together towards shared organizational goals while carrying out their day-to-day activities effectively.

The success of a school lies on the effectiveness of the leader and stakeholders in transforming the school. Transformational leadership has to do with the way head teachers perform their leadership duties that have a direct bearing on school culture. Similarly, the teacher transforms the class environment through Rogers' model of discipline. Rogers' model of discipline recognizes that the way teachers handle cases of misbehaviour in their classrooms is an extension of the school culture. Consequently, Burkett (2011) asserts that when discipline issues go unchecked through classroom management and discipline strategies learning is impacted. Effective classroom management has the following attributes: caring, guiding, and cooperation that promotes better behaviour and learning. As such, the transformational leadership theory and Rogers' model of discipline complement each other and be used to guide how learner behaviour can be managed. Transformational leadership theory was utilised as a frame of understanding the fundamental transformation of manpower, infrastructure and resources that head teachers oversee, in the process providing support to teachers. The teachers are involved in the day to management of learner behaviour as guided by the Rogers' model of discipline. In that sense, Rogers' model of discipline was not used as an alternative for transformational leadership theory, but to complement it. Kailola (2017) articulates that transformational leadership is directly linked to teacher's performance which plays a crucial role in achieving quality of education and good character of learners.

Transformational leadership relates to leadership behaviours that inspire followers resulting in both leader and follower supporting to reach higher levels of morality, motivation, and performance (Ondar, Tanui & Choge, 2016. This model is positive, respectful and behaviourally focused since it aims to empower teachers to help learners to own and manage their behaviours so they can grow up to competent adulthood (Rodgers, 2014). Teachers need capacitation to practice positive oriented behaviour management system which borders on the transformational leadership aspect of the leaders' responsibilities. We can see that transformational leadership theory and Roger's model of discipline complement one another.

3.5 Chapter Summary

This chapter has discussed the two theories that undergirded this study. These are transformational leadership theory and Rogers' model of discipline. This pair of theories enhance my understanding of how head teachers and teachers manage activities and practices in their schools to shape learner discipline. This is because transformational leadership and learner discipline are essential factors of effective schools. The decisive discipline model is about the management of emotions and is associated with such traits as: confidence, self-esteem, peer relationships, group acceptance, empathy, belonging, resilience (Andrius, 2013). Transformational leadership focuses on improving individual and collective problem-solving abilities in the school change processes (Liu, 2015). Through thoughtfully planned discipline strategies learner behaviour is bound to improve resulting in reduced emotional exchanges and enhance teaching and learning. I hope to learn how these models could impact working lives of head teachers, deputy head teachers, and teachers in Eswatini schools. The onus is on them to lead and manage positive school culture that enhances the development of good behaviour.

4 CHAPTER FOUR - RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter presented the theoretical framework of the study. In this chapter, I describe and justify the research design and methodology. I report on the research paradigm, research design, the selection of participants, the development and validation of data generation instruments, data analysis procedures, issues of trustworthiness, and ethical considerations.

4.2 Research Paradigm

The word ‘paradigm’ refers to a set of assumptions or beliefs on essential aspects of reality or about the nature of the world (ontology) and how we come to know the existence of this reality (epistemology, theory of knowledge) (Maree, 2010; Krauss, 2005; Carson, Gilmore, Perry & Gronhaug, 2001). Similarly, Groenewald (2004) opines that a paradigm is a viewpoint held by a person about a topic of discussion or research. Other scholars view a paradigm as an attitude of viewing the world, consisting of expectations, cultures and traditions, rules as well as norms that control and direct participants' actions and thinking (Mertens, 2009; & Creswell, 2007). Jonker and Pennink, (2010) assert that a research paradigm is specifically about research behaviour and can, therefore, guide how research should be carried out. A paradigm is thus important in research as it defines a researcher’s viewpoint. This has significant implications for decisions made in the research process, including choice of methodology and methods (Kivunja & Kuyini, 2017). A paradigm tells us how meaning is constructed from the generated data. Kivunja and Kuyini (2017) emphasise that when a researcher writes a research study, he or she should clearly state the paradigm in which he or she is locating the research. In this study I adopted the interpretive paradigm.

The interpretive paradigm is based on the premise that many realities exist and intersect and that the goal of research is to unravel reveal these realities in the world (Maree, 2007). It is also fair to say that an interpretive approach is designed to study the multiple realities, descriptions, and experiences of participants in a study (Merriam, 2009). Rahi (2017) attests that interpretivists believe that true knowledge can only be obtained by deep interpretation of a subject. Consistent with the interpretive paradigm, the focus of this study was to understand

participants' views and feelings on the shaping of learner discipline in the respective schools. This connects with the notion that ontology is concerned with identifying the overall nature of existence of a particular phenomenon or that something is real (Black, 2006; Kivunja & Kuyini, 2017). Ahmed (2008) states that 'ontological assumptions are assumptions that we make to make sense of something. This concept is very important to gain a greater understanding of humans and the world they live within, where different forms of interactions take place, resulting into different experiences. The ontological assumption of the interpretive research paradigm is of a social world of meanings, where things revolve around individuals' interactions with one another and the world they live in. Researchers must assume that the world they investigate is a world inhabited by human beings who have their own thoughts, understanding and interpretations, whose meanings vary from one situation to another (Ahmed, 2008).

This study thus articulates how the participants viewed the activities and practices in the individual schools regarding the role of school culture in shaping learner discipline, as I sought answers to the research questions. This is a particular type of knowledge that exists external to the person conducting a study (Black, 2006). Kivunja and Kuyini (2017) argue that philosophical assumptions about the nature of reality are crucial to understanding and making meaning of the data that has been gathered. The assumptions about a phenomenon in a study help to orientate thinking about the research problem, its significance, and how he might approach it to contribute to its solution (methodological) (Kivunja & Kuyini, 2017). Interpretivists believe that reality is determined by how individuals think of the institutional culture(s) regarding their actions. Hence it helps to provide an understanding of the things that constitute the world, as it is known. Using the generated data, the participants' feelings are interpreted, together with their inner thoughts about a phenomenon (Ahmed, 2008). Moreover, using the case study as a design of the present study it focused on the participants' opinions, feelings, experiences and inner thoughts.

Epistemology, on the other hand, pertains to the comprehension and elucidation of the process by which knowledge about a phenomenon is acquired (Black, 2006). In other words, epistemology is concerned with providing a philosophical grounding for deciding what kind of knowledge is possible, and how we can guarantee that it is both adequate and legitimate

(Ahmed, 2008). Dammak (2015) argues that epistemologically, interpretivists adhere to a subjectivist view in that subjective meanings and subjective interpretations have great importance. The subjective meaning and subjective interpretation are thus important because the relationship between the knower and the subject to be known is not of detachment, but rather of involvement, interaction (Dammak, 2015). Tirri, Husu, and Kansanen, (1999) posit that epistemology deals with the nature of the relationship between the knower and the known. Epistemologically, knowledge is a meaningful reality dependent upon human practices, therefore constructed through human interactions with one another, and with their world, developed and transmitted within a social context (Ahmed, 2008). Hence, a personal encounter with the participants assisted me to gain information on how they understood and experienced the phenomenon of shaping learner discipline.

This study exemplifies an interpretive epistemological approach because the primary objective is to gather information from the interviewee's worldview. The researcher's epistemological orientations are implicated because he makes meaning of his data through his own thinking and other cognitive processes as he interacts with the participants (Kivunja & Kuyini, 2017). This means that the interpretive paradigm enables a researcher to construct knowledge socially as a result of his intermingling, dialoguing, questioning, listening, reading, writing and recording research data (Thanh & Thanh, 2015; Kivunja & Kuyini, 2017). The interpretive paradigm accommodates multiple perspectives and versions of truth. It is also in harmony with research methodologies and methods that gather and analyze qualitative data. Narrative approaches to data analysis are based on the social constructionist school of thought (Kivunja & Kuyini, 2017), which is said to be complex and constantly changing (Thomas, 2003).

Researchers believe that the interpretive paradigm is entirely qualitatively oriented (McQueen, 2002; Thomas, 2003; Willis, 2007; Nind & Todd, 2011). Cohen, Manion, and Morrison (2007) concur that the interpretive paradigm aids understanding the subjective world of human experience. The interpretative nature of this study implies that the processes relied on the participants' ideas and perceptions of how events unfolded in their schools (Mackenzie & Knipe, 2006). Kivunja and Kuyini (2017) elucidate that the interpretivist paradigm illuminates the relationship between paradigm and methodology choice. The interpretive paradigm was an

ideal choice of methodology because this study sought to understand participants' experiences in shaping learner discipline. According to Cohen et al. (2007) the interpretive paradigm is predicated on the relationship between a researcher and a participant. The researcher makes every attempt to identify with and understand the participant. I have obtained data from each participant on the role of school culture in shaping learner discipline. This was possible through in-depth interview dialogue coupled with direct observation

4.3 Research Design

A research design is a researcher's plan of navigating a study from the questions of the study to a set of conclusions about the research questions (Yin, 2003; Yin, 2017). According to Kumar (2011), a research design is a plan or strategy of investigating incidents, put in place to obtain answers to research questions. A research design is the plan for collecting and analysing data to find answers to the research questions (See Section 1.4.2). The research design specifies ways of acting in a particular situation with a clear goal in mind (Jonker & Pennink, 2010) In that sense, a research design is important because it facilitates the smooth sailing of the various research activities. After all, those activities were planned well ahead of carrying out this study. Bearing that in mind, a researcher must understand that the research design, has a great bearing on the reliability of the results arrived at and thus constitutes the foundation of the entire organization of the research work (Kothari, 1990). Consequently, the design of a research study determines whether the research question(s) can be answered adequately by employing certain procedures and methods used to collect the data (Masuku, 2011). Brooks and Normore (2015) advise that when carrying out qualitative studies, researchers should choose appropriate research designs and adapt them to suit the specific contexts of the study, to help them explore research questions.

In this study I adopted the case study research design. As reported by Yin (2018), a case study is a method of investigation commonly used to determine the "how and why" of a phenomenon, thus contributing to its total understanding, in a real-life context. For Merriam (1998) the case is a thing around which there are boundaries. Case study research systematically investigates the real-life of the phenomenon of interest, in-depth, and from the context of its environment, using multiple sources of evidence (Hancock & Algozzine, 2006; Ridder, 2017). Baxter and

Jack (2008) assert that if a study covers more than a single case then a multiple-case study is required. This study was a multiple case study of three purposefully selected schools, in line with the notion that a case study approach selects an environment bounded in terms of: place, time, or physical boundaries (Creswell, 2002). The reason for conducting this study was to understand how the selected schools shape learner discipline. Three schools were from the Manzini region, and were selected because they are known to have disciplined learners; therefore, evidence generated from them was envisaged to be useful in providing answers for the research questions of the current study. According to Meyer (2001) multiple case studies reduce concerns that might arise about the external validity of a study, through consistent findings across cases, thus enhancing the understanding of the phenomenon. "A case study is both the process of learning about the case, and the product of our learning" (Stake, 1995, p. 237). In this study, a case study is articulated as in-depth research on a particular 'case or cases', which could either be a site, a person, people, a unit, or a policy, studied from various perspectives with the aim of generalizing the findings over several units (Green & Thorogood, 2009; Gustafsson, 2017).

Yin (2018) argues that case study research is the most relevant in working on questions that require an extensive and in-depth description of some social phenomenon. Since this study was about the role of school culture in the shaping of learner discipline, it was prudent that I gave an in-depth description of the activities that took place in the schools. Mtsweni, (2008) reveals that a case study is one of the modes of inquiry consistent with the interpretive qualitative approach, as is the case with the current study. The case study design was relevant for this study because of its flexibility in addressing a wide variety of viewpoints. Literature indicates that one of the conditions of using a case study design is when the focus of the study is to answer "how" and "what" questions (Baxter & Jack, 2008; Yin, 2018). Hence my decision to use a case study design, to be able to answer the research questions of this study which sought to understand the role of school culture in shaping learner discipline, articulated in chapter one section 1.4.2. The study questions of the current study also ask the ‘how’ and ‘what’ questions, as attested by literature (Baxter & Jack, 2008; Yin, 2018).

Yin (2008) opines that a case study method requires one to study and understand a phenomenon in the environment where activities take place. In studying school culture, I examined the

interaction of stakeholders in their work environment because the focus of this study was in witnessing trends used in shaping learner discipline in schools. The case study approach allowed easy understanding of the how's and why's of the daily events of the schools, their problems, and solutions, as well as their situations (Yin, 2008). Engaging in conversations with the participants in their place of work, allowed participants to be comfortable, making it easy for them to recall their experiences (Creswell, 2009; Yin, 2003). The research design enabled a scholar to organize ideas in a way that it was possible to collect relevant data, provide an overview to other scholars, and provide other possibilities (Pandey & Pandey, 2015; Kothari, 1990).

4.4 Selection of Research Sites and Participants

"Sampling is a method of deducing information about the whole population, instead of going to measure every unit of the population", (Khan, 2014, p. 229). A research site is the setting where a researcher conducts his or her study and it could be physical, social, and or cultural. (McMillan & Schumacher, 2010). The sites or individuals in a qualitative study are purposefully selected because of their ability to best help a scholar in understanding the phenomenon, enabling him or her to answer the research question (Creswell, 2014). The selection of the research site is dependent on one's trusted judgment that the sites and individuals would generate relevant data for the study (McMillan and Schumacher, 2010). The selection of research location includes identifying a site chosen to find participants for the study as well as providing the rationale for selecting that location (McMillan & Schumacher, 2010). Khan (2014) argues that deciding on the sample size for qualitative research is not a matter of small or large, but its representativeness. Brooks and Normore (2015) posit that it is important to be clear about the various relationships related to the study, because any data collected may be influenced by how the concerned parties think of each other as they work together.

This study was conducted in the Manzini Region, at: Mavalela high school, Sidlamafa high school, and Lomawa high school. The names used to identify the schools in the study are not their real names but pseudonyms. I viewed the head teachers, deputy head teachers, and teachers as appropriate participants in this study. Head teachers and deputy head teachers are custodians and managers of government policies, programmes, and other school activities, thus

deemed relevant for this study. Teachers on the other hand, were identified as important for this study because they are implementers of these policies, designed to enhance the development of positive school culture, professional competence, and development (Deal & Peterson, 2009; Tschannen-Moran & Gareis, 2015). After consulting officials from the Education Testing Guidance and Psychology Services (ETGPS) department, schools known to have disciplined learners (good schools) were identified, from which three schools were finally selected as research sites. As a lecturer in the In-Service Education and Training Department (INSET), I interact with both head teachers, deputy head teachers and teachers alike, on various aspects of their duties, and in that light, I am known to most of the participants with whom I have a cordial relationship. It was for that reason therefore, that I did not encounter challenges in accessing the schools that had been identified for this study. Based on the character of the selected schools, as explained above and ease of access, these schools were purposively selected and therefore relevant to provide information useful for this study.

Creswell (2007) indicates that purposeful sampling applies to both: site selection and participant choice. The study involved a total of 148 research participants, of which 6 were school leaders. The number of teachers was distributed as follows: 38 were from Lomawa high school, while 55 participated from Mavalela high school, and there were 49 participants from Sidlamafa high school. Participants from each school included head teachers, deputy head teachers, and all teachers. The purposeful sampling technique was used to facilitate the intentional selection of study venues and participants who would best contribute to the understanding of the problem and research questions (Creswell, 2014; Mutyavaviri, 2016). Purposeful sampling can be used to capture adequately, the diversity, implying that purposeful sampling can provide an opportunity to garner as much information as possible about the phenomenon under study. Hence from the schools and participants that I had identified, I generated enough and relevant data to help me answer the research questions of the study.

4.5 Data-Generation Instruments

The generation of data is an important step in any study. To address each of the two research questions outlined in section 1.4.2**,** this study utilised two types of semi-structured interviews: the focus group interviews and one-on-one interviews. I started with the focus group interviews

so that by the time I conducted the one-on-one interviews with the school administrators, they could corroborate what the teachers had told me.

4.5.1 Focus Group Interviews

A focus group interview is a method of generating qualitative data that brings together a small group of people to answer questions from the same setting or concurrently (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009; Chikoko, 2006). A Focus group interview is a qualitative technique for data collection in which the group is comprised of individuals (comparatively homogeneous group) with certain characteristics who focus discussions on a given topic (Dilshad & Latif, 2013). Similarly, Zaščerinska, Aļeksejeva, Aļeksejeva, Gloņina, Zaščerinskis, and Andreeva, (2018 p. 289) view a focus group interview as:

> *the method of data collection as focus groups interviews examines how knowledge and, more importantly, ideas develop and operate within a given cultural context as well as explore exactly how the opinions are constructed*.

The participants of this study came from different cultural contexts and they articulated how their schools shape learner discipline, during the focus group interviews. Rabiee (2004) further asserts that focus groups could provide information about a variety of ideas and feelings that individuals have about certain issues, illuminating the differences in perspective between groups of individuals. Focus group interviews were used to generate data from teachers because it allows a researcher to initiate interactions between participants to generate, and include the voices of a large number of participants in the data (Brevik, Gunnulfsen, & Renzulli, 2018). In as much as the point of gathering focus group participants is to get as many different ideas and perspectives as possible, I wanted to have manageable numbers in the groups, to get ideas from all participants. In that light, each of my groups was made up of eight participants. I used a total of 17 focus groups in the study.

In the process of the interviews, I engaged with participants at the appropriate level of articulacy and comprehension (Gilbert, 2008). The participants discussed and shared ideas freely (Dilshad, & Latif, 2013; Nhlumayo, 2020). To guarantee that the participants cooperated when making submissions, I encouraged them to raise their hands when they wanted to put

their views across. In that way the discussions were orderly and helped minimize the dominance of only a few participants (Zaščerinska, Aļeksejeva, Aļeksejeva, Gloņina, Zaščerinskis, & Andreeva, 2018; Nhlumayo, 2020). Before conducting the interviews, I began by thanking the participants for their time and commitment to the interviews that they were to be involved in, because it is an ethical and good practice to do (Dilshad, & Latif, 2013). The focus interviews for the current study lasted between 45 minutes to 1 hour, as postulated by some researchers (Terre Blanch, Durrheim & Painter, 2006; Nhlumayo, 2020). To safeguard that the group discussions did not take long, I gave participants the interview schedule to read them beforehand and allowed them to ask for clarity where they did not understand. The interviews were conducted with each group of teachers.

I recorded the interviews and transcribed them into verbatim notes, as guided by Mason (2002). The interviews were conducted at venues and at times convenient to the participants, on days which they deemed suitable to them. The interviews were conducted at the participants' schools for them to easily remember their experiences of shaping learner discipline. Additionally, since the teachers were in their familiar domains, they freely responded to the interview questions. After the interviews, I took the transcribed data to the schools where I afforded the participants an opportunity to read through the transcription and reflect on what they had said during the interviews. One defining character for focus group interview is that it provided an insight into teachers ‘reflections in their discussions with colleagues, as focus group interviews fosters the discussion of the normal activities, and values that are articulated in any given institution (Gulliksen, & Hjardemaal, 2016).

The discussion of school norms, values, climate and stakeholder’s relations, among others, during focus group interviews was possible because the environment allowed people to influence, and to be influenced by others like in real life situation (Palić, Vignali, Hallier, Stanton, Radder, & Henderson, 2015). Teachers form a big number of school population, therefore focus groups were important because data was collected much quicker, and at less cost than it would be the case if every person of the group were interviewed individually (Palić, Vignali, Hallier, Stanton, Radder, & Henderson, 2015). In that sense, focus group interviews were well-suited to generate data from teachers, to aid in answering the research questions. Thus, in this study, focus group interviews were conducted with groups of teachers from each

of the three schools. In each school, five focus groups of 8 teachers were created. A total of 142 teachers participated in the focus group interviews conducted over the duration of a month in each school. In terms of order, focus group interviews with teachers were first to be conducted. After the teachers, I then held individual interviews with deputy head teachers and then individual interviews with head teachers. This order of events enabled me to follow up with head teachers what teachers and deputy head teachers had said during their interviews. Some of the key areas of focus in each case shall be:

- Understanding the concept of learner discipline
- School rules
- Strategies towards positive learner discipline
- Relationships in the school and
- Culture typology (ies) of the school

4.5.2 Individual interviews

Individual interview is a qualitative method of generating data in which participants are asked scheduled (pre-arranged) interview questions supplemented by follow-up questions or probes (DeJonckheere, & Vaughn, 2019). Individual interviews generated data from both head teachers and deputy head teachers. I was convinced that using one-on-one or individual interviews would afford participants the freedom to express their views on their own terms without any interference (Palić, Vignali, Hallier, Stanton, Radder, & Henderson, 2015). Because head teachers and deputy head teachers' job descriptions over-lap (overseeing the implementation of policies in the school), the same interview schedule was used to interview each of them separately. The reason for separately interviewing the school's top brass was so that the deputies would not feel uneasy or anxious in the presence of thier supervisor. "During the individual interviews, the presence of an interviewer allows for complex questions to be explained, if necessary, to the interviewee." (Phellas, Bloch, & Seale, 2011, p. 183). I conducted one-hour long interviews with each of my participants. The one-hour period was short enough to allow continuity but long enough to achieve data saturation (Chikoko, 2006). Interviews were conducted in venues convenient to each participant.

I adopted a friendly and non-judgemental attitude during the interviews. DeJonckheere and Vaughn (2018) note that research processes can enable researchers to feel free and tell it all as

an act of establishing rapport with the participants. I treated the participants as experts who could inform me on their schools and answer the research questions of the study (DeJonckheere & Vaughn, 2018). I asked probing questions to fully understand the points made. The advantage of one-one-one interviews is the greater scope for asking open-ended questions as respondents do not have to write in their answer (Phellas, Bloch, & Seale, 2011). The list of topics for discussion plus a few prompts and probes were scribbled on the interview schedule (Bell, 2010). Being in the same room with a participant enables the researcher to read non-verbal data that includes physiognomy, signals, tone of voice. The combination of these non-verbal cues supplements the meaning of all the verbal data (Carr & Worth, 2001). (Nhlumayo, 2020). Individual interviews simplify the control of context and the environment in which the interview takes place (Phellas, Bloch, & Seale, 2011).

My relationship with the participants allowed them to express themselves freely, making it easy for me to elicit all the data I needed. All interviews were audio-recorded and after each interview I transcribed the data to begin preliminary analysis. Bless and Higson Smith (2000) suggest some advantages of individual face to face interviews as:

- Actively involving participants in the research process thereby empowering them.
- Allowing opportunities for clarification so that meaningful data is captured
- Offering researchers access to participants' ideas, thoughts and memories in their own words as opposed to those of the person carrying out the study.

It is for these reasons that face to face or individual interviews were deemed appropriate for generating data from head teachers and deputies. Some of the key areas I focused on in the interviews were:

- Understanding the concept of learner discipline
- School values
- School climate
- Relationships in the school
- Culture typology (ies) of the school and,
- The nature of leadership in the school.

By focusing on these areas, I was able to generate relevant data for this study. I started by interviewing head teachers as leaders of all school activities followed by their deputies.

Data analysis is the process of systematically searching and arranging the interview transcripts and observation notes that accumulate to deepen understanding of the phenomenon (Wong, 2008). Dey (2005) describes qualitative data analysis as a process of resolving data into its constituent components to reveal its characteristic elements and structure. When analysing the data I progressed from its initial description through the process of breaking it down into bits and seeing how these bits interconnect, and ultimately to an account based on my reconceptualization of the data (Dey, 2005). In this study I analyzed the data generated during the one-on-one interviews, focus group interviews, and observations sessions using the thematic analysis approach. Braun and Clarke (2012) describe thematic analysis as a method of systematically identifying, organizing, and shedding insight into patterns of meaning (themes) across a data set. In the same light, thematic analysis is the quest by a researcher to identify dominant themes emerging from the participants' narratives (Feza, 2015).

Research shows that thematic analysis should be a foundational method for qualitative analysis as it provides core skills for conducting many other forms of qualitative analysis (Braun and Clarke, 2006; Nowell, Norris, White, & Moules, 2017). Braun and Clarke, (2006) assert that a rigorous thematic analysis can produce trustworthy and insightful findings. The thematic analysis is friendlier to the novice researcher because it is easily grasped and relatively quickly taught (Braun & Clarke, 2012). Thematic analysis takes a well-structured approach suited to handling large and small data because themes provide a neat framework for organizing and reporting analytic observations and producing clear and organized reports (Nowell, Norris, White, & Moules, 2017; Clarke & Braun, 2017). Thematic analysis is suited to most qualitative research questions and designs because of its flexibility and accessibility that make it attractive to qualitative researchers (Clarke & Braun, 2017; Maguire & Delahunt, 2017). This study followed Braun and Clarke's (2006) six-phase guide, another useful framework for conducting this kind of analysis.

4.5.2.1 Becoming familiar with the data

I listened to the voice-recorded interviews and handwritten field notes from the direct observation activities (Lacey & Luff, 2009) then transcribe the data verbatim. I read and re-read the transcripts as guided by Maguire and Delahunt (2017) to familiarize myself with the entire body of data. As I read the data, I jotted down my initial impressions as I searched for

meanings, patterns, and more (Braun and Clarke, 2006). According to Dawadi (2021), the stage of familiarizing oneself with the data is crucial as it illuminate the research path ahead.

4.5.2.2 Generate initial codes

Once familiar with the data, I organized it into meaningful and systematic and chunks (Maguire & Delahunt, 2017), that are easily retrievable (Lacey & Luff, 2009) by producing initial codes from the data. According to Braun and Clarke (2006), codes can go beyond the participants' meanings through embedded interpretations of the data content. While codes mirror participants' language and concepts others invoke conceptual and theoretical frameworks used in the study (Braun & Clarke, 2006). I used the codes to identify a feature of the data that speaks to my research questions. (Braun and Clarke, 2006; Maguire & Delahunt, 2017). Every time I identified something potentially relevant to the research question, I coded it. I then scrutinized and adjusted my codes before moving on to the rest of the transcripts. Maguire and Delahunt (2017) refer to this stage as generating initial codes.

4.5.2.3 Search for themes

Braun and Clarke (2006) suggest this stage begin with a long list of the codes that were identified across the data set to search for patterns and relationships between and across the entire data set. I moved from allocating codes to the data to focusing my analysis on a broader level of themes (Dawadi, 2021). "A theme captures something important about the data, about the research question and represents some level of patterned response or meaning within the data set" (Braun & Clarke, 2006, p. 63). I sorted and collated all the potentially relevant coded data extracts into themes. This process is essentially one of generating themes rather than discovering those (Braun & Clarke, 2006). Because of the explorative nature of the study, I reviewed all the transcripts before clustering codes according to the themes (Braun and Clarke, 2012). Threads of concepts cutting across themes were identified and provided a framework for a coherent story about what was found in the data (Braun and Clarke, 2012). Braun and Clarke (2006) call this stage identify themes.

4.5.2.4 Review themes

This is Stage Four, known by Braun and Clarke (2006) as the refinement of themes. Having collated all the potentially relevant coded data in stage three, this latter stage repeats some of

the processes involved in the development of themes. This stage saw themes being further shaped, clarified, or even rejected if found irrelevant to my story. This stage is essentially quality checking (Terry, Hayfield, Clarke, & Braun, 2017). Where necessary I collapsed certain potential themes together; split big broad themes into several more coherent sub- themes to make my story intelligible (Braun & Clarke, 2006). I did that by reviewing the coded data extracts for each theme taking care they formed a coherent pattern. I also had to validate individual themes to determine whether they accurately reflect the meanings in the data. Themes should not only be clearly distinguishable but data within the themes should cohere meaningfully. I discarded data that did not fit any of the created themes. I did this by generating a thematic 'map' to guide me as I demarcated the themes. This was one way of ensuring the trustworthiness of the data.

4.5.2.5 Define themes

The fifth stage is when I determined the thrust of each theme: what each theme captures and identifying how each theme relates my research questions (Braun & Clarke, 2012). In essence I was determining what the theme said, what it was about, and what aspects of the data are covered by the theme (Javadi, & Zarea, 2016). Sub-themes are very much themes inside themes hence a set of sub-themes constitute a complex and bigger theme. This network of themes illuminates meaning hierarchy in the data (Javadi, & Zarea, 2016). Refining and labelling themes was important because theme definition encompasses the description of how well the theme fits into the whole data via the research question (Vaismoradi, Jones, Turunen, & Snelgrove, 2016). Finally, I revisited the labels of themes to satisfy myself that they highlighted salient concepts. Braun and Clarke (2012) refer to this stage as data refinement and theme renaming.

4.5.2.6 Write-up/Reporting

This last stage of Braun and Clarke 2006's six-phase guide is referred to as producing a report of the research findings (Dawadi, 2021; Nowell, Norris, White, & Moules, 2017; Maguire & Delahunt, 2017). The report is usually done in the form of a journal article or dissertation (Maguire & Delahunt, 2017), such as this current study. The purpose of the report was to provide a compelling story about the data based on the analysis I had made (Braun & Clarke, 2012). Moreover, at this stage of preparing a report, a researcher is expected to make an argument that answers his or her research questions (Maguire & Delahunt, 2017). The analysis was modified into an interpretable report by producing a write-up of the thematic analysis. The

write-up provided a concise, coherent, logical, non-repetitive, and interesting account of the data within and across themes supported by empirical evidence.

4.6 Ethical Considerations

Strict adherence to ethical issues is key to research. Before data generation, protocol demands certain ethical procedures be observed such as gaining permission to interact with 144 respondents (Noon, 2018; Leedy & Omrod, 2001; Kvale. 1996). These authors emphasize confidentiality, informing participants about their right to withdraw participation, attaining informed consent and protecting anonymity through employing pseudonyms, and informing participants of the nature and purpose of the research. Ethical consideration refers to norms of conduct that distinguish between acceptable and unacceptable behaviour during research (Pearson, Albon & Hubball, 2015).

I obtained ethical clearance from the University of KwaZulu-Natal's ethics committee to venture into the research field. I also had to obtain permission from the Ministry of Education and Training (MoET) to undertake the study in selected secondary schools in Eswatini. I also obtained permission from the gatekeepers (head teachers) to conduct the study in the schools they led. Lastly, I obtained informed consent from participants by having them sign consent forms. Before the commencement of the interviews and observations the nature, purpose, and importance of the study was explained to the participants. It was explained to them how the study will benefit the education sector (the principle of beneficence) after its completion (Halai, 2006). It was also important to explain how the generated data would be safely kept. Participants were told that participation in the study was voluntary and that they were free to withdraw their participation should they wish to do so at any time with no negative repercussions on their part (principle of autonomy) (Halai, 2006). Participants were treated with respect (principle of justice) and given guarantees that whatever information they volunteered during the research would be treated in strict confidentiality (principle of confidentiality) and would only be used for this study (Halai, 2006). I explained to the participants that no harm would befall them by participating in this study (principle of non-maleficence) because I had used pseudonyms to ensure confidentiality and anonymity.

4.7 Ensuring Trustworthiness

The research design of a study and its data collection method need to thoroughly attend to the validity or trustworthiness of its results or the whole effort would be in vain (Feza, 2015). This is because trustworthiness is significant aspect of qualitative research (Nhlumayo, 2020). According to Frey (2018, p.1729):

> *The term trustworthiness refers to an overarching concept used in qualitative research to convey the procedures researchers employ to ensure the quality, rigor, and credibility of a study while (re)establishing congruence of the epistemological and ontological underpinnings of the researcher with the design, implementation, and articulations of a research study*.

Trustworthiness means that study findings are worthy to be trusted as an accurate or a true reflection of the data from the standpoint of scholar, participants, and consumers of the study (Maree, 2010: Lincoln & Guba, 1985: Yilmaz, 2013). Gunawan (2015) asserts that a study is trustworthy if and only if the reader of the research report judges it to be so. A researcher must ensure that the findings of his research match real life experiences for them to considered trustworthy (Stumpfegger, 2017). To guarantee the trustworthiness of the present study, I am guided by four important attributes of qualitative research: credibility, transferability, dependability, and confirmability (Gunawan (2015).

4.7.1 Credibility

Shenton (2004) asserts that ensuring credibility is a most important element in establishing trustworthiness and promoting confidence that the phenomenon under scrutiny has been accurately recorded. Credibility is defined as the confidence that can be placed on the reality of research findings and the reported original perspectives of the participants (Anney, 2014: Yilmaz, 2013: Korstjens & Moser, 2018). Case study research employs such procedures as triangulation and member check to build reliability and trustworthiness into ones' research (Brooks & Normore, 2015). To ensure credibility for this study I shared my data with the participants for them to confirm the correctness of my interpretations (Feza, 2015). The

participants read through the transcribed data to confirm its veracity. This process is known as member checking (Korstjens & Moser, 2018). Included in the data were verbatim quotations of participants' responses to the interview questions, yet another way to show that the data represents their views not my understanding or paraphrase.

4.7.2 Transferability

Transferability is concerned with the degree to which the results of qualitative research can be transferred to other contexts with other participants (Anney, 2014; Shenton, 2004). As a researcher, it is admirable to show that the findings of your study may be extrapolated to a broader population. While each instance may have its own distinct characteristics, the insights gained from these unique examples can serve as an illustrative example within a larger group. Therefore, the possibility of applying these discoveries to other cases should not be dismissed (Shenton, 2004). Shenton (2004) further opines that it is the responsibility of the investigator to make certain that sufficient contextual information about the research sites and phenomenon is provided to enable the reader to make such a transfer. To enhance transferability, I provided a detailed description of the inquiry, known as a paper trail or audit trail as advised by Carcary (2009). I also made clear my position as a researcher in the study. I gave a detailed description of the setting, context, people, and the events studied. I am also making the text available to other scholars. Feza (2015) urges researchers to paint their stories so vividly that a reader would be able to enter the study context on the strength of the text.

4.7.3 Dependability

Dependability is important for trustworthiness because it establishes the research study's findings as consistent under similar circumstances and repeatable over time (Korstjens & Moser, 2018). I ensured the dependability of the study by using the services of a critical reader. I took a leaf from Feza (2015) who advises that a researcher seeks an outsider to peruse his field notes, research procedures, and the final product to ensure dependability of the study findings. The assigned reader verified the consistency of my conclusions with my data by carefully examining the comprehensive and detailed description of the study that I presented.

4.7.4 Confirmability

Confirmability refers to the degree to which the results of an inquiry can be confirmed or corroborated by other researchers (Anney, 2014). I used a voice recorder to capture data. This guaranteed the accuracy of the data thus assuring conformability (Hiratsuka, 2014). The data from the voice recorder was then transferred and kept in electronic form in mine and my supervisor's computer. This data is accessible only through a secure password known to only the two of us. Furthermore, when I transcribed the interviews and observations, I made every effort to keep the transcriptions and translations as close to the original recordings and field notes as possible (verbatim) so that readers of the dissertation can readily grasp the participants' experiences through such audio evidence. To ensure confirmability I noted down the data-generation process, data-analysis procedures as well as data interpretation making the study available for validation.

Being ethical means observing a code of conduct that's acceptable to professional practice, any deviation from this code of conduct is considered unethical (Kumar, 2011).

4.8 Summary

This chapter began with a discussion of the research paradigm that underpins the study. I then proceeded to justify my grounding in the study within the qualitative method. This was followed by a discussion of the research design utilized in this study. I proceeded to a description of the physical locations and how the research participants were selected. I outlined the data generation methods and the reasons for the choices made and then described the methods for data analysis. I also address pertinent ethical issues. Penultimately, I discussed how I would ensure trustworthiness. I concluded the chapter with a chapter summary. The next chapter (Chapter 5) provides a detailed presentation and discussion of the findings of this study.

5 CHAPTER FIVE - DATA PRESENTATION AND DISCUSSION

5.1 Introduction

In this chapter, I present and discuss data. The study is about the role of school culture in shaping learner discipline in selected secondary schools in the Kingdom of Eswatini. I generated the data through two methods, namely, one-on-one interviews with three head teachers and three deputy head teachers, and 14 focus group discussions (FGDs) with 114 teachers. As indicated in chapter four, section 4.6, I analysed data using the thematic analysis approach. I collated data from head teachers, deputy head teachers, and teachers to derive themes that would serve as a framework for my data analysis. Pushing the data to converge was unnecessary because it was easily adaptable to convergence.

The chapter unfolds through seven sections with sub-sections. It begins with profiles of research sites and participants. Profiling is necessary for an understanding of the context from which data was generated, analysed and interpreted. I present and discuss the following themes that emerged from the data. First in discussion are the findings on perceptions about learner discipline, after which I present findings on participating schools' ideals. This is followed by a presentation of findings on the responses to prevailing school cultures. Thereafter I move on to present on stakeholder relationships. This latter is followed by a presentation on leadership support in the schools. Finally, emerging issues of the study are presented.

All the presented data is in response to the following research questions:
1. How do teachers, deputy head teachers, and head teachers characterize and explain the culture of their schools regarding positive learner discipline?
2. What can be learnt from teachers, deputy head teachers and head teachers' perspectives regarding the type of school culture that enables the development of positive learner discipline?

In seeking to explain the role of school culture in shaping learner discipline this study adopts a multiple case study research design. In this chapter I identify schools through pseudonyms as Mavalela (MV), Lomawa (LM), and Sidlamafa (SD) high school given the research ethics explained in Section 4.9. I present data school by school starting with school management, followed by teachers. There are instances where I only report responses for school management

or responses for teachers, depending on whether a question was specifically directed to that group of participants. Head teachers and deputy head teachers oversee the development and sustainability of school culture hence they assume the leadership role in managing and overseeing the implementation of government and school policies. It is for that reason I felt it was prudent to start by getting the views of the people responsible for receiving and interpreting government policies before engaging the implementers. The report, a verbatim representation of the participants' responses enhances the trustworthiness of the findings as I articulate in Section 4.8. The data of the above-mentioned schools presented is essentially the collective voice of the participants where applicable. However, I identify areas where there are dissenting voices.

5.2 Profiles of the Research Sites and Participants

This section presents information on the research sites and participants.

5.2.1 The Research Sites

Section 4.4 adopts a definition of a research site given by McMillan and Schumacher (2010) who define it as the setting where a researcher conducts his study. This can either be a physical, social, and or cultural setting. McMillan and Schumacher (2010) further indicate that the selection of the research site largely depends on the researcher's trusted judgement that the site would enable the generation of relevant data for their study. For this study the research sites were high schools situated in the Manzini Region. The schools identified in section 5.1 were chosen because they were known to have disciplined learners hence were viewed as relevant for generating data to speak to the research questions of the current study. The interviews took place during times convenient to the participants. Focus group interviews were held in the staff rooms while one-on-one interviews took place inside offices.

5.2.1.1 Mavalela High School (MV)

For data discussion participants from this school are referred to as MVH (head), MVD (deputy) and MVT (teachers). MV high school is located about two kilometres away from an urban setting. This school was built by a church and is therefore known as a Mission School. The practices and teachings of the school were based on Christian ethics and values. As I entered

the school gate, I could tell that this was a Mission school because of its mission statement which reads, "Our mission is to provide a Christ-centered, high-quality education for all." I learnt from MVH that the school conducted morning assembly daily during which learners were exposed to bible instruction before the start of class. Putatively, Christian teachings positively influence learners' behaviour within and beyond the school environment. MVH stated during the interview that the school had a teaching staff compliment of 55, then him and MVD, two cooks, four cleaners, one secretary, one bursar, three grounds-men, and two lab technicians. According to MVH, eight of the teachers held diploma certificates in teaching while 41 had first-degree qualifications. There were five teachers with masters' degree qualifications with one teacher pursuing a PhD in Curriculum teaching. Both MVH and MVD held master's degrees in education management.

MVH went on to report that 45 of the 55 teachers had been working in the school for more than ten years. Because of their vast experience working in the school, most teachers were able to give detailed perspectives of how things were done. From the interviews with the teachers, it emerged that they played a crucial role in the development of learner discipline in the school. MVTs mentioned that among other things they taught leaners school values which had positively contributed to the school's reputation for good learner behaviour. MVTs ages range between 40 and 50 years. I learned that the MVH had been leading the school for the last 15 years while MVD had only been a deputy at the school for the past seven years.

Table 1: MV high school: biographical information

Staff compliment	**Qualifications**	**Work experience in current position in the school**	**Ages range**
1 head teacher	Master's Degree	15 years	55 years old
1 deputy head teacher	Master's Degree	7 years	51 years old
55 teachers	1 PhD candidate, 5 Master's, 41 Bachelor's Degree & 8 Diploma in teaching	45 teachers more than 10 years, 6 teachers had less than 10 years	Between 40 to 50 years of age
2 lab technicians	Form 5 graduate	Both had less than 2 years	22-25 years of age

1 secretary	Certificate in Secretariat course	5 years of experience	31 years old
1 bursar	Certificate in Accounting	5 years of experience	51 years old
4 Cleaners	Grade 7 graduates	3: 3years' of experience 1: 1 year experience	33-40 years of age
3 Grounds men	Grade 7 graduates	2: 4 years, experience 1: 1 year experience	31-41 years of age
2 Cooks	EGCSE graduates	Both were less than 2 years of experience	35-45 years of age

Typically, a school with an enrolment of 790 pupils is a relatively big school. MVTs revealed that average class size is 48, slightly higher than that set by the Ministry of Education and Training in the kingdom. MVH stated that the learners' parents assisted the school with academic and discipline matters of their children. The MVH attributed the school's good academic results to learner good behavior. He went on to explain that parents' meetings where important decisions were taken were well attended. He also pointed out that the school provided two meals for the learners on daily basis. He believed that the school's meal plan is what accounts for low learner absenteeism.

5.2.1.2 Sidlamafa High School (SD)

SD high school is located about eight kilometers out of the city center. This is a densely populated peri-urban area, most of whose residents work as laborers at the city's sprawling industrial site. These are the parents of the learners at SD high school. The SDH reported that the school had boarding facilities for both boys and girls. He has observed that learners residing at the hostel tended to perform better academically than non-residents. This, he opined, was because hostel dwellers had a two-hour supervised study slot every evening during weekdays. On weekends hostel dwellers get three hours of study during which they can interact with their peers.

The SD head was visibly proud of learners' parents' spirit working hand in hand with the school on issues of their children's conduct. He disclosed that the parents' support of the school had been consistent over the past eight years he had served as head of the school. According to the head, SD is connected to royalty, which explains its being called a National School. The school's royal connection finds expression in the number of pupils who had links with traditional structures or royalty. At SD high school national cultural beliefs, activities and practices took on greater significance, something that the head felt had a positive impact on learner behavior control. It seems the awareness that their school is a significant nodal point culturally, has a subduing effect on youthful radicalism.

As a liSwati myself I can point out that two important ethical values in my culture are courtesy and modesty. These are the values that permeate SD. I can appreciate how youngsters raised in such environments learn to treat others with respect from an early age. At the school gate one is greeted by sculptures of a man and a woman dressed in traditional regalia. The SDH was also proud of his learners' involvement in national cultural competitions and activities. It is his informed view that such exposure gives learners an edge in their academic performance in the Siswati subject. He believed that learners' humble circumstances positively influenced their behaviour. He saw a link between the school's good academic performance and learners' background knowledge of Siswati as a subject and how this in-turn boosted learner confidence and performance in the other subjects as well. SDH also attributed the good academic performance of the learners to the good relationship the school had with the parents, community and business people around the area who supported the school and some learners financially. SD high school had a learner population of about 750. The staff complement consisted of 49 teachers, a head teacher, three deputy head teachers, two matrons, four cooks for hostel dwellers, two cooks for day scholars, four grounds-men, one boarding master, one bursar and two secretaries. The SDH pointed out that the school had three deputies. One of them was responsible for academics (professional), while the second deputy oversaw administration (human resource), while the third managed school infrastructure which included overseeing the two computer labs, the school library, classes, hostels as well as teachers' houses. During the data generation at the school, only one SDD (professional) availed himself for the interview, the other two felt that they were not relevant to the study. The teachers' qualifications were articulated as follows: There was one PhD candidate, ten SDTs had diploma certificates, 30 held first degrees and eight had master's degree. The school offered one meal to the day scholars and three meals to the boarders. About 38 of SDTs had been working at the

school for over 15 years; six have been teachers at SD high school for more than ten years while five of them have worked there for less than five years.

Table 2: SD high school: biographical information

Staff Compliment	**Qualifications**	**Work Experience in current position in the school**	**Age range**
1 head teacher	Bachelor's Degree	11 years of experience	48 years of age
3 deputy head teachers	2 Master's Degree and 1 Bachelor's Degree	Between 4 to 6 years of experience	44 years, 49 years and 50 years olds
49 teachers	1 PhD candidate, 8 Master's, 30 Bachelor's Degree & 10 Diploma in teaching	38 teachers more than 15 years, 6 teachers had above than 10 years, and 5 below 5 years of experience	Between 32 to 56 years of age
2 Matrons	Certificates in catering	Both had less than 15 years of experience	39-45 years of age
2 secretaries	Certificates in Secretariat course	5 and 7 years of experience respectively	35 and 40 years of age
1 bursar	Certificate in Accounting	5 years of experience	51 years old
4 Cleaners	Grade 7 graduates	3 to 8 years of experience	33-40 years of age
4 Grounds men	Grade 7 graduates	Between 5 to14 years of experience	31-41 years of age
6 Cooks	EGCSE graduates	Both were less than 2 years of experience	35-53 years of age
1 boarding master	Diploma in Education	8 years of experience	42 years of age years old

5.2.1.3 Lomawa High School (LM)

In the data participants from the school are referred to as LMH (head teacher), LMD (deputy head teacher) and LMTs (teachers). LM high school is in one of the informal settlements of the city of Manzini, some three km from the city centre. As an educator I know that LM high school is one of the schools in Manzini with well-behaved learners and a record of academic success. This school has a lot going for it: proximity to the city centre and access to public transport have made it attractive to academically competitive learners and teachers eager to work in town. Working in town is more prestigious than working in the rural areas. Apart from proximity to the city centre and easy public transport the school classrooms and teachers' quarters had electricity. By virtue of its geographical location, LM high school learners mostly come from the middle class. It is for this reason according to the head teacher, that the school did not experience the challenge of having to send learners home for failure to pay school fees because most parents can afford.

I noticed that the head teachers' office was spacious and well-furnished. They even had a strong room for safekeeping valuables. A computer lab and a functional library were also available to support learners. This school was headed by a female head teacher boasting 15 years of experience in the position at this very school. LMD was also a female with eight years of experience in the position at the school. At the time of the interview, the LMH was 51 years of age. She was one of four staff members who had master's degree qualifications. There were 27 LMTs with bachelor's degree and eight had diploma certificates. The teaching staff at LM high school was a mixture of young and older teachers ranging in age between 30 to 53 years, most of whom had more than six years of teaching experience in the school. The support staff comprised of one grounds-man, a cook, a bursar, 2 cleaners and one secretary. This academic year, the staff members oversaw about 560 learners who come from diverse backgrounds.

Table 3: LM high school: biographical information

Staff Compliment	**Qualifications**	**Work Experience in current position in the school**	**Ages range**
head teacher	Master's Degree	15 years of experience	51 years of age

1 deputy head teacher	Bachelor's Degree	78years experience	42 years of age
38 teachers	3 Master's, 27 Bachelor's Degree & 8 Diploma in teaching	Most teachers more than 6 years of experience	Between 30 to 53 years of age
1 secretary	Certificate in Secretariat studies	4 years of experience	32 years of age
1 bursar	Certificate in AAT (Accounting)	10 years of experience	41 years of age
2 Cleaners	Grade 7 graduates	3: 3years' experience 1: 1 year of experience	33-40 years of age
1 Grounds man	No education	10 years, experience	44 years of age
1 Cook	EGCSE graduates	6 years of experience	49 years of age

One of the LMTs expressed satisfaction with the way the school was run. This LMTs stated that the numbers in the classrooms ranged from 39 to 42 learners per class. It seemed that the school observed the Ministry of Education and Training's (MoET) stipulation that at high school level class size should be capped at 40 learners. This teacher also highlighted that they felt welcome and valued in the school because they were also involved in the decision-making.

The LMD explained that the school gave equal opportunities to learners even if they had not passed their last external exams with flying colours. It also emerged that some learners came to school hungry and had to be served breakfast cereal (thin porridge). Another important factor mentioned by LMH was that positive discipline was the preferred mode of correcting wayward learner behaviour in the school. She said, "*esikhundleni sekusebentisa luswati kucondzisa tigwegwe, bothishela babambisana nelihhovisi ekwenteni siciniseko kutsi bafundzi batiphatsa ngendlela lebhekekile lasikolweni*". Translated to mean that instead of using a stick to correct misbehaviour, LMTs worked hand in hand with the school administration in ensuring that learners behaved in the desirable way. As a visitor I came away with the impression that the relations in the school were healthy and conducive to raising well-behaved learners.

5.3 Perceptions about learner discipline

The conceptions of learner discipline by head teachers, deputy head teachers, and teachers was the focus of this theme. Section 2.2.2 of the literature review segment defines learner discipline as the state in which a learner is aware of what needs to be done and why. Ngwokabuenui (2015) defines discipline as the training that enables learners to develop orderly conduct and self-control as well as direction in and out of school surroundings.

According to MVH learner discipline is good conduct displayed by a learner wherever he/she went. He added that:

> *Learner discipline can be referred to as good behaviour exhibited by a learner in and out of a school environment. A disciplined learner knows the difference between what is good and what is not good. It is an end result of an interaction between a teacher and a learner bringing about emotionally comfortable and physically safe feelings, enhancing the development of self-discipline (intrinsic discipline) and accountability in the learner's actions. In the process learners are equipped with skills, knowledge, and attributes that empower them to make rational and responsible decisions as they pursue their learning within the school system and help them survive wherever they go*.

MVD sees learner discipline training learners to behave in an acceptable manner as demanded by the situation at the time. This is how he expressed himself:

> *Learner discipline in my view describes the way of controlling or training learners to demonstrate desirable behaviour in different situations. The job of a head teacher is not an easy one because are a lot of things are involved in the process of leadership and management. As a head teacher, I encourage teachers to implement strategies that help prevent bad behaviour before it happens. This means a teacher has to adjust his lessons to meet his learners' needs*.

One MVT's view was that learner discipline refers to the process of teaching learners about the kind of behaviour that is allowed and that which is not allowed. This is how this MTV put it:

> *Learner discipline refers to the act of teaching learners the kind of behaviour that is acceptable in his class as well as that which not acceptable.*

Similarly, another MVT argued:

> *When talking about learner discipline one is talking about a verbal attempt by teachers to correct wayward behaviour of learners during learning or outside a classroom the environment. It is the responsibility of every teacher to check on learner behaviour even if bad behaviour happens out of class*.

Another MVT felt that:

> *It means that teachers should make sure that the behaviour of the learners is in line with the expectations of the school through its written or orally articulated rules and regulations at all times. Thus, learner discipline refers to the strategies and techniques that teachers use to manage learner behaviour and create a positive learning environment*.

A different view was that learner discipline referred to a learner's ability to behave in a controlled manner. This talks to the learner's understanding how to behave in a given situations.

In this vein here is what one MVT said:

> *Learner discipline is about one's ability to get knowledge in a learning environment without breaking any of the set rules and regulations of that learning environment. The learner makes sure that learning activities are not disturbed by his conduct*.

Expressing a similar view, another MVT said:

> *The ability of learners to behave in a controlled manner that involves compliance with certain school or classroom rules and regulations that can include writing and submitting homework, coming to school in time, and not playing truant*.

MVTs were probed further to understand what they considered as their role in developing learner discipline in their school. The participants shared similar views to the effect that they were expected to train learners to conform to what school rules dictate as acceptable ways of behaviour.

One MVT claimed:

> *The role of an educator in developing learner self-control is to provide guidance and support during the learning process. He does that by engaging learners in relevant lesson activities and providing classroom instructions. He further makes sure that the school and classroom rules are known and followed by learners*.

Another MVT expounded that:

> *The role of a teacher is to paint the bigger picture about the importance of education in the learners' lives as well as the value of knowledge acquisition. This way learners see the need to be disciplined in a learning institution*.

Yet another MVT mentioned that:

> *I cultivate a climate conducive to the development of positive learner behaviour and teach positive discipline to improve learner motivation through teaching and not using the stick. To achieve my goal, I teach learners about the stipulated school rules, and the consequences for failure to respect school rules and regulations*.

Another MVT felt:

> *Instilling good moral principles and being a good role model to the learners is a very important for instilling learner discipline. Being a good role model to your learners shows them that you as their teacher do not expect them to do and behave in a way that is out of ordinary*.

One of the most important lessons I took away from MV High School was that participants had two conceptions of learner discipline. According to MVH, MVD, and some MVTs, learner discipline in an indication that a learner has advanced to the point where he can regulate his emotions and act in accordance with the standards outlined in the school's rules and regulations. A slightly different viewpoint from MVTs was that the techniques teachers use to explain to learners why particular behavioural patterns were inappropriate for a learning environment were referred to as learner discipline. While the later view implied that the learner had not yet developed self-control, the former view suggests that the learner was already functioning in a controlled manner. Evidently, while some defined it as a process, others defined it as the product.

To the SDH learner discipline is evident when a learner had developed good character. He added that:

> *Learner discipline means that a learner has developed his character to the point that he consistently showed good behaviour. It is important for the school to teach learners important school values so that they market it wherever they go; we want them to showcase the school through good behaviour. Learners are expected to shy away from decisions that could land them in trouble*.

SDD understood learner discipline as how learners conducted themselves to perform well in school. He had this to say:

> *It is about how a learner conducts himself or herself at school to do well academically. This is a result of a long and winding process of teaching learners not just to adhere to the dictates of the school rules, but to also to have a clear understanding of what's required for the process of teaching and learning to be a success*.

Another SDT understands learner discipline as concerned with the teachers guiding learners to learn without being in violation of the school code of conduct. This is how the response was put:

> *It is my responsibility as a teacher to work hand in hand with parents to develop learners into responsible human beings. If us teachers fail in our responsibility to mentor our learners correctly they will not fit in the society which has certain standards of behaviour*.

Another SDT opined that:

> *It is instilling good moral principles and being a positive role model to the learners. This leads to learner discipline and a controlled system which augurs well for compliance with rules and regulations*.

Yet another SDT opined:

> *Learner discipline refers to the teacher's act of rebuking wrong behaviour while simultaneously praising good behaviour*.

I wanted to know from the latter how he thought rebuking bad behaviour while praising good behaviour practices should be associated with learner discipline.
This was the response:

> *It is not learner discipline per se but displaying requisite conduct by the teacher so that his learners can observe the standard of behaviour that is good for the classroom environment and school as a whole. Subsequently learners make correct decisions when faced with similar situations*.

A different view from SDTs was that learner discipline revolves around whether the learner can differentiate between right and wrong. For the learning process to progress smoothly the learner should be able to choose and do what was right for him or her and others who are in the same learning environment.

Here is what one SDT had to say about this:

> *It is a stage of development which enables a learner to make good choices in life. It is important for our school to be known for both commendable behaviour academic performance. That helps attract good learners from other schools when they notice that our school produces good results and well-behaved learners*.

Another SDT spoke of learner discipline as:

> *Learner's ability to get knowledge in a learning environment without breaking the rules and regulations of the school. Once a learner becomes disciplined, he will display acceptable behaviour patterns in and outside of the school premises. A disciplined learner cooperates with his teachers and fellow learners in most aspects of their school lives*.

When I asked all the SDTs how successful they were in improving learner discipline in the school, they took quite a while organising their thoughts. I could see that they were not comfortable answering the question. My suspicion was proven correct when only three of them responded with two contrasting views. The first view was that SDTs had not been successful in improving learner discipline in the school.

This view was articulated in these terms:

> *Not so successful. The discipline of learners depends on various things in a school. The*

school environment is very important in how children grow up to behave. What the school emphasises should be what they see and learn from their community. But I do my best to improve learner discipline in my classes.

Another SDT asserted a similar viewpoint:

As teachers we feel helpless when it comes to improving discipline in the school. Although parents for the learners support the school on academic matters of their children, it is difficult to bring the best out of the learners because of two reasons. For starters, the location of the school has adverse effects on the behaviour of the learners because due to densely populated location plus the fact that most of the population is neither educated nor employed. Some of the unemployed people in the area commit petty and serious crimes. Such an environment generally has a negative effect on the behaviour of children raised in such environment. Secondly, we are powerless to do our work because government barred teachers from using CP. Some element of coercion is needed to instil discipline in learners from such environments.

Another perspective was that they had been successful in their endeavour to improve learner discipline in their school. Here is how SDT responded on the subject:

This is an ongoing process which takes time to achieve even in the best of circumstances. But our situation is far from ideal. It is not possible for one to confidently declare success. The age of the learner, their general background, plus the time you have spent with them are critical determinants. As a dedicated teacher I try my best every day.

Another SDT explained:

Not necessarily successful at all times, as some learners tend to ignore disciplinary measures and advice on good behaviour every now and then. I consider myself successful in that my learners are well behaved most of the time, with occasional incidents of misbehaviour which I am however able to bring under control using the protocol and strategies that we created together with the learners.

Yet another SDT explicated her view:

I am very successful because I lead by example. Time management is of paramount importance when you aim at developing learner discipline, hence I am always punctual. My success is manifest in the good relationship I have with the learners. It is conducive

to teaching.

The SDH and SDD diverged on the issue of whether learner discipline talked to the learner having developed some good character traits or not. The SDT held two views. The one view held that learner discipline concerned guiding how learners behaved. The second was that it had to do with learner's self-control. Though not emphatically, some of the SDTs hinted that they had not been successful in improving learner discipline in the school mainly because corporal punishment had been banned and they were not familiar with positive discipline.

The LMHs' view of learner discipline was that it referred to the learners' ability to maintain established standard of behaviour in a school. The following are her words on this matter:

> *Learner discipline refers to the learners' ability to maintain an established standard of behaviour in a school. This has a direct bearing on his ability to practice self-control, and respect for oneself and others. The way learners behave at school reflects what they are taught both at home and at school, and subsequently how they behave outside of school. Discipline comprises of instructions that learners have to follow and adhere to in any given environment.*

The LMD noted that the fruits of learner discipline are strength of character, dedication to academic pursuits, respect for other people, and a strict adherence to the established norms and regulations within the school and classroom environment.

This is how the LMD put it in her own words:

> *This shows that the learners' commitment to school work, respect for everyone, obedience set school and classroom rules. What I have noticed is that when discipline is missing there is a learners tended to drift in all directions, leaving uncompleted asks along the way. In short, they become loose cannons. Their behaviour tells you clearly that somewhere along the way they fell into ill-discipline. That is why I feel discipline should begin with teachers being committed to raising well-behaved learners.*

The LMTs had various views regarding learner discipline. One view was that it implied the learners' ability to respect or conform to school and classroom rules. This is how this view was expressed:

> *It means to successfully follow given rules at all times. When a learner voluntarily and individually makes the efforts to conform to an established school code of conduct.*

So, I view a disciplined learner as one who easily adheres to school rules and regulations without being forced. This kind of learner knows what he wants out of life and what to do to achieve it. This learner has learnt that decisions have consequences that have a direct impact on his academic and personal life.

This sentiment was echoed by another LMT who mentioned that:

Learner discipline is learners' ability to take responsibility for their decisions and actions. It is about respecting school rules because proper learner conduct is necessary to facilitate the learning process and to create an atmosphere conducive to high learner achievement.

Another LMT made a similar observation pointing out that:

Learner discipline means that the learner is focused and motivated towards his studies. His behaviour is acceptable. As a rule, loss of discipline is loss of focus on school work.

The LMTs went on to say that learner discipline involved learners' commitment to finishing what they have started. In short:

Discipline is considered as the ability of a learner to work on something and see it through to the end as planned. This requires self-control and focus up to the attainment of the desired goal.

The LMT also defined learner discipline actions taken by a teacher to physically stop bad behaviour.

On this, one teacher said:

Learner discipline relates to the actions taken by a teacher toward a misbehaving learner. This may involve physical pain to change or control the bad behaviour. By the end of the year, a teacher has to have covered the syllabus. Because bad behaviour impedes learning I feel teachers should sparingly use a stick to bring order into the class.

The LM High School data revealed a shared a common perspective of what learner discipline entailed. This is the view that learner discipline demonstrated a learner's ability to follow and honour school rules. The participants were in consensus that following rules was crucial not only for the immediate academic pursuit but for instilling values key to professionalism. I have noted the die-hard sentiment by some LMTs who feel that learner discipline must involve

teachers using physical force to correct misbehaviour. Such adherence to corporal punishment is in defiance of the MoET's proclamation that CP should be replaced with positive discipline in Kingdom of Eswatini schools. Furthermore, it defies the recommendation made in chapter three, Section 3.3 of the Rogers Decisive Discipline Model which states that schools ought to handle misbehaviour in all circumstances with a non-confrontational approach to discipline.

The data from all three schools, MV, SD, and LM, showed two of opinions regarding learner discipline. One view sees learner discipline as the strategies employed by teachers to enhance and manage learner behaviour. This perspective emphasizes the proactive measures taken by teachers to create a supportive learning environment and promote positive conduct among learners. Teachers enamoured with this approach utilised various techniques as mentioned in the data such as: establishing clear expectations and implementing consistent consequences; fostering a supportive classroom culture and more. From this viewpoint, learner discipline is seen as an external phenomenon influenced by external factors, primarily the teacher's actions and interventions.

The other perspective saw learner discipline as an internal state in which the learner possesses the ability to control their own behaviour, of course after instruction on differentiating between wrong and right. This view places emphasis on the development of self-regulation skills and personal responsibility. Teachers who held this perspective believe learners should be empowered to make choices that demonstrate self-discipline rather than being prompted or prodded external discipline strategies. Evidently, this approach is aimed at cultivating intrinsic motivation, self-control and a sense of ownership of ones' actions. Literature asserts that when learners are expected to follow a certain set of rules, they are experiencing external discipline (Amoah, Owusu-Mensah, Laryea, & Gyamera 2015; Cohen, & Romi, 2010; Dogbe, Segbefia, & Agbogli, 2022). On the other hand, internal discipline is following self-restraint and having a strong ability to differentiate right from wrong. External discipline is intended to lead to internal discipline. The danger is when advocates of external discipline view it as the product and then stop efforts to push learners towards internal discipline.

Arguably each of the two approaches has its pros and cons. The first perspective emphasizes the importance of structuring the learning environment and providing clear guidance to learners. It acknowledged that external interventions and strategies could positively shape behaviour and create a productive atmosphere for learning. Meanwhile, the second perspective

highlighted the significance of developing learner self-discipline and self-regulation skills fostering their autonomy and responsibility in decision-making. Both SD high and LM high schools were more enamoured to the view that a disciplined learner was one who was able to differentiate between good and bad behaviour. A few participants from MV high school also leaned more towards this view. However, most participants from MV high school held the view that learner discipline hinged around strategies used by teachers.

In short, learner discipline could be understood through two distinct lenses, firstly, as teachers' strategies to improve behaviour, and secondly, as a state where learners possess the ability to control their own behaviour. While the perspectives may differ in their emphasis, they could be seen as complimentary approaches that contributed to creating conducive learning environments, and fostered responsible and disciplined learners. In that light, I think a balanced approach that incorporated both external guidance and the development of internal self-regulation skills was more likely to yield the most effective outcomes in terms of learner discipline. More so, because learner discipline should be seen as a tool to lead and assist learners, in learning what is right and what is required of them (Obadire & Sinthumule, 2021).

5.4 Participating Schools' ideals

This section is about fundamental principles, values, and goals that guide the schools' philosophies and practices. In this study, schools' ideals entailed things that the schools held dear or respected, as such it can be structures put in place or a specified set of procedures and expectations that had to be followed. The school's vision, mission, and values may be defined, promoted, and implemented to a larger extent by the head teacher and deputy head teacher. For me to better grasp the participants' experiences in decision-making as the schools shaped learner conduct, I felt that understanding what schools valued and practised, from head teachers and deputy head teachers' viewpoints was crucial in this study.

I asked the head and deputy head teachers what the key values of their schools were. I felt it was important to understand the key values of the participating schools before moving on to other questions. Doing so was important for me to get valuable insights into the decision-

making processes, priorities, and overall ethos that guided the actions and behaviours of the school community.

Regarding MVH's understanding of MV high school's key values was that they included; teamwork, excellence, school attendance, and active participation in school activities, respect for school rules and respect for people.

In this connection, MVH answered in this manner:

> *We encourage team work and individual participation in all school activities because we believe that through stakeholder cooperation we will be able to control how learners behave. We have other important pointers of our values like: excellence, attending all classes and actively participate during learning, that they respect the school rules, they respect one another and their teachers, among other values. It is important to us as a school to produce learners who will be able to be competent in any tertiary institution that they will enrol in as they further their studies*.

A view given by MVD was that the school valued; excellence, which the school felt was good to boost learner confidence and self-esteem, as it prepared them for the stiff competition in the outside world. School and class attendance, and commitment were also key values of the school.

In line with this view, MVD had this to say:

> *Our school has a number of things it values, but one of the front-runners is excellence. By excellence I imply that learners* play their *role efficiently as they do their best, and in the process produces outstanding work. School and class attendance are key to good performance. Producing outstanding results is good for learners as it boosts their confidence and self-esteem and that prepares them for the outside world where they will compete with others for things. In the majority of times, learners who perform exceptionally well academically, tend to be well-behaved. From my experience in the*

school, I have noticed that high achievers remain committed to achieving more, hence they behave in a manner that makes it possible to keep their focus.

When it came to their perceptions of the values of MV high school, MVH and MVD shared similar views. Their shared values of excellence and school attendance were brought up. In addition to their similar viewpoints, the individuals did have differing opinions. Competence, teamwork, and adherence to school regulations were among the additions of MVH, while commitment was an added value of MVD. School values, in my opinion, seemed crucial because they established the school's identity and culture and fostered a feeling of community and belonging among its learners. They additionally aided learners in forming moral and proper behaviour.

SDH had the opinion that love, respect, kindness, and compassion were some of the school's guiding principles.

In this regard, SDH had this to say

This school is a Mission school guided by values amongst others that are associated with Christianity. The Christian principles help mould the behaviour for our learners, in and out of their school life. We encourage leaners to show love, respect, and kindness and compassion for others. For me kindness means that learners have to treat everyone the best way they can, no matter who those people are or how they feel about them, but treat them with fairness and respect.

I further asked SDH how he thought Christian values influenced their drive to shape the behaviour for their learners. He responded:

In my mind I have it that Christian values play an important role in shaping personal behaviour. The school see Christian values as the foundation for its behaviour policy Based on Christian teachings we talk to the learners about their actions, to help them understand consequences of bad behaviour. With Christian values as the foundation

of school values we are able to help learners make decisions that are good for learning.

A view reported by SDD about the values of his school was that SD school valued commitment to schoolwork, honesty, reliability, integrity, and excellence.

SDD had the following to say about it:

At the school we value, commitment to school work, honesty, reliability, integrity, and excellence. I think these values are highly related to being discipline, which has a significant influence on learner achievement and subsequently, behaviour. A committed learner always makes every effort to be competent in most things.

The results from SD High School showed that neither of the principles of SD High School made by SDH and SDD during their interviews were identical. SDH revealed that the school placed a high importance on kindness, compassion, respect, and love. Furthermore, according to SDH, the principles of SD High School were grounded in Christian beliefs. Conversely, SDD stated that SD School placed a great importance on dedication to academic work, integrity, honesty, and dependability. In as much as the two used different terms, their values did not necessarily conflict. However, for purposes of emphasis, many schools would popularise the same words to make it easier for all stakeholders to follow, which seems not to have been the case in this school. This was likely to make things difficult in seeking to implement the school's vision and mission.

Concerning her understanding of what the key values of her school were, a view shared by LMH was that the school valued cooperation, communication, accountability, respect for others and taking responsibility for their own decisions and actions.

In this regard, this is how LMH responded:

The school values cooperation among other values in the school. Cooperation is an important life skill that helps learners to work together without giving each other problems. It can help learners to develop important social skills, like communication and

negotiation. In my view, cooperation can promote respect for other people and differences in opinions. The school also value learner accountability. We expect learners to hold themselves accountable and take responsibility for their own decisions and actions. Moreover, we embrace and encourage our learners to be critical thinkers. We teach learners analytical skills which we hope will make them lifelong learners helping them solve future problems in their lives.

LMD believed that the school placed a strong focus on stakeholder tolerance as one of its core principles and demanded that all learners act with consideration, respect, friendliness, kindness, honesty in their dealings.

In line with this view, LMD had this to say:

Learners are encouraged day in and out to treat one other with love. They are also encouraged to be tolerant of each other's differences, at the same time be considerate and not break fellow learner' feelings. Respect and friendliness are at the core of everything we do in school. As a school, we want learners to see each other as friends and treat each other with respect and kindness. We value honesty when learners interact with one another or with staff members. Furthermore, punctuality when coming to school or attending classes, shows that learners value learning and that they are committed to their studies. Learners should show commitment in doing their best and always striving to improve their performance.

Regarding the values of LM High School, LMH and LMD did not hold the same opinions. The reason for the discrepancy might be that while the school's vision, mission, and values may be written down and made publicly apparent in some places, it appears that stakeholders never really internalize them. Perhaps this might be the reason that LMH mentioned cooperation, dedication, accountability, respect for others, and accepting responsibility for one's conduct as

the main principles of LM high school, during our conversation. Tolerance, thoughtfulness, politeness, honesty, respect, friendliness, timeliness, and commitment were listed by LMD.

Data showed that across all three schools there were more or less the same values. Participants shared similar sentiments that it was crucial for learners to attend school and show up for all lessons since they were expected to do well in all their schoolwork. The data revealed that the values of the schools included commitment, respect, accountability, considerateness, friendliness, honesty, punctuality, and unity, as well as honesty, reliability, integrity, and excellence, as qualities expected of both instructors and learners. However, for MV high school it seemed that excellent academic performance was not just about getting good results and qualify for tertiary, but it was also about boosting learners' confidence and self-esteem that they were ready to compete with the best of the country. It came out from the data that values from SD high school were founded on Christian principles, because Christianity constituted the cornerstone of their values as an institution.

From the participants' reports of events, I inferred that each pair sporadically expressed one or two values that differed from the core values of their schools, even though they shared comparable opinions on these matters. In my opinion, it appeared that school values had an impact on learners' moral growth, which in turn affected how they acted and, ultimately, how their behaviour was handled by their respective teachers. Akey (2006) claims that because school values are essential to ensuring the provision of a secure learning environment, they are found to have a favourable impact on the academic achievement of learners.

Because transformational leadership theory focuses on inspiring and motivating stakeholders to achieve extraordinary outcomes and to develop their potential, it thus has been found to influence school culture, values, and practices (Fullan & Hargreaves, 2012; Avolio & Yammarino, 2013). One key attribute of transformational leaders in schools is that they emphasize the importance of having shared vision and values (Leithwood & Jantzi, 2008). As such they develop a shared vision that represents the goals and principles of the school community. By articulating a compelling vision, leaders inspire stakeholders to embrace

common values that guide decision-making and behaviour within the school. This can lead to a cohesive and harmonious school culture, where everyone embraces the same core values.

Moreover, transformational leadership encourages a focus on continuous improvement and innovation (Bass & Riggio, 2006). In that premise, school leaders who adopt this approach would seek to challenge the status quo and promote a culture of continuous learning and growth, not only from the learners but from teachers as well. Because teachers are expected to be excellent in their lesson delivery to influence learner achievement, they are thus encouraged to innovate in their teaching methods, while learners are motivated to strive for academic excellence.

In conclusion, transformational leadership theory significantly influences school values and practices by promoting shared vision and values, fostering continuous improvement and innovation. Moreover, the theory emphasizes ethical conduct and moral development, creating a supportive environment, and impacting instructional practices.

5.5 Prevailing school cultures

In this section, I focused on the practices that prevailed in the schools that formed part of culture of maintaining positive learner discipline. The main question was what strategies were used to maintain positive learner discipline in schools. Data was generated from head teachers, deputy head teachers and teachers.

The government of Eswatini through the Education Sector Policy of 2018 clearly articulates the importance of using positive ways of controlling wayward learner behaviours.

> *MoET aims to promote a culture of positive discipline that helps children take responsibility for making good decisions and understand why these decisions are in their best interests. Positive discipline aims to help children learn self-discipline and respect for others, without fear. Positive discipline does not reward children for poor behaviour but provides an opportunity for them to grow as individuals, understand their mistakes and appreciate how appropriate behaviour can provide positive experiences and*

opportunities. (p.20).

Concerning strategies, he used to maintain positive learner discipline MVH reported that he took teachers for training on how to make the school a centre, which cares for all learners. He also organised internal workshops and brought officers from the REO to capacitate teachers on positive discipline (PD). He further provided teaching resources for teachers to help their teaching.

In his response, this is what he said:

Teachers need my support to maintain discipline in the classroom. As a way of support, I have taken my teachers for workshops where they were trained on Inqaba (fortress) schools' concept, a concept that talks to making schools centres of care and support in which learners are treated with dignity, love and respect. I have also organised internal workshops and invited officers from the REO to capacitate teachers on positive discipline (PD), a discipline method that MoET introduced in schools as a substitute for corporal punishment (CP). I further provide teachers with teaching resources, helping them to be effective in their work.

In terms of strategies, he used to maintain positive learner discipline, MVD said that he received reports and dealt with learners' misconduct issues, evaluated and determined cases that had to be taken to the DC for deliberation. Sat as the chairperson of the DC during hearings. He further advised learners whose cases had not been forwarded to the DC, about the expected conduct in the school.

In this respect, this is how MVD responded:

Reports of learners conduct issues are sent to my office. As the chair of the school's disciplinary committee (DC), I evaluate each case to determine which ones should be presented to the committee for consideration. The disciplinary committee then considers issues relating the misbehaviour of the learners during hearings in which I sit alongside

the DC and preside. In addition, I counsel learners whose cases have not been forwarded to the DC and speak with them about the appropriate behaviour in the classroom.

Regarding strategies MVTs used to maintain positive learner discipline, one view the MVTs shared was that they went to class on time, and well prepared to teach. They also stated that their lessons were interactive in that they involved learners' activities in every step of her lesson. Furthermore, during teaching, MVTs used examples from the learner's local context. They also found it important to compliment learners for good work, thoughtful comments, and appropriate behaviour.

In this respect, this is how one of them responded:

My learners are aware that I arrive at class on time and am well prepared to teach. Being on time for lessons is crucial because it cuts down on the amount of time learners are alone, which lowers the likelihood that they will act out in class. When I teach, I use examples relevant to local environment that are pertinent to the learners' lives, to facilitate understanding and make learning exciting. I believe it is crucial to compliment learners for good work, thoughtful comments, and appropriate behaviour.

An additional view the MVTs shared was that they differentiated accepted from unaccepted practices and behaviours. They further used the learners' behavioural mistakes as opportunity for teaching good behaviour, helping learners to recognize and fix any harm caused by their mistakes.

In this concern, this is what one MVT said:

Before misbehaviour happens, I start by explaining practices and behaviours that are expected from my learners. When bad behaviour is done by a first offender, I use the learners' behavioural mistakes as opportunity for learning and teach positive behaviour. *I do that to with an aim of helping learners to recognize and fix any harm caused by their mistakes.*

The MVTs also shared that they rewarded a change in bad behaviour. They additionally allowed learners to have a say in how they rewarded them for doing good, and also verbally encouraged his learners to be well behaved at all times.

In line with this view, one teacher had this to say:

> *Rewarding a change in behaviour no matter how small it is does the trick for me. My learners have a say in what is motivating to them, and they have a choice in the kinds of rewards I use. Furthermore, I constantly encourage and motivating learners to behave in accordance with the classroom and school rules.*

A different perspective from MVTs was that they used corporal punishment (CP) to stop misbehaviour.

In line with this view, one teacher had this to say:

> *Depending on the seriousness of the offence, I usually beat learners who misbehave in my class. I give boys three strokes on the bums, and girls get three strokes in the left hand, for serious offences. For minor offences committed or for learners who do not frequently misbehave, I tell them to sit on an imaginary chair*.

Similarly, another teacher disclosed:

> *I make sure that I crush any learner for misbehaviour, at the very first opportunity, to prevent that behaviour from spreading. I also punish everyone who breaks the rules, while on the other hand, I keep reminding them about the basic classroom or school rules.*

I wanted to know from the participants how they crushed learners for misbehaviour.

In this consideration, this is what one of them confessed:

> *Because there are no new regulations guiding teachers on PD strategies, I still rely heavily, on the use of a stick to stop bad behaviour. This strategy has been working for me because the learners become afraid to misbehave once I show the class what I am capable of doing to a misbehaving learner.*

I further wanted to know from the MVTs how they thought they were maintaining positive learner discipline when they beat learners who misbehaved in their classrooms. One teacher responded by telling me that, the positive aspect of the scenario was that after the beating, the culprits would stop misbehaving, and lessons would then proceed without any further trouble.

Another viewpoint from MVTs was that they used teaching strategies that heavily engaged learners in every step of the lesson. The participant develops learners' critical thinking skills, which is vital for both learning and good decision making in terms of behaviour. Most importantly, MVTs catered for both slow and fast learners in lessons.

In line with this view, one MVT had this to say:

> *During most of my lessons, I use the discussion strategy more often than not. This teaching method has an advantage to the lecture method because learners are always given the opportunity to actively participate in my class. As a teacher of Science, I incorporate hands on experiments, projects, and inquiry-based activities, which allow learners to explore concepts, and develop critical thinking skills enabling them to apply their knowledge to real world situations. As a result, their involvement in the teaching process their minds do not remain idle, and start focussing on other things. Moreover, my lessons cater for both slow and fast learners. While remediating the slow learners I also enrich the fast learners.*

The deputy head teacher enjoyed freedom of practice if his work complemented that of the head teacher. The two school leaders worked together to ensure the smooth running of the school, the welfare of the learners, and the professional development of the staff. While the head teacher held the ultimate responsibility for the overall management and leadership of the school, the deputy head teacher supported and assisted in these duties. In the essence, the roles were interdependent, with each position having specific responsibilities that complement those of the other. The data showed that MVH had MVTs capacitated on areas they lacked, and further provided them with teaching resources, for effectiveness. MVD has been shown by the data as responsible for school discipline hence he dealt with cases of learner misconduct. Among the MVTs, a variety of views on the strategies they used came out from the data. The fact that MVTs used different strategies to maintain positive learner discipline made me conclude that it might be because of the differences in the learners' backgrounds and the kind of misconduct they did. Those factors seemed to warrant that MVTs use strategies they deemed suitable for the individual learners and the offences committed.

About strategies SDH used to maintain positive learner discipline, he shared a view that he read and understood government policies, advised stakeholders on what government expected from schools through her policies. SDH attended workshops where head teachers were inducted on new government policies, which he would get to school and induct stakeholders about them. Guided stakeholders on government expectations on behaviour management.

In this respect, this is how SDH replied:

> *Schools are guided by government policies on how they should deal with issues pertaining to learner development. Because I am the leader of the school, I am the first person who has to read policies and understand their contents, to be able to guide stakeholders on how government expect things to happen in schools. That is why; I make it a point to attend workshops where school heads get to be inducted on new government policies. On return to school, I then induct all teachers on the contents of the policies. I then decide and act if there is a need to craft internal procedures to be aligned with the government*

policy.

Regarding strategies SDD used to maintain positive learner discipline, he shared that he was responsible for school discipline, as a result, he was entrusted with the drafting, modification and enforcement of a school code of conduct.

In this respect, this is how SDD replied:

Since discipline in the school falls under the jurisdiction of my responsibilities, I am thus responsible for the drafting, modification and enforcement of a school code of conduct. Enshrined in the code of conduct are the school values, hence it spells out rules regarding learner behaviour and describes the disciplinary process to be followed when dealing with learners' transgressions.

Concerning strategies SDTs used to maintain positive learner discipline, one view the SDTs shared was that they used learner-cantered approach during teaching and learning.

In this regard, this is how one of them responded:

Most of the time I use learner centred method to teach. This method allows my learners active participation during the different activities of the lesson. Many learners benefit when I use this method because I am able to safeguard that all learners are engaged and supported during the learning process.

Similar to that, another SDT said:

During learning, it is important to keep learners actively involved in the learning process. Doing so helps with monitoring their progress since I quickly notice learners who need my attention, through the response they give when I ask them questions. I am then able to give them the support they need.

Sharing the same idea, another SDT exclaimed:

> *Keeping a close eye on classroom activities helps me to monitor if learners are indeed doing the task that I give them to do during learning. As I monitor them, I also look out for those learners who might not have understood my instructions, who then need me to clarify things for them. By doing that I eliminate the chances of them asking for help from classmates, something which can escalate into a chaotic situation.*

A different view from SDTs was that they modelled good behaviour, and gave timely feedback to the learners on their written work. SDTs also respected their learners, and they were time conscious in things they did.

In line with this view, one SDT had this to say:

> *By being disciplined myself, and portraying positive admirable attributes to the learners. This may entails always delivering lessons in a way that learners find interesting and be focused to learning, giving them feedback on their written work timely, respecting my learners, and keep time. This therefore means that when I do not only verbalise, but also show them the expected behaviour, I am sending a message that I am part of them and I am also able to do what I want them to do in terms of behaviour. Hence, my classes experience minimal cases of ill-behaviour.*

Similarly, another SDT remarked:

> *Teachers have to understand that they are key role models for learners, in and out of class. As such they can influence the attitudes, values and behaviours of their learners. I try to be exemplary in everything I do so that my learners can copy from me how to keep themselves clean and neat, how to talk with other people, and even show determination in in the way I do things.*

Another perspective from SDTs was that they used non-verbal cues to draw the attention of learners during learning.

In line with this view, one SDT mentioned:

> *A teacher can draw the learners' attention using non-verbal cues, which come in different forms depending on what I have chosen at the point in time. I sometimes use pens to make clicking sounds, or clap my hands to draw the attention of the misbehaving learner. At times I use facial expressions, or hand signals. My belief is that these are some of the many positive ways of controlling behaviour in a classroom situation.*

There were key learning points I got from the SD high school data. One major aspect was that the participants from the different categories of the school; SDH, SDD and SDTs used different strategies to maintain positive learner discipline. This gave me the impression that this scenario brought about unique perspectives and approaches to maintaining positive learner discipline. This in turn lead to a more comprehensive and complementary efforts or approaches to discipline, with each strategy being tailored to the specific needs of the learners and the school.

In line with his responsibility of interpreting government policies for staff members, the data showed that SDH advised stakeholders on what government policies directed about certain issues, and in this case on behaviour management. The data further showed that SDD led the drafting of school regulations, their implementation and amendment. The data also revealed a variety of effective tactics employed by SDTs, which appeared to have had a significant impact on how learners behaved at SD High School.

In relation to strategies LMH used to maintain positive learner discipline, she shared a view that she conducted clinical supervision. In the process she observed lessons (teaching activities), and looked at resource books, schemes of work, test exercise books, and attendance register, and advised teachers on areas of improvement.

In this respect, this is how LMH replied:

> *Through clinical supervision, I work with teachers in a collaborative way, and provide them with expert assistance to improve instruction in the classroom. Engaging in clinical supervision is meant to enhance teaching and learning in the school. When conducting clinical supervision, I visit classrooms to observe teachers' lesson after which I give feedback to the teacher, on what I observed. Other things that I check are resource books, schemes of work, test exercise books, and attendance register. When giving feedback to the teacher we discuss what was done well and what could be improved.*

Regarding strategies LMD used to maintain positive learner discipline, a view she shared was that she monitored the quality of teaching and learning in the school by checking the preparation books and advising LMTs where necessary. Led the school in providing a broad curriculum and sporting activities, which satisfied the abilities of most learners. She was always present in the school environment to help where needed especially with behaviour modification.

In this honour, this is how LMD reacted:

> *One of my priorities as a deputy head teacher in the school is to focus on the quality of teaching and learning taking place in all classrooms by checking the preparation books and advising LMTs where necessary. This talks to my ability to enrich the experience of school life for learners and teachers, by leading the school in providing a broad based curriculum as well as a wide range of extracurricular activities, to cater for their different needs and appetite. I make sure that most often than not, I am present and visible to both teachers and learners to monitor class attendance by both teachers and learners, and to also curb visible and reported bad learner behaviour.*

LMTs had dissimilar views on strategies they used to maintain positive learner discipline. One view was that they taught the expected behaviours to the learners. They also articulated their vision to the learners every beginning of the year. They further explained to the learners why certain behaviours were not good for the learning environment. Furthermore, they involved learners in establishing classroom rules, and consequences.

On this aspect, one LMT said:

> *I make learners know my expectations relating to the behaviour I expect from them as we engage each other in the learning process, from the time we meet for the first time at the beginning the year. At that time, I articulate my vision to the learners, for them to know the direction we are taking as a class.*

Another LMT revealed:

> *By making behaviour expectations relevant to the learners and telling them why those behaviours are important for the learning environment, is one of the useful ways to teach behaviour. I find it important to also practice the expected behaviour as a teacher so that learners can learn from my demon ration.*

A different view was that they involved learners in formulating classroom rules.

In line with this view, one LMT reported:

> *It is an important practice to involve learners in establishing classroom rules, and come to some form of agreement about them and their consequences, so that the learners honour and respect the rules. The rules should govern how the class interacts, shares, and learn together, helping each of the members to play their roles efficiently.*

Likewise, another LMT testified:

> *Involving learners in creating classroom rules can help to empower them by having more control over their educational journey and, therefore, be more likely to respect and follow the rules. Rules are guidelines to what is acceptable and what is not, hence they help to prevent bad behaviour.*

An additional viewpoint was that LMTs kept classroom rules pinned on the wall.

With regard to this comprehension, one teacher remarked:

> *Making a rules poster or chart and hang it in the classroom throughout the year, to be used as reference or reminder for the learners on how they should behave. Because of that, it creates a sense of order and consistency in the learning environment.*

From the contributions by LMH and LMD, I got the impression that conducting clinical supervision was vital for maintaining positive learner discipline. In the same vein, Ngole and Mkulu (2021) attest that the role of the head teacher is essential to ensure supervision in the teaching and learning process. I also established that LMTs maintained positive learner discipline using different strategies, which seemed effective in the process. This might reflect on the kind of relationships existing in the school, which also talks to the organizational culture, values, and the effectiveness of leadership in creating an environment conducive to learning and growth.

A glaring difference in terms of prevailing school cultures was discovered from MV high school. As evident in the data, some aspects of the culture at MV high school seemed to show old-fashioned teacher practices. During interviews, some MVTs put it bluntly that they still practiced CP, to shape learner behaviour. This was irrespective that the government of the Kingdom of Eswatini abolished the use of CP in schools, through the National Education and Training Sector Policy of (2018). This shows me how the notion of discipline in schools is such a complex and multifaceted concept. I believe that the complexity arises from the diversity of

factors that influence discipline in schools. These factors may include cultural norms and expectations, learner differences, and even the ambiguity of some educational policies, coupled with how educators and administrators play their roles (Yang, 2009; McCluskey, & Lephalala, 2010).

Most of the school practises seemed to be good in that they looked like they portrayed positive school cultures. For example, at MV high school and at SD and LM high schools, respectively participants mentioned some good practices to be taking place. The practices included that the lessons catered for diversity amongst the learners. The learner centred approach looked like it enabled SDTs to keep a close eye on every learner during lessons, thus were able identify learners who needed help. Learners' involvement in decision-making seemed to be one of the practices that cut across schools, in addition to teacher modelling the kind of behaviour expected in the schools. It came from the data that SD high school drafted, modifying and enforcing the school code of conduct in line with the dictates of the MoET polices. The data also showed that LMTs well prepared for classes each time they went to class, something that seemed to enhance them articulate their visions, and guide the lesson proceedings properly. It looked like LM high school had a good culture, which allowed stakeholders to be efficient in playing their roles in maintaining positive learner discipline. It looked like there was a flow of activities between LMH, LMD, and LMTs. It came out from the data that in as much as LMH and LMD both monitored quality teaching and gave advice to LMTs, however, LMH monitored the delivery of lessons, and then LMD on the other hand monitored the preparedness of LMTs when going to class.

Deputy head teachers from all three schools were de facto quality managers because they monitored classroom attendance by teachers and learners alike. They also played a crucial role in maintaining school discipline, a process that entails leading stakeholders in developing, modifying and implementing the school code of conduct. Hence, LMD mentioned that she was always present in the school to help MLTs with behaviour control. According to Tartari (2018), positive discipline promotes learner's self-control, teaches responsibility and helps learners to make informed choices. The literature review section 2.6 elaborately discusses specific details on the culture of PD as a strategy to shape learner behaviour and the advantages of its use for shaping learner behaviour.

5.6 Stakeholder relationships

Under this theme, the focus was on the processes of building good relationships with stakeholders. Data was drawn from head teachers, deputy head teachers and teachers.

Regarding how MVH built relationships among stakeholders at LM high school, LMH shared that he organised PTA meetings, which discussed learners' academic lives, learners 'safety in the school as well as disciplinary issues. MVH believed that during the discussions strong bonds between all parties were created.

This is what MVH said:

> *During Parents' and Teachers' Association (PTA) meetings I lead the discussion about academics, safety and disciplinary issues of learners in the school, and try to find solutions to these challenges. The school also holds open days during which class teachers sit with parents, one by one in the presence of the concerned learner, to discuss the learners' academic performance and behaviour. At this time the positives are encouraged while the negatives are discouraged with further advice given to the learner. Through this kind of an activity a bond between all three parties is created which develops to trust and good relationships. Consequently, this makes it easy for the learners to restrain themselves from behaving badly*.

About how MVD built relationships among stakeholders at MV high school, he shared that he participated in PTA meetings in which they discussed issues of mutual interest. He also mentioned that the school held open days and updated parents about their children's academic progress. MV high school further celebrated learners' achievement yearly, during speech and price giving ceremony. MVD understood that these activities had a positive impact in building relationships among stakeholders.

This is what MVD reported:

> *There are periodic meetings between school administrations, the Parent's Teachers Association (PTA), to discuss issues of mutual interests. The school also hold open days where parents come to familiarise themselves with their children's academic progress. Additionally, the school further speech and price giving ceremony yearly, to celebrate learners' achievement and to refocus on greater goals ahead.*

As regards how MVTs built relationships among stakeholders at LM high school, they revealed a variety of views in that respect. One view the MVTs mentioned was that they built a trusting relationship with parents during open days as they discussed learner's strengths and weaknesses. MVTs also clarified to the parents the role they were expected to play in the process of coordinating activities between school and home.

This is what one of them said in this regard:

> *During open days, I explain to every parent the good things that their children are doing well. Most importantly, I also emphasise their children's weaknesses, telling them what I think can help their children improve their performances. It is further important for me to clearly articulate to the parents the role that I expect them to play in the process, and how we will coordinate the activities between school and home. In that way, we develop a strong support system for the learners that develops into good working relationships between me, parents and the learners themselves.*

Another opinion the MVTs cited was that they participated in parents'-teachers' association (PTA) activities that discussed possible ways of improving learner performance. Through the activities of the association a strong bond would be created, enhancing the collaboration of the parties involved, to shape learner behaviour and improve academic performances.

This is what one of them said in this regard:

As teachers, we are members of the parents-teachers' association (PTA), which seldom hold meetings and discuss issues relating to how best learners can be supported in their academic journey. This platform opens up the possibilities of getting to know each other better and come up with common strategies, which usual has positive effect in the achievement of the common goal of getting learners performing at their best abilities. The bond that is created in this association does not end in the school premises but continues even outside the school boundaries, at personal level.

An additional opinion from MVTs was that they were kind to the learners, open to helping them with both academic and personal problems, which made them develop good relations. Moreover, learners were involved in getting solutions to their problems.

Here is an articulation by one of them in this regard:

My kindness has helped promote positive relationships between me and my learners. The fact that I am show *warmth towards all learners I helping them to be free to approach me when they experience some challenges with either their school work of personal life challenges. When they approach me, we openly discuss issue and try to find solutions to t heir challenges together. I do not impose solutions but I ask them how they think their problems can be solved. When I feel their solutions are not good, I then give them a list of possible solutions, which we then discuss to choose the best one. This make learns feel attached to me, and I feel happy to be of help to them.*

The data showed that participants from MV high school held the same opinions about how the institution developed ties with various stakeholders. Having similar practices at MV High may indicate an alignment of the overall goals and mission of the school. When the participants' views are in harmony with the school's objectives for stakeholder engagement, that can contribute to a more collaborative effort in achieving the school goals. And at the same time

showing that the school had a strong culture and value system which guided stakeholders' 'thoughts and actions. This situation might be a result of the school leadership consistently communicating specific expectations related to stakeholder engagement, thus influencing how stakeholders perceived and discussed school relationships.

A view shared by SDH about how he built good relationships between stakeholders, was that he took teachers for a trip to Durban, whose expenses were catered for by the school. During the trips, speakers would encourage teachers and motivated them in ways they could adopt to get even much better performances from the learners. These activities were seen as good ways to improved teacher-to-teacher relationships, and enhanced the development of teachers trust for the office.

This is what SDH had to say:

> *One thing we have which serves as a process of building good relationships between stakeholders in the school, is that we undertake trips to Durban. All the expenses for the trips are budgeted and paid for by the parents through the school fees. During these trips the school organizes motivational speakers who talk to and encourage the teachers on how they can improve their performances. The teachers are given a chance to bond as they also play some games and have fun together as a team*.

Sharing his idea about how he built good relationships between stakeholders, SDD mentioned that the school took teachers for an outing during which stakeholders were encouraged to play their role meritoriously to enhance the achievement of the school goals.

SDD had this to say in this regard:

> *Undertaking outings together as teachers has been the school's main tool in building good relationships between stakeholders. This is not just about going on trips together, but it also entails encouraging stakeholders to play their roles in the day-to-day affairs of the school. We get to share ideas of how best we can achieve better outcomes together. It is*

important for the school to set its goals together so they, are owned by everyone as we move towards the vision of the school as one. This marks the beginning of working towards achieving school goals, as a united team.

SDTs did not agree on how they built good relationships between stakeholders. One view was that they formed WhatsApp class groups for parents, and coordinated the activities of those groups. In the groups, they discussed and updated parents about the classroom, and some school activities, which involved their children. In short, they served as links between parents and the school, keeping each other up to date in terms of how learners performed and the kind of help they needed.

On this, one of them said:

I am a class teacher. As a class teacher, I am an administrator of a WhatsApp chat group for parents whose children are in form four A. The chat group discusses issues of learners where I request parents to help me with either monitoring their children's schoolwork, or even individual learners' behaviour that gets out of line. In most cases, parents become supportive my endeavour. I also encourage parents to report to me incidents of wrong doing by their children in relation to schoolwork. It is my responsibility to take up such issues with the relevant stakeholder, and coordinate a solution finding meeting when there was a need. As a result, I am close to most parents because we engage each other from time to time.

A different view was that SDTs participated in speech and price presentation activities where teachers got to mingle with parents, learners, head teacher and deputy head teacher. Learners who had performed better than their peers in the same disciplines throughout the year would get rewards on this day.

Here is what one SDT said on this matter:

The school conducts a speech and price presentation activities during which the external

classes, forms five and three, are officially bade farewell just before the commencement of their external examinations. It is a day when parents of learners from all classes are invited to witness the awarding of prizes to learners, for their overall performances throughout the year. On the day teachers, mingle with parents, learners, head teacher and deputy head teacher with everybody in good spirits.

Another view the SDTs mentioned was that they embraced empathy and listened to learners pouring out their emotions and painful experiences. They guided troubled learners towards finding solutions to the challenges, on their own, by using probing questions.

This is what one SDT said in this regard:

I *embrace the power of empathic listening to my learners on what they have to say regarding something that they feel very strong about, something that evokes their emotions and painful experiences. I share their feelings and let them pour out their frustrations while I just listen to them, and occasionally ask probing questions to understand their situations and guide them to what finding solutions, where possible, to their challenges. In that, way I build relationships with my learners that go beyond just academics.*

On a similar point of view, another MVT mentioned:

We can help learners learn more about themselves and develop empathy for them. I personally do this by simply taking time to get to know my learners not because I dig them for stories, but I just give them an ear when they come to me in disappointment, and I try to understand their perspectives. I have noted that when I build relationships with the learners in this way, they become more trusting and open up to me.

According to the existing culture at SD High School, which was described during the interviews, SDH and SDD held similar beliefs on how they guided the school to foster positive relationships among stakeholders. This alignment in beliefs and values can be a tonic for a cohesive and unified approach to leadership, which in turn can positively impact the relationships among stakeholders. SDTs shared four perspectives of how they fostered positive relationships among stakeholders. SDTs' sharing of different views on how they fostered positive relationships among stakeholders, would be interpreted to be a sign of confusion in the school. But in this case, it only means that SD high school has many activities through which positive relationships is fostered.

In response to a question about how LMH fostered positive relationships among stakeholders, she gave her perspective that she promoted cooperation among stakeholders, which she saw as helpful in fostering partnerships. LMH also stated that she sought advice from the school committee before making a significant decision, which appeared to improve her relationship with the committee. When teachers had good academic achievements, she further organised high tea for them.

In this regard, this is how LMH answered:

> *As a leader in the school, I encourage stakeholders to work cooperatively with one another. Before organizing capacity building for teachers, I consult the school Committee, because it has to be the parents who give the go-ahead for school activities, and they like it when I share my ideas with them. This is one way I build stakeholder relationships in the school. Furthermore, when the teachers produce very good results, the parents through the School Committee request to organize high tea for the teachers during which the committee thank teachers for their good work.*

On how LMD built good relationships between stakeholders, a view LMD shared was that she distributed responsibilities among groups LMTs, to give them leadership practice and to reduce the workload from herself. This practice seemed to be a good way to train future leaders, and it might have been welcomed will open hands by LMTs. LMD allowed the different groups to

present their ideas to their colleagues who would then advise them on some issue if there was a need. In addition, the school took teachers and support staff for team building activities.

This is how LMD responded:

> *I allocate certain responsibilities to the teachers in groups, where they plan how they will carry out their tasks as groups. These groups then report to their plans to the general staff how in a staff meeting. When the groups give their reports, the teachers then make their input on possible ways of doing these tasks better. I view this as way of creating a bond between the teachers. We also take teachers and support staff on an outing to undertake team building activities. The team building activities are usually in the form of games which enhance the development of a strong bond among stakeholders.*

I then asked LMD how she would describe stakeholder relationships in the school.

This is what LMD said in response:

> *The kind of relationship that our staff have with one another is professional enough to foster teamwork, respect, and effective teaching and learning. The school administration too has good working relationship with the teachers, parents and learners alike. Such a bond gets created when the school administration gets involved in a consultation process with these stakeholders. Most importantly, the good working relationship that exist among the teachers is evident in the kind of behaviour portrayed by our aura of caring and helping one another as a united family. This climate gets manifested through the academic results that the school attains during external examinations.*

Regarding how LMTs built good relationships between stakeholders, one view the LMTs shared was that they taught social skills, conflict resolution skills and problem-solving skills through pair work and group work, which they guided to instill these skills in the learners.

In this regard, this is how one of them answered:

> *I take a proactive approach in promoting positive peer relationships among learners in the classes by teaching social skills, conflict resolution skills and problem-solving skills among others. The best way I teach these skills is through assigning learners to work in pairs or in groups, during which I guide them how they are to discuss and share ideas, up to the point of having them make presentations to the whole class. This has worked for me in developing respect, tolerance, and appreciation for other learners' views. In the process, I am able to create a classroom climate of positive peer relationships.*

Another view from LMTs was that they showed passion when teaching, something that would influence the learners to like them and the subjects they taught, thus having positive effect on the learning process.

This is what one LMT said in this regard:

> *Experience has taught me that learners respond positively when I am enthusiastic and passionate about the content that I teach them. For learners, excitement is contagious because when I introduce new content enthusiastically, it becomes easy for them to buy in the lesson and follow the proceedings. Learners get just as excited as they see me, translating to increased learning. If I am not excited about the lesson of the day, why should my learners be excited?*

Yet another view from LMTs was that they used teaching methods that were learner centred and enabled the lessons to be fun and exciting because they were practical or hands on.

In line with this view, one teacher had this to say:

> *I am an ICT teacher, so I try to make my lessons practical, fun and exciting. There is no room for using the boring lecture method in ICT. Nobody wants to spend time in a*

classroom where lecturing and note taking are dominating. Learners love creative, engaging lessons that grab their attention and allow them to take ownership of the learning process. As such hands-on learning is ideal for the subject and the learners in form one, because they are keen to participate in technology-based lessons that are both active and visual. Because of my teaching method, learners enjoy my lessons. They even send a class monitor to remind me about my teaching period if they notice that I am late for class.

I observed that there was nothing similar shared by the participants when I looked at the procedures for fostering positive relationships between stakeholders at LM high school. LMH, LMD, and LMTs each provided unique perspectives on how they developed stakeholder connections. According to LMH, she promoted stakeholder collaboration at the institution. Additionally, LMH sought advice from the school committee before making important decisions. In addition, SDH hosted a high tea for teachers. Due to the manner SDH operated, it appeared that she was able to interact with most key players while also ensuring that school connections were positive. On the other hand, it was discovered that LMD was distributing leadership among some of the stakeholders by giving them leadership responsibilities. LMD added that LMTs occasionally took part in team building activities. According to LMTs, they imparted social skills, conflict resolution abilities, and problem-solving abilities through either pair or group work. The act of having a variety of views can be taken in a positive way in that the implication would be an opportunity for professional development and collaboration. When teachers share their diverse ideas to foster positive relationships, it creates a platform for learning from each other. This exchange of ideas can lead to the adoption of new strategies and techniques that can benefit the school.

I was able to deduce from the data that all three schools encouraged and practised a culture of collaboration among stakeholders, which appeared to have fostered the development of stakeholder support. It was evident that all parties involved worked diligently to establish a good rapport among stakeholders, which ultimately resulted in a healthy school environment that was conducive to both teaching and learning. Based on theoretical lenses section 3.2, a

transformational leader was one who challenged stakeholders to rethink how they performed their duties to enhance their effectiveness. Consistent with this perspective, the leaders in the schools found that working as a team helped people feel appreciated and a part of something greater than themselves. As indicated by Roffey (2012) in section 2.4.1 of the literature review, norms can regulate and shape stakeholder behaviour and interactions, which in turn fosters a sense of well-being and belonging among learners.

5.7 Leadership support in the schools

The theme focused on the kind of support given to teachers by school leaders to shape learner behaviour. The primary question was what kind of support school leaders provided to teachers for managing learner behaviour. Data was generated from head teachers and deputy head teachers.

Regarding the kind of support LMH rendered to teachers to be effective in managing behaviour, a view shared by MVH was that he, provided teaching resources, observed teaching then mentored, and organized workshops for teachers to develop their capacity.

In this regard, this is how MVH responded:

> *If a particular teacher fails to find teaching resources internally, the particular teacher approaches my office for help to source such from outside the school. Teaching resources help a teacher to be organized making it easy to control learning, and behaviour at the same time. Another kind of help that I give to teachers is in connection to classroom observations that my office conducts. I occasionally pay a visit to the classrooms to observe how teaching takes place. If it happens that during those visits, I notice that some of them are lacking some capacity in certain aspects of their duty, I organize workshops for them. But if it is only one or two teachers who need the help, I simple sit down with them to discuss possible ways they could have done to control the situation*.

Concerning the kind of support MVD rendered to teachers to be effective in managing behaviour, a view he shared was that he dealt with serious behavioural problems that teachers could not handle. He involved parents or guardians in cases that needed their presence.

In line with this view, MVD had this to report:

> *Cases of learner misbehaviour are categorised in terms of minor to serious ones. In the school teachers deal with minor offences/cases, and the office of the deputy head teacher handles serious cases of learner misbehaviour. This lessens the burden of dealing with disciplinary issues because they can always refer disruptive learners to the office while they proceed with teaching. In some cases, the deputy involves parents of the offender, to resolve issue.*

MVTs experienced different kinds of support from school MVH and MVD. When MVTs receive support from school leaders in different forms, it can have positive implications for the school, teacher effectiveness, and subsequent learner behaviour. Hence MV high school is one of the schools in Manzini region known to have well-behaved learners. The data showed that MVH provided teaching resources to teachers, and further observed their lessons. It also came out during an interview that MVH mentored teachers who needed his mentoring. It came out from the data that at times when teachers lacked some capacity in certain areas of their duties, MVH organized workshops to capacitate them. MVD has been shown by the data as responsible for dealing with serious learner misbehaviour, and would at times involve parents or guardians to find lasting solutions to behaviour problems. A responsibility that is stipulated in the Guide to School Regulations Procedures of 1988.

In relation to the kind of support SDH rendered to teachers to be effective in managing behaviour, SDH shared that he organized motivational speakers to talk to the learners' different needs, as a way of controlling their behaviour.

On this, SDH said:

> *I make sure that every year we have motivational speakers to speak to the different needs*

of the learners. For example, bringing in someone to motivate them on the values, beliefs of the school which form its culture, which is in line with its establishment and connection to Royalty. Sometimes we bring a successful person from the community to give learners some guidance on how he worked his way to success, with the aim of having the speaker balance the scales of the lives of the learners. In that light the behaviour of the learners get moulded.

A view shared by SDD regarding the kind of support he rendered to teachers to be effective in managing behaviour was that he identified teachers' needs and had them capacitated in their areas of need like, classroom management, learner motivation, positive learner discipline etc. In line with this view, SDD had this to say:

I am supportive to teachers by making sure that they are capacitated after identifying their needs during clinical Supervision. We also make sure that every year we organise individuals from the education sector to talk about topics like: classroom management, learner motivation, positive learner discipline etc. We have noticed that most teachers have a challenge of how best they are to practice positive learner discipline, since it a new concept in the country. Giving them skills relating to that aspect, is important for the school.

SDH had a different view of how to support teachers to be effective in managing behaviour, from that which was held by SDD. While data showed that SDH organized motivational speakers to talk to learners about issues like school values and the school belief system, SDD identified teachers' needs and had them capacitated.

LMH mentioned that she created, and had stakeholder discussions about a school vision as part of the support she provided teachers to control learners' conduct. In addition, LMH established yearly objectives for the school to achieve.

In this regard, this is how LMH responded:

> It is important for a *school to have a direction. Every beginning of the year I set the tone of what we want to achieve. I create a clear vision and aims for the school that promote high expectations of behaviour and learning. During staff meeting, I discuss the school vision with teachers, and articulate it to learners at the assembly square.*

Regarding the support LMD provided to teachers to control learner behaviour, she expressed the opinion that she included stakeholders in creating and enforcing school regulations. She also encouraged the appointment of school prefects to assist teachers in keeping an eye on learners' behaviour and established a disciplinary committee to handle discipline problems.

In line with this view, LMD had this to say:

> *The school makes it a point to involve teaching staff, learners, parents and the Regional Education Office when developing, implementing and reviewing school rules. Doing this is important because the rules have to be aligned with MoET guidelines, be known and accepted by relevant stakeholders. This makes its implementation a much easier process. We then set up different committees like; disciplinary committee and school prefects to oversee the implementation of school rules.*

I further wanted to know from LMH and LMD how parents/guardians were involved in the management of learner behaviour in the school.

In this regard, this is how LMH responded:

> *When a learner constantly misbehaves, the school invites his parent or guardian to discuss the matter in his presence. At times an adult would notice bad behaviour by one of our*

learners happening outside the school premises, you find that the adult would report such an incident to the school authorities, in addition to chastising the child himself. On serious cases like when a learner has been found to smuggle dagga or alcohol into the school, parents are represented by the chairperson of the school board during the disciplinary hearing. At times, the school invites a parent of a learner to discuss a learners' performance when it very poor such that it is a cause for concern. Some cases require that the parents participate in the disciplinary case of the child in person, over and above the discussions done through telephone calls which are made to parents as follow-ups on a matter involving their children.

LMD had this to say:

Batali' are always informed of what is happening in the school about their children. For example this year in light of the covid19 pandemic the learners take turns in attending school. When parents were told about this arrangement, the learners did not have an opportunity to leave home and pretend that they were going to school, when in fact they were not, thus managing their behaviour. In short, the school is in constant contact with the parents not only on issues of behaviour challenges, but we also collaborate on academic matters where we expect parents to supervise children when writing their home works. This is important because the parents are able to follow on their children' s performance, and advise teachers based on what they witnessed at home. When children notice that parents have good collaboration relationship with teachers, they get scared to misbehave.

From LM high school there was a contrast of ideas with regards to how LMH and LMD performed their responsivities which supported LMTs in their endeavour to control learner

behaviour. As a transformational leader, a head teacher develops and discusses a school vision with stakeholders, to bring them on board, as it came out during the interview with LMH. About LMD, the information revealed that she engaged stakeholders in the development and implementation of school regulations and further established a Disciplinary Committee to oversee situations involving discipline for learners. To be noted is that since a head teacher has a demarcated job description from that of her deputy, such differences in doing things can be expected, every now and then. However, there were similarities when it came to how parents or guardians were involved in the management of learner behaviour in the school. Both participants gave similar responses that the school kept constant contact with parents on behaviour and academic issues of their children. This seemed an ideal way of collaboration between school and home activities, which seemed to go a long way in keeping learners under control.

The data shows some similarities and differences and across schools, regarding the support rendered to teachers to manage learner behaviour, in the three schools. It came up from the data that both MV high school and SD high school had their teachers capacitated on areas of need, to make them effective when it came to lesson delivery, and in behaviour management. It seemed that both MV and SD high schools viewed teacher capacitation as one way of ensuring that teachers were supported in their quest to manage learner misbehaviour. However, it did not become clear how SD high school identified the areas on which teachers needed some capacity. MV high school on the other hand mentioned that teacher capacitation was a follow-up of a clinical supervision activity that helped to see where teachers were lacking.

Another point of similarities was witnessed when both MV high school and LM high school both stated that they invited parents/guardians over to school, to discuss issues relating to their children's academic lives. Of note, while from MV high school it came out from the data that parents /guardians were invited to discuss serious behaviour problems only, it was mentioned from LM high school that parents were invited for repeated offenders within the school premises, moreover parents were also invited to discuss cases that had been reported to have taken place outside school. It also came out from the data that parents for children at LM high school were also invited to school to discuss academic performances, something that seemed to keep learners on their toes and concentrating on schoolwork.

The variations in how teachers were supported by head teachers and deputy head teachers to manage learner behaviour would be expected, because in the Kingdom of Eswatini head teachers have different roles to play from their deputies, on school management. When teachers receive varying levels of support from their school leaders, it can impact their ability to manage learner behaviour and create a positive learning environment. According to Espinoza (2013) most effective leadership behaviours emphasized the importance of values, vision, high expectations, and stakeholder support, all central behaviours found in transformational leader. With regards to shaping learner behaviour, a transformational leadership approach focuses on creating a positive and engaging learning environment that encourages learners to excel not only academically but also in terms of their personal development. Support can come in different forms, including guidance, resources, mentorship, as well as leadership. While head teachers were responsible for organising and managing all forms of resources, the deputy head teachers were tasked with overseeing curriculum and discipline issues, all in support of the classroom teacher. More so because situations differed on how they did things, from one school to another.

5.8 Emerging issues of the study

This section summarises key issues that emerged from the data generated in the schools as outlined in the research design and methodology. The generated data allowed for the key research question of the study to be answered, as well as a greater understanding of the conceptual framework of trajectories (Wenger, 1998).

The key research question provided in chapter one of this study were:

1. How do each of teachers, deputy head teachers, and head teachers characterize and explain the culture of their schools regarding positive learner discipline?
2. What can be learnt from teachers, deputy head teachers and head teachers' perspectives regarding the type of school culture that enables the development of positive learner discipline?

As a basic summary of the findings of this study, the data provided the following answers:

5.8.1 Views regarding learner discipline

It emerged from the data that there are two perceptions of learner discipline. One view was that learner discipline was about the strategies employed by teachers to enhance and manage learner behaviour. This perspective emphasised the proactive measures taken by teachers to create a conducive learning environment and promote positive conduct among learners. The strategies articulated by the participants among others, included training learners to demonstrate desirable behaviour, correcting wayward learner behaviour, beating learners who disturbed teaching and learning processes and instilling good moral principles while at the same time being a positive role model. The second perception of learner discipline was that it talked to learners' internal state of being able to control one's own behaviour, under which participants listed abilities like understanding acceptable and nonacceptable behaviour patterns, and then behaving in a controlled manner after developing self-control.

5.8.2 Key school values

The same values dominate all three schools. Such values include encouraging teamwork, showing respect for the next person and punctuality. The data also showed that schools were very particular regarding school and class attendance. Learners were not expected to skip classes for no valid reason. Additionally, schools encourage such attributes as accountability, considerateness, friendliness, honesty, punctuality, unity, honesty, reliability, integrity, and excellence. These qualities are expected of both instructors and learners alike.

5.8.3 Prevalent practices in schools

The data showed conclusively that some schools still used corporal punishment. The data also revealed such good practices as preparing lessons to cater for diversity amongst the learners. Teachers stated that they used learner centred approaches that enabled them to identify learners who needed special attention. In addition, learners were involved in decision making in the schools. In chapter three section 3.3 I discussed Rogers' discipline model of behaviour management which enables learners to own their behaviour and have workable relationships with others. The data also revealed that deputy head teachers were the ones responsible for

quality teaching and school discipline since they are specifically tasked monitoring teaching and learning in the schools to ensure positive learner discipline. Head teachers are the all-round overseers who ensure teaching and learning resources are available. Most importantly they set the tone in the school by verbalizing their vision of the school and making sure that everyone is on the same page regarding the direction of the school.

5.8.4 How schools built positive relationships

MV high school's commitment to excellence can be judged by the fact that they have a platform for building positive relationships. Professional motivational speakers are routinely invited to the school to empower learners mentally, psychologically, and physically. The data also showed that head teachers ensured teacher support in their schools through clinical supervision and teacher capacitation. Some schools consult the key stakeholders before making major decisions. This is an excellent relationship building strategy. It is such innovations that challenge stakeholders to care for learners. In some instances, schools were said to have forged good working relationships with parents. Furthermore, the data indicated that any variations in the schools' practices were a direct result of the distinctiveness of the school settings. In certain instances, schools need certain behaviours to establish effective working relationships.

5.8.5 Support for teachers in managing learner behaviour

The data also revealed collaboration between schools. Both MV and SD high school collaborated on their teacher capacitation in such areas as lesson delivery and behaviour management. Participants from both MV and LM high school describe how parents/guardians are invited to school to discuss issues relating to their children's academic lives. School Head teachers encourage parents to supervise their children when writing homework.

6 CHAPTER 6 - LEARNING FROM THE RESEARCH JOURNEY

6.1 Introduction

This chapter focuses on what I have learned from the data about how school culture shapes learner discipline in selected schools in the Kingdom of Eswatini. Five sections make up this chapter. I start by highlighting key issues in each chapter. From there I move on to report the key findings of the study and proceed to use those findings to make conclusions. Next, I create a model to explain how learner discipline is shaped by school culture using the results and conclusions. Finally, I highlight the limitations of the study.

6.2 Recapitulation

I conceived and developed the topic after repeatedly reading media stories of teachers inflicting physical harm on learners. There clearly was a real problem. Through my job as a lecturer in the INSET department, in Eswatini, I knew that the country had strict regulations in place guide the shaping of learner discipline, such as The Education Sector policy of 2018. However, the policies and regulations are seemingly not effective in protecting learners from teacher brutality that has gone unabated. Every now and then teachers are caught flouting the rules. Alongside these bad apples, are schools that are known to have disciplined learners and are academically successful and are envied by many schools in the Manzini region and the Kingdom at large. The study sought to understand the cultures in schools with disciplined learners and how such cultures shape learner discipline.

I then carefully formulated the research questions, as follows:

1. How do teachers, deputy head teachers, and head teachers characterize and explain the culture of their schools regarding positive learner discipline?

2. What can be learnt from teachers, deputy head teachers and head teachers' perspectives regarding the type of school culture that enables the development of positive learner discipline?

In Chapter Two, I reviewed literature. First, I defined discipline as the practice of training oneself to follow rules, guidelines, or a stipulated code of conduct. I then defined school culture as the way things get done in a school, guided by formal and informal rules of behaviour, interpersonal dynamics, values, attitudes and customs. Learner discipline is described as crucial for maintaining a positive learning environment. A well-defined and articulated school vision can significantly influence behaviour management, leading to a positive and productive learning environment. Moreover, to achieve learner discipline schools have to develop and inculcate cultures where integrated practices, values, and ideals lead to the development of learner self-discipline (Burman & Joy, 2023; Gazmuri, Manzi, & Paredes, 2015; Macneil, Prater & Busch, 2009; Humphries & Burns, 2015; Causadias, Atkin &Vitriol, 2018). Fostering strong interactions and supportive relationships between teachers and learners significantly affects learner behaviour positively and promotes trust and respect which are key to controlling learner behaviour (Robertson, 1996; Charles, 2002; Balson 1992; Kruger & van Schalkwyk, 1997; Williams & Williams, 2011). Additionally, distributed leadership, the sharing of leadership responsibilities and decision-making among stakeholders within a school (Lumby, 2019), has been highlighted as one good element of a positive school culture that influences the inculcation of learner discipline (Muijs & Harris, 2003). By increasing accountability across the school community, school leaders create a greater sense of collective responsibility for maintaining a positive and respectful learning environment (Timperley, 2005). In the process, a support system for both learners and teachers is created, increasing chances of success.

In Chapter Three, I discussed the study's theoretical framework, involving two theories, transformational leadership theory and Rogers' model of discipline. The transformational leadership theory advocates for a collaborative and empowering approach to learner discipline. It focuses on inspiring and empowering others to achieve a shared vision. This theory aided the understanding that through a school-wide positive behavioural support approach (SWPBIS) schools can achieve positive learner discipline. Through creating a culture of trust and respect, transformational leaders encourage learners to take responsibility for their behaviour. Rogers's model of discipline suggests that to manage learner behaviour, teachers ought to create a positive and supportive learning environment by among others, building strong relationships with learners, implementing measures to prevent bad behaviour from happening, and when it does happen, practising positive correctional strategies (PD). Furthermore, Roger's model

highlights the value of learners developing self-discipline and self-motivation as qualities for appropriate behaviour in a school setting. Both Rogers's model and the other literature reviewed emphasise the importance of mutual respect between teacher and learner, and that the former should articulate clear expectations to the latter. Moreover, the model emphasises that teachers should use positive reinforcements on learners to manage learner behaviour. Effective use of these strategies is likely to culminate in positive learner behaviour (Jinot, 2018; Widagdo, Nurdyansyah & Faujiyah, 2020; Van Der Westhuizen, Oosthuizen & Wolhuter, 2008; Sadik & Yalcin, 2018).

The study's methodological blueprint is articulated in Chapter Four. An interpretivist paradigm was adopted for this study. This paradigm stresses the importance of subjective experiences, meanings, and interpretations in understanding social experiences. In the context of studying learner discipline in school cultures, the interpretivist approach allowed me to delve into a complex web of interactions, beliefs, and values that influenced disciplinary practices. The epistemological assumption that knowledge is gained through experience is consistent with the interpretivist paradigm. Indeed, I directly interacted with the participants enabling them to express their experiences and allowing me the opportunity to understand the phenomenon under investigation. This study adopted a case study research design, involving focus group and one-on-one interviews as data generating methods. The case study design provided for an in-depth understanding of the practices that took place within each of the three participating schools. It enabled me to examine real life situations within their contexts. In this way I gained insights into the complexities that shape learner behaviour (Yin, 2018; Baxter & Jack, 2008).

The study adopted purposive sampling to select participant schools. The method enabled me to select schools with disciplined learners, which provided valuable insights and information relevant to the research questions. I analysed data using the thematic analysis process developed by Braun and Clarke (2006). Thematic analysis is a method of locating patterns or themes in qualitative data. To ensure credibility, I returned the transcribed data to participants to validate its accuracy. To enhance transferability, I provided a rich description of the research context, participants, and data collection methods used in the study. To ensure confirmability I maintained an audit trail documenting all decisions made during the research process, starting from data collection, analysis, and interpretation. And finally, to enhance dependability, I

documented my research procedures and decisions to allow for potential replication or verification by others.

Chapter five presented the data. This was done through five themes that emerged from the data analysis, namely perceptions about learner discipline, participating schools 'ideals, prevailing school cultures, stakeholder relationships and leadership support in the schools. In the next section, I summarise the findings of the study.

6.3 Summary of key findings

6.3.1 Perceptions about learner discipline

(a) Not all teachers had the same understanding of the notion of learner discipline. Some had a limited conception, demonstrating surface-level understanding. The surface level should ideally act as a springboard to a deeper understanding, which is the ultimate objective of behaviour management. The latter level talks to external enforcement of discipline by teachers and others. This level involves processes of guiding learners to abide by certain standards of behaviour and desist from undesired conduct. Others had a deep-level understanding. The second (deep level) is that of internal discipline whereby learners reach a stage of willingly behaving in desirable manner on the conviction that it is the right thing to do. Nevertheless, there are times when this does not happen as expected, hence some teachers remain in level one. Remaining at this level suggests that the teachers did not have a comprehensive understanding of the concept.

(b) The data showed that despite the banning of CP in schools, there were still a few teachers still stuck in the old ways CP. These diehards are still in contradiction with government directive that PD be the sole means teachers regulate disruptive learner conduct. Some teachers boldly declared that they still believe in the effectiveness of CP. Evidently even in a school whose overall culture is characteristically well-disciplined, there still exist some practices that go against the norm.

6.3.2 Participating schools' ideals

Largely speaking all three participating schools had more or less the same values emphasising: attending all classes, hard work, respect for others, and respect for school rules, accountability, friendliness, honesty, and punctuality. Teachers and school administrators used various platforms to implement school values. Teachers integrated them into the curriculum and teaching practices. They incorporated them in discussions during teaching and learning activities. Additionally, values were instilled during extracurricular activities such as music and sports teams. These offered learners the chance to practise and develop the desirable values in real-life situations. Administrators created a mission and vision statement that encapsulated the values they wished to see in the school. In addition, they oversaw the teaching and learning processes and, where necessary, ran staff professional development programmes.

6.3.3 Prevailing school cultures

The data showed that school administrators arranged for the capacitation of teachers and sometimes of learners on areas of importance in their day-to-day school activities. When teachers are equipped with the necessary knowledge, skills, and strategies to effectively manage classroom behaviour, it creates a positive learning environment that fosters learner discipline. Additionally, school administrators provided teachers with teaching resources to make them more effective in their teaching. The availability of teaching resources can help learners develop a strong foundational grasp of their subject matter. When learners have access to high-quality learning resources, they are better equipped to understand and engage with the content. This in turn leads to increased motivation and a sense of accomplishment, ultimately contributing to better discipline among learners. Moreover, some teaching resources play a significant role in promoting critical thinking and problem-solving skills. When learners are provided with challenging and thought-provoking materials, they are encouraged to think more deeply about the subject matter. This leads to learners becoming more engaged and self-disciplined as they developed a deeper understanding of the concepts being taught. Most importantly, the culture in schools was to keep relevant stakeholders abreast about efforts to shape learner behaviour.

Teacher practices modelled desirable behaviour such as respect, professionalism in their interactions with learners, colleagues, and parents. In that way teachers positively influenced learners' attitudes and behaviours, ultimately improving the overall school climate. Furthermore, teaching expected behaviour traits dramatically reduced incidences of defiant behaviour in the school. Learners taught the expected behaviour, provided with clear guidelines and standards for their conduct, enjoy a positive and structured learning environment. There were other things that teachers did to enhance behaviour management, things like keeping time, being well prepared for teaching, and conducting lessons in a manner that involved learners in the activities.

6.3.4 Stakeholder relationships

These included 'teacher-learner'; 'teacher-parent' pairings. Findings show that teachers had collegial relationships that enabled them to collaborate on curricular and other issues. The data revealed that the formation of subject panels in the schools made it possible for teachers to share knowledge, develop skills, and provide emotional support for one another. The collaborative approach fostered a supportive environment where teachers worked hand-in-hand in cultivating discipline in the learners. Also, the schools held professional development workshops where teachers engaged in discussions, asked questions, and exchanged perspectives on various educational topics. These turned out to be excellent team building platforms. In addition, teachers would collaborate on learners' academic issues. On 'teacher-parent' relationship the data showed that both teachers and parents coordinated activities that helped to control learner behaviour. Activities carried-out by the two parties in collaboration to advance the academic lives of the learners included supporting learners and controlling learners' bad behaviour. The findings further revealed that teachers fostered a positive learning environment that promoted and facilitated learner engagement in classroom activities. This enhanced learners' collaborative learning. The data showed that because of the positive environments created by teachers, positive relationships developed between learners and their teachers, all of which made learners feel valued, respected and cared for.

6.3.5 Leadership support in the schools

This segment of the study focuses on school administrators' support of teachers. This supplements information briefly highlighted in section 3.3.3 on prevailing school cultures. Drawing from head teachers and deputy head teachers' activities, the data showed that school administrators set a clear and consistent vision for learner behaviour. The school vision served as a foundation for setting behavioural expectations. It articulated the values and principles that the school community upheld, providing a framework for desirable behaviours. Secondly, leaders actively supported teachers in their efforts to manage learner behaviour by offering professional development opportunities that focused on curriculum issues.

It emerged in the data that in addressing behaviour problems that teachers could not handle, school administrators often invited learners' parents/guardians to school to discuss children's behaviour problems. This sent a strong signal to learners that both school authorities and parents alike do not tolerate misbehaviour. Finally, school leaders provided teaching and learning resources to teachers, and these helped them perform their job effectively, thus minimising learner misbehaviour.

6.4 Conclusions of the study

This study demonstrated that a positive school culture significantly influences learner discipline. School culture is characterized by the provision of academic, social, emotional, behavioural, and mental health supports to learners to position them for success. Additionally, it entails providing adequate tools and capacity to teachers to aid learners in addressing disruptive behaviours that may impede their academic progress. By building a positive, supportive, and consistent environment, schools can ensure that learners feel safe, valued, and are subsequently motivated to behave appropriately.

I have also learnt from this study that school culture has a significant impact on how learners behave since it shapes their attitudes, convictions, and behaviours. The positive cultures that were eloquently described by the participants during interviews promoted good learner behaviour, something that positively impacted on their well-being and achievement. Hence it

is imperative that teachers, administrators, and legislators acknowledge the significance of school culture and endeavour to inculcate favourable learner conduct and scholastic success.

Furthermore, schools should have policies and procedures in place to support these values and expectations. Also, these should be constantly reviewed to remain relevant to the needs of the time. In addition, schools should provide opportunities for learners to learn and practise the expected behaviours. Every effort should be made to celebrate and reward learners who perform exceptionally well academically as well as those who display desired behaviour. These strategies among others, when implemented consistently, can help to develop a culture that promotes and rewards positive learner behaviour.

Additionally, this study revealed that it is important for school leaders to give teachers the kind of support they require as they go about their everyday duties. In essence, school leaders play a crucial role in creating a positive and conducive learning environment for learners in that when teachers receive backing, they feel empowered to implement effective behaviour management strategies. This in turn creates a classroom atmosphere where learners are more likely to engage in learning activities and exhibit positive behaviour. School leaders who support teachers managing learner behaviour can count on a significant and positive effect on teacher morale and job satisfaction. Teachers who feel supported by their leaders are more likely to feel valued and appreciated and therefore work hard to achieve the school goals. By assisting teachers control learner behaviour, school leaders help establish consistency in behavioural expectations and management in the school. Such consistent help and guidance from their leaders spurs teachers into uniformity in disciplinary approaches and reinforces a shared vision for maintaining a positive school culture.

From the study, I learned that if teachers fail to help learners reach level two of discipline, by being self-disciplined, then the teachers will continue to be frustrated. This sometimes leads to teachers resorting to CP, much against directives of MoET that teachers use positive discipline strategies to control bad behaviour by learners. My understanding was that when CP was banned in schools it signalled a shift towards more positive and non-violent disciplinary methods. The CP diehards are treading on thin ice and risking litigation for infringing

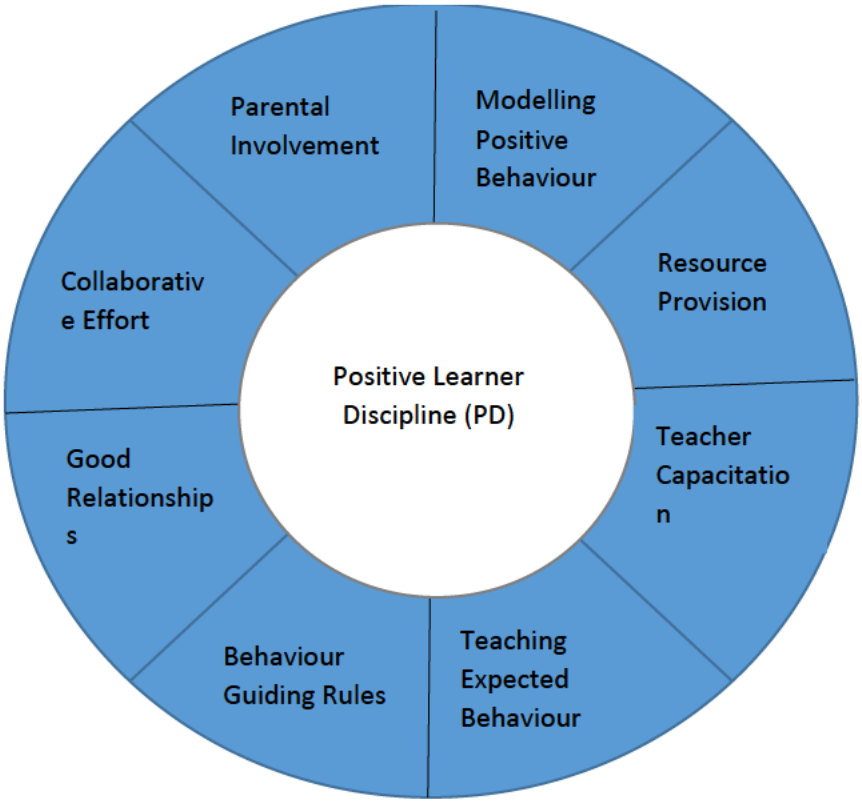
government policy proscribing CP. CP has been cited as responsible for detrimental effects on learners' physical and psychological well-being as well as creating a negative school climate that often results in learners rioting.

The study also gave me confirmation for me that school values are very important for behaviour modification in that they determine the behaviours everyone in the school community agrees to live by. In essence, school values affected both learners' behaviour, and ultimately, how stakeholders respond to said behaviour. In addition, school values have been found to be essential in ensuring the provision of a secure learning environment, all of which has a favourable impact on learner academic achievement. School values are important for the success of all educational initiatives because they have a direct bearing on how school actors respond to school operations. Therefore, schools play an important role in shaping learner's character, imparting in them a range of virtues and values that not only guide their lives in the school but also influences their after-school lives.

Additionally, I got confirmation that when learners' families are involved in managing their children's' behaviour, they model positive behaviour traits and reinforce the school's expectations. In that light, when learners know and appreciate that their parents or guardians are actively involved in school activities, they are bound to misbehave less because they see that their parents are actively concerned with their education. Most importantly, parents can provide support and resources which can improve the learning environment, reducing the likelihood of misbehaviour, and positively affecting academic outcomes.

The study further revealed that the shaping of learner behaviour is not the responsibility of either teachers or school leaders alone, but is the collective responsibility of every stakeholder involved in the educational process. In Siswati we say" Yindzaba yetfu sonkhe", meaning, it is everyone's responsibility. Working collaboratively as stakeholders (school leaders, teachers, parents and learners) is likely to yield the desired results in shaping learner behaviour.

Figure 1: How Learner Discipline is Shaped in the selected Eswatini Schools



In the centre of the model there is "Positive Learner Discipline" which serves as the focal point and the goal of the entire framework. Positive learner discipline refers to the cultivation of a supportive and constructive learning environment where learners are encouraged to exhibit self-discipline, responsibility, and respect for themselves and others. Stakeholders play a pivotal role in modelling positive behaviour traits for learners. By demonstrating empathy, patience, fairness, and respect in their interactions with learners they set an example for the kind of behaviour that is expected and valued. Parents are also involved in academic lives of their children. Such parental involvement in their children's education creates a strong support system for the reinforcement of positive behaviour taught at school. Moreover, parental involvement lays a foundation for the development of good relationship with their children and teachers alike. Building positive relationships fosters a sense of belonging and connection within the learning environment. This makes learners feel valued and respected, contributing to a more harmonious atmosphere where positive learner discipline thrives. Most importantly, stakeholders are cognisant of the fact that the development of learner discipline is a collaborative effort, thus work together for the achievement of the same goal.

In playing their roles, school leaders provide resources and capacitation for teachers to be efficient in their job. Adequate resources are essential for creating an environment conducive to positive learner discipline. Teacher capacitation involves providing educators with ongoing professional development opportunities that enhance their skills in classroom management, conflict resolution, and fostering positive behaviour. Equipping teachers with effective strategies and tools enable them to create a supportive atmosphere that promotes positive learner discipline. Teacher capacitation also sees teachers explicitly teaching expected behaviour from the learners. By stipulating behavioural standards and reinforcing them consistently, teachers help learners understand what is required of them in terms of conduct within the learning environment. The expected behaviour is thus guided by classroom and school rules, which provide a structured framework for learners to understand the boundaries of acceptable conduct. Because the rules are communicated and consistently enforced, this promotes accountability and a sense of order within the learning community.

6.5 Limitations of the Study

Limitations in a study represent weaknesses within a research design that may influence outcomes and conclusions of the research (Ross & Bibler Zaidi, 2019). Given that no study is perfect, researchers are advised to disclose anything that could compromise their study's credibility (Cohen, Manion, & Morrison, 2018). I had planned to conduct direct observation, as a third method of generating data for the study. However, due to Covid19 restrictions, and a national travel ban meant to curb national riots in the kingdom of Eswatini in 2021, I had limited time to generate my data, which also made it difficult for me to conduct direct observations. Secondly, I had planned to use 142 teachers for the focus group interviews. However, some of the identified candidates later requested to be excused from the activity due to personal reasons when they had initially agreed to be part of the study. This limited the number of my participants, and I ended up using 114 teachers who however, were able to give me detailed enough data to enable me to address my research questions.

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APPENDICES

APPENDIX 1: ETHICAL CLEARANCE

APPENDIX 2: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH FROM THE MINISTRY OF EDUCATION AND TRAINING MoET

P O Box 4438

Manzini

Swaziland

4 April 2021

The Principal Secretary

Ministry of Education and Training

P O Box 39

Manzini

Dear Madam

REQUEST TO THE MINISTRY OF EDUCATION AND TRAINING FOR PERMISION TO CONDUCT RESEARCH

I hereby request for permission to conduct research at the following high schools: Mavalela high school, Sidlamafa high school, and Lomawa high school. I am enrolled as a student at the University of KwaZulu Natal. My student number is 214584586, and I am studying towards a Doctoral Thesis, a requirement for completing the degree. The research topic is **"The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in theKingdom of Eswatini."** The purpose of the research is to explore what influence does culture have in controlling the behaviour of learners in the school. I hope that the knowledge shared in this study may help inform institutional policies by contributing knowledge about how schools can retain learners better. Based on such understanding, head teachers and Department officials can lead and manage schools better. The study will involve focus group interviews. I will issue consent forms to all participants before holding the interviews and interview the teachers, deputy head teachers and the head teachers at the time convenient to them. I wish to assure you of the following:

- Participants will not be identifiable in any way from the research results.
- Participation will be voluntary
- Confidentiality and anonymity of all participants will be respected and assured.
- The institution will not be identifiable by name in the research results.

• A synopsis of findings and recommendations will be made available to the school.

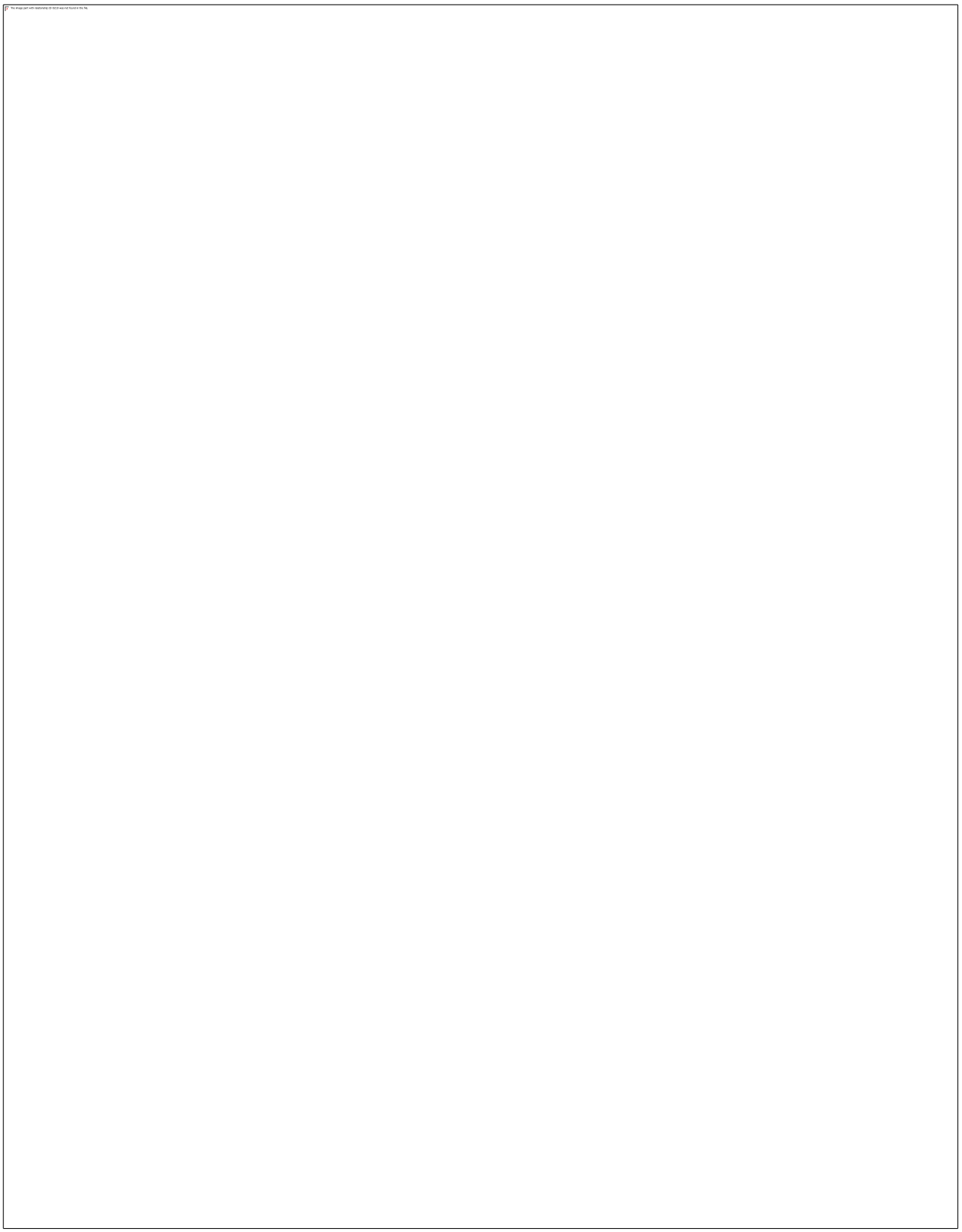
I also request to audio record the interviews as this will assist in capturing the data more accurately.

I trust that my request will be considered.

Yours sincerely

Mpendulo R. S. Magagula

APPENDIX 3: PERMISSION LETTER FROM MOET



APPENDIX 4: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM GATE KEEPERS (HEAD TEACHERS)

P O Box 4438

Manzini

Swaziland

4 April 2021

Dear Head Teacher

……. High School

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH

I hereby seek permission to conduct a research at your school. I am enrolled as a student at the University of KwaZulu Natal. My student number is 214584586, and I am studying towards a Doctoral Thesis, a requirement for completing the degree. The research topic is "**The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in the Kingdom of Eswatini."**

The purpose of the research is to explore what influence does culture have in controlling the behaviour of learners in the school. I hope that the knowledge shared in this study may help inform institutional policies by contributing knowledge about how schools can retain learners better. Based on such understanding, head teachers and Department officials can lead and manage schools better. The study will involve focus group interviews and one to one interview**.**

I will issue consent forms to all participants before holding the interviews and interview the teachers, deputy head teachers and the head teachers at the time convenient to them. I wish to assure you of the following:

- Participants will not be identifiable in any way from the research results.
- Participation will be voluntary
- Confidentiality and anonymity of all participants will be respected and assured.

- The institution will not be identifiable by name in the research results.
- A synopsis of findings and recommendations will be made available to the school.

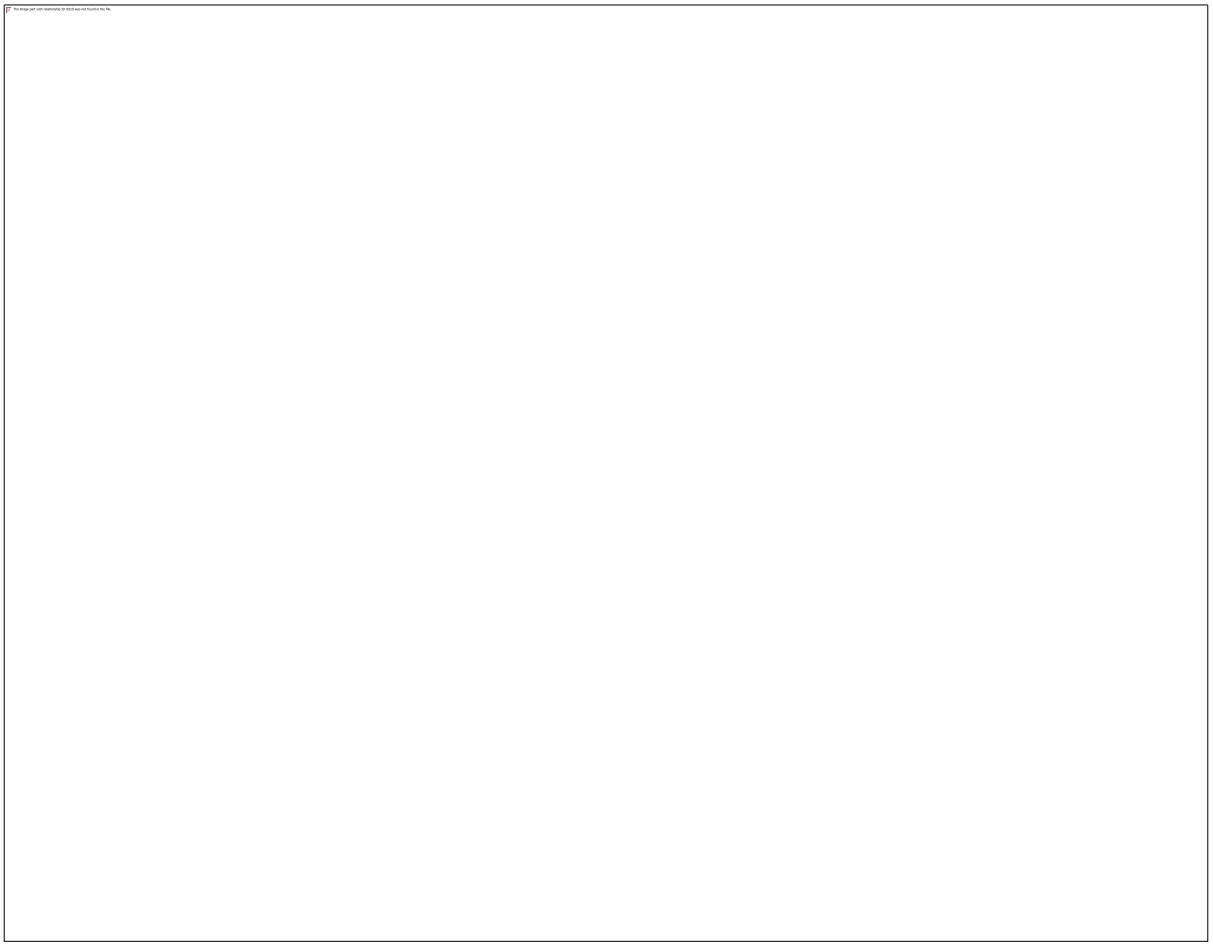
I also request to audio record the interviews as this will assist in capturing the data more accurately.

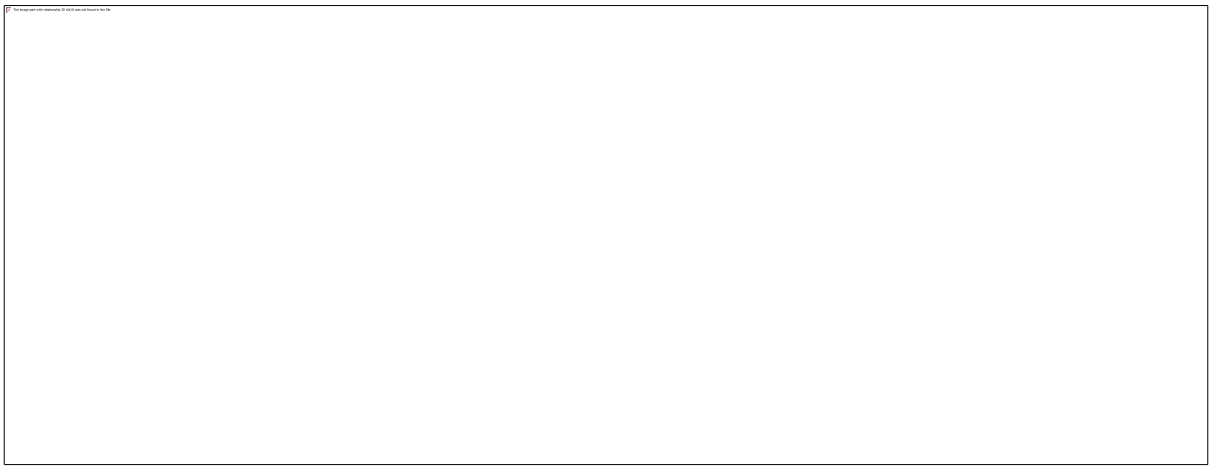
I trust that my request will be considered.

Yours sincerely

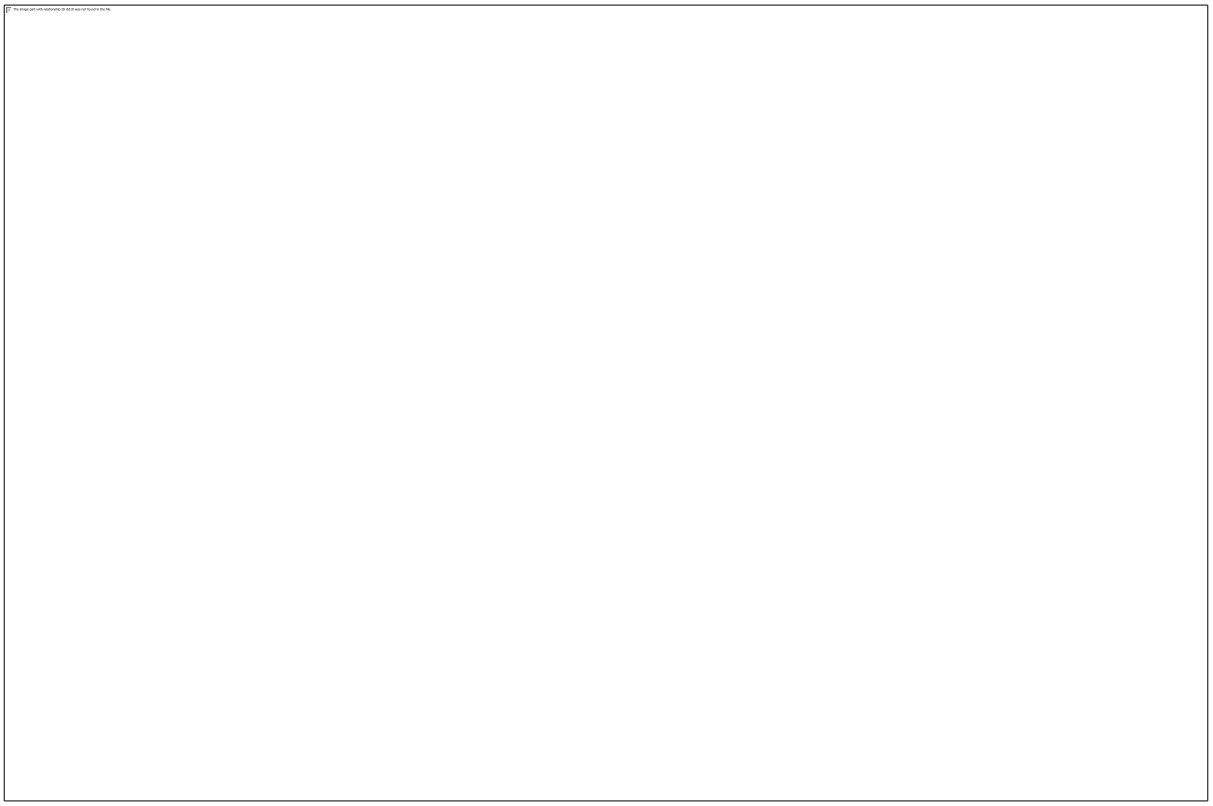
Mpendulo R. S. Magagula

APPENDIX 5: PERMISSION LETTER FROM MAVALELA HIGH SCHOOL

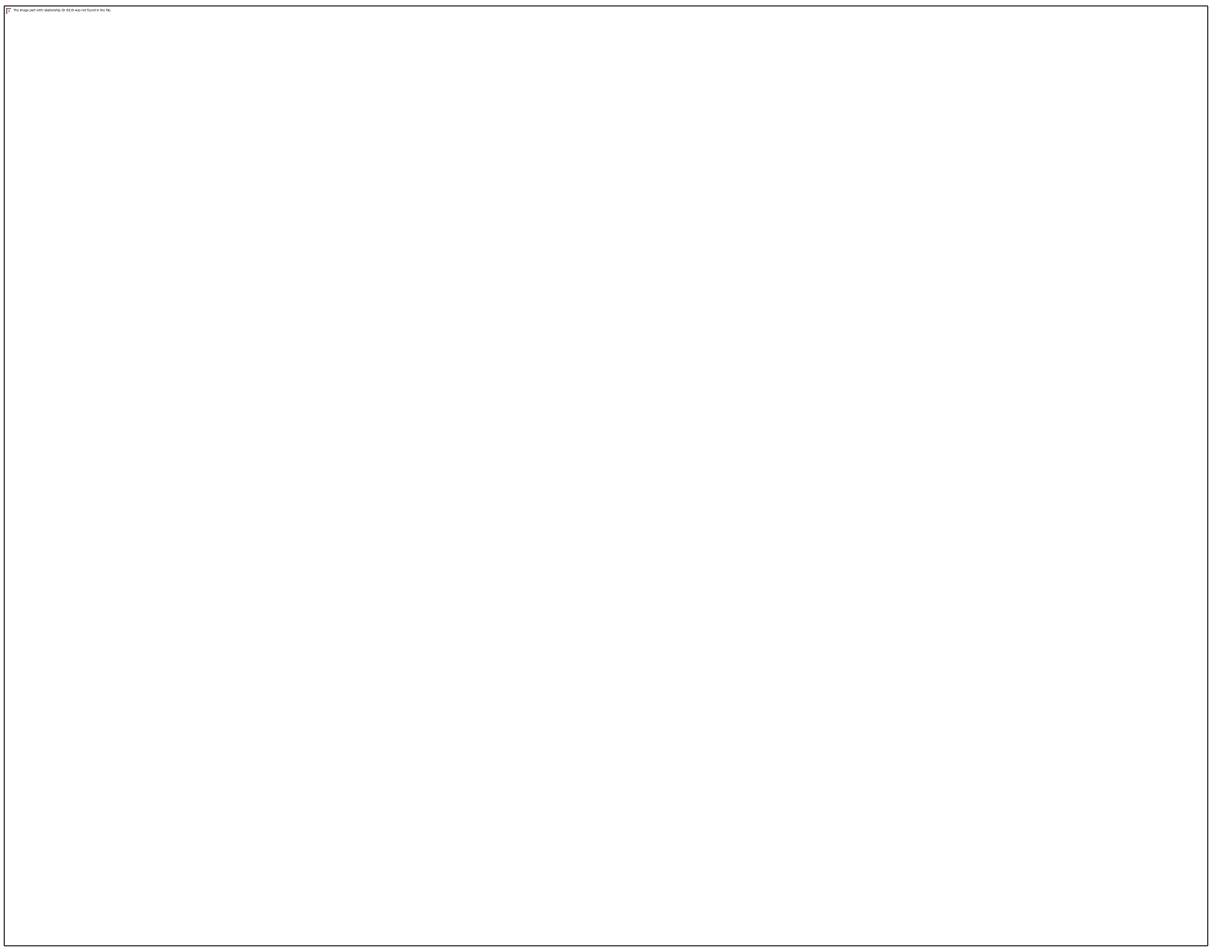




APPENDIX 6: PERMISSION LETTER FROM LOMAWA HIGH SCHOOL



APPENDIX 7: PERMISSION LETTER FROM SIDLAMAFA HIGH SCHOOL



APPENDIX 8: CONSENT LETTER TO HEAD TEACHERS

P O Box 4438
Manzini

04 April 2021

Dear Head Teacher
Mavalela High School

LETTER OF CONSENT TO PARTICIPATE IN RESEARCH

I invite you to participate in a research project for my Doctoral study entitled "**The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in the Kingdom of Eswatini."** In the study, I wish to explore what influence culture has in controlling the behaviour of learners in the school.

To help me in my research, I will request you to:

- Participate in an interview that will revolve around the concept and notion of school culture, the creating/development of school culture, and positive discipline (PD) practises. The interviews will take about 45 minutes.

The interview discussion will enable me to get a full picture of behaviour management school cultures. I will keep documentary evidence in a locked cupboard accessible only to the supervisor and myself. I will keep electronic data in computer files only accessible through a password for a period of five years following the completion of the research project. Neither your name nor your school's name will appear in any reports of this research. You will have the right to review any information being used. Participation in this project is voluntary and involves no unusual risks or harm to you or your school. You may withdraw from the project at any time with no negative or undesirable consequences to yourself.

The researcher will wish to audio-record the interviews and hereby seek your permission to do this. If you are willing to participate, please indicate this decision on the attached permission slip. In addition, if you have any questions about the research project or would like me to review the information before providing consent, I may be contacted at the numbers listed below.

I am thanking you in advance for your anticipated cooperation in this regard.

INFORMED CONSENT

I, ……. (Full name of participant) hereby confirm that I understand the contents of this letter, fully and I do consent to participate in the study by M. Magagula, entitled **"The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in the Kingdom of Eswatini".** I do consent to the audio recording of online focus group interview. I am also aware that there are no unforeseeable direct risks or harm associated with my participation in this study.

_____ _____

Signature **Date**

For more information, you may use the following details:

- M. Magagula - Mobile No.: [redacted] Email: sthiemag@yahoo.com
- Project Supervisor: Prof. V. Chikoko; Tel No.: (031) 260 2639; email: chikokov@ukzn.ac.za
- Officials in our research office: Mariette Snyman, (HSSRES UKZN research office). Tel No: 031 260 8350/4609; email: snymanm@ukzn.ac.za

Yours sincerely

Mpendulo R. S. Magagula

APPENDIX 9: CONSENT LETTER TO DEPUTY HEAD TEACHERS

P O Box
Manzini
04 April 2021

Dear Deputy
Mavalela High School

LETTER OF CONSENT TO PARTICIPATE IN RESEARCH

I invite you to participate in a research project for my Doctoral study entitled "**The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in the Kingdom of Eswatini."** In the study, I wish to explore what influence culture has in controlling the behaviour of learners in the school.

To help me in my research, I will request you to:

- Participate in an interview that will revolve around the concept and notion of school culture, the creating/development of school culture, and positive discipline (PD) practises. The interview discussion will take 45 minutes.

The interview discussion will enable me to get a full picture of behaviour management school cultures. I will keep documentary evidence in a locked cupboard accessible only to the supervisor and myself. I will keep electronic data in computer files only accessible through a password for a period of five years following the completion of the research project. Neither your name nor your school's name will appear in any reports of this research. You will have the right to review any information being used. Participation in this project is voluntary and involves no unusual risks or harm to you or your school. You may withdraw from the project at any time with no negative or undesirable consequences to yourself.

The researcher will wish to audio-record the interviews and hereby seek your permission to do this. If you are willing to participate, please indicate this decision on the attached permission slip. In addition, if you have any questions about the research project or would like me to review the information before providing consent, I may be contacted at the numbers listed below.

I am thanking you in advance for your anticipated cooperation in this regard.

INFORMED CONSENT

I, ……. (Full name of participant) hereby confirm that I understand the contents of this letter, fully and I do consent to participate in the study by M. Magagula, entitled **"The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in the Kingdom of Eswatini".** I do consent to the audio recording of online focus group interview. I am also aware that there are no unforeseeable direct risks or harm associated with my participation in this study.

_____ _____

Signature **Date**

For more information, you may use the following details:

- M. Magagula - [redacted]Email: sthiemag@yahoo.com
- Project Supervisor: Prof. V. Chikoko; Tel No.: (031) 260 2639; email: chikokov@ukzn.ac.za
- Contact details of the college research office is as follows: HSSREC@ukzn .ac.za

Yours sincerely

Mpendulo R. S. Magagula

APPENDIX 10: CONSENT LETTER TO TEACHERS

CONSENT LETTER

P O Box
Manzini
04 April 2021

Dear Teacher
Mavalela High School

LETTER OF CONSENT TO PARTICIPATE IN RESEARCH

I invite you to participate in a research project for my Doctoral study entitled "**The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in the Kingdom of Eswatini."** In the study, I wish to explore what influence culture has in controlling the behaviour of learners in the school.

To help me in my research, I will request you to:

- Participate in a focus interview that will revolve around the concept and notion of school culture, the creating/development of school culture, and positive discipline (PD) practises. The focus group interview discussion will take 45 minutes.

The focus group discussion will enable me to get a full picture of behaviour management school cultures. I will keep documentary evidence in a locked cupboard accessible only to the supervisor and myself. I will keep electronic data in computer files only accessible through a password for a period of five years following the completion of the research project. Neither your name nor your school's name will appear in any reports of this research. You will have the right to review any information being used. Participation in this project is voluntary and involves no unusual risks or harm to you or your school. You may withdraw from the project at any time with no negative or undesirable consequences to yourself.

The researcher will wish to audio-record the interviews and hereby seek your permission to do this. If you are willing to participate, please indicate this decision on the attached permission

slip. In addition, if you have any questions about the research project or would like me to review the information before providing consent, I may be contacted at the numbers listed below.

I am thanking you in advance for your anticipated cooperation in this regard.

INFORMED CONSENT

I, ……. (Full name of participant) hereby confirm that I understand the contents of this letter, fully and I do consent to participate in the study by M. Magagula, entitled **"The Role of School Culture in Shaping Learner Discipline in Selected Secondary Schools in the Kingdom of Eswatini".** I do consent to the audio recording of online focus group interview. I am also aware that there are no unforeseeable direct risks or harm associated with my participation in this study.

_____ _____

Signature **Date**

For more information, you may use the following details:

- M. Magagula - [redacted] Email: sthiemag@yahoo.com
- Project Supervisor: Prof. V. Chikoko; Tel No.: (031) 260 2639; email: chikokov@ukzn.ac.za
- Contact details of the college research office is as follows: HSSREC@ukzn .ac.za

Yours sincerely

Mpendulo R. S. Magagula

APPENDIX 11: INTERVIEW SCHEDULE FOR HEAD TEACHERS AND DEPUTY HEAD TEACHERS

1. Understanding the concept of learner discipline

(i) What is your understanding of learner discipline?

(ii) What is the state of learner discipline at this school?

(ii) What do you consider to be your role in developing learner discipline?

(iv) How successful have you been in playing this role?

(v) How do you think self/internal discipline is important for controlling behaviour?

2. School values

(I) What would you say are the key values of this school?

(ii) What do you consider to be your role as head teacher / deputy head teacher in instilling such values in learners?

3. School climate

(i) How would you describe the climate of this school?

(ii) What strategies do you use to keep both teachers and learners committed to achieving the vision of the school?

4. Relationships in the school

(i) How would you describe the relationship between teacher-learner?

(ii) How would you describe the relationship between teacher-teacher?

(iii) How would you describe the relationship between this school and its community?

(iv) Take me through the process of building good relationships between the stakeholders in the school?

(v) How do you think good stakeholder relationship influence learner behaviour?

5. Culture typology (ies) of the school

(i) How can you describe your school culture?

(ii) How do you lead the school to enhance the development of positive school culture?

(Collaboration, Extra-curricular programs, creating unity etc).

6. The nature of leadership in the school

(i) As a leader, how would you describe your leadership approach?

(ii) Please explain to me why you adopt this leadership approach.

(iii) How do you find distributing leadership among capable members of staff, impacting on controlling behaviour?

(iv) What other support do you give to your teachers to be effective in managing behaviour?

(v) Please outline how parents are involved in the management of learner behaviour in your school.

(vi) What advice do you have for other school heads for improving the climate in their schools?

(vii) Do you have any other input on behaviour management?

APPENDIX 12: INTERVIEW SCHEDULE FOR TEACHERS

FOCUS GROUP INTERVIEW SCHEDULE FOR TEACHERS

1. Understanding the concept of learner discipline

(i) What is your understanding of learner discipline?

(ii) What do you consider to be your role in developing learner discipline?

(iii) How successful have you been in playing this role?

(iv) How do you think self/internal discipline is important for controlling misbehaviour?

2. School rules

(i)What do you see as the main rules in this school?

(ii) Please take me through the process through which these rules were developed and established.

(iii) In your classroom, what are some of the key rules?

(iv) What process did you follow to have these rules in place?

(v) What is your view of involving learners in the process of formulating school rules?

3. Strategies towards positive learner discipline

(i) What strategies do you use to maintain positive learner discipline?

(ii) What challenges do you face in the management of learner behaviour in your classroom?

(iii) What do you think are the causes of these challenges?

(iv) How have you attempted to address these matters?

(v) How successful have you been in that regard?

(xi) In your view what else could be done to address these matters?

(xii) How does the school management support you in your endeavour to manage learner behaviour?

4. Relationships in the school

(i) How would you describe learner-learner relationships?

(a) In the class?

(b) In your school?

(ii) How would you describe the relationship between teacher-teacher?

(iii) What factors would you say have contributed to this relationship?

(iv) Please share with me any other thoughts you have about how positive learner discipline may be further developed in the school.

5. Culture typology (ies) of the school

(i) How can you describe the culture of your class?

(ii) How do you lead your class to enhance the development of positive school culture?

(Collaboration, Extra-curricular programs, creating unity etc.).

(iii) Do you have any other input on behaviour control?

APPENDIX 13: EDITOR'S CERTIFICATE

APPENDIX 14: TURNITIN CERTIFICATE