

Experiences of teachers in managing discipline of learners from child-headed families

by

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DECLARATION OF ORIGINALITY

I, Eric Thandisizwe Mpolase hereby declare that the dissertation, which I hereby submit for the degree *titled Experiences of teachers in managing the discipline of learners from child-headed families* according with the requirements for the degree in Masters in Education Management and Policy Studies at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

.....

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Dedication

I dedicate this research to my late parents, my father Gladstone Mathyolo Mpolase “Mlungwana” and my mother Eugenia Nhanha Mafezekile Mpolase “Jolakazi Mangwanya” who brought and socialised me to be what I am. To my aunt Eunice Nomalady Dlani who nurtured me to get my first qualification as a teacher, I am what I am because of you. Thank so much Jolakazi, Mangwanya, Mpondomise. To my supervisor Dr Jaca for her love, patience, support, her ambitions to see her students succeed, most importantly Dr Jaca your parental guidance and commitment as well as dedication to your work for me. I can’t imagine being on leave, could not walk, but marked my work on bed. God bless you abundantly. To my co-supervisor Professor Marishane, thank you so much Prof. Without you, I could not make it to my degree, but you worked hard for me even when things were not in your favour but you stood up for me, more importantly when Dr Jaca was on leave you carried on with my work, God richly bless you.

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Abstract

The study sought to investigate the experiences of teachers in management of the discipline of learners from child-headed families. The research assumes that the understanding of the experiences and the perceptions of teachers regarding the management of discipline of children from child-headed households could contribute to the knowledge of how teachers manage discipline of learners from child-headed households. The study was underpinned by Urie Bronfenbrenner's (2004) theory. The study applied qualitative research methodology where one-on-one semi-structured interviews were conducted. Twenty-five (25) participants from selected primary schools in OR Tambo Coastal District in the Eastern Cape Province were interviewed. The findings of this study indicate that learners from child-headed families encounter challenges in life due to the lack of adult guidance and supervision. Those learners are involved in anti-social behaviour which include misbehaving, rudeness, drug abuse, fighting, poor academic performance, absenteeism and late coming in school. Teachers also experience all the challenges these learners reflect at school. It has been recommended that there is a need for training of teachers in the management of behaviour and discipline of learners from child-headed families. The structured and comprehensive programmes to address the challenges learners encounter were recommended. There is a need to capacitate all the participants within the schools to manage the behaviour of learners from child-headed households. The role of the Eastern Cape Department of Basic Education has been highlighted as the most crucial in the facilitation of programmes in schools to manage the discipline of learners particularly those from child-headed families.

Keywords: Experiences; teachers; management; discipline; learners; child-headed families; child-headed households; Bronfenbrenner's Ecological System Theory; support; challenges.

Language editor

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TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have language edited E Mpolase's dissertation entitled, "**Experiences of teachers in managing discipline of learners from child-headed families.**"

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List of abbreviations

FSS	Full Service School
HOD	Head of Department
ECDBE	Eastern Cape Department of Basic Education
SBST	School Based Support Teams

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CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The increasing number of families being led by children is alarming and poses a threat to the society (Marongwe, Son & Mashologu, 2016). Therefore, schools end up accommodating learners from child-headed families. Learners in schools come from different backgrounds. Some learners come from families with both parents, while others are from child-headed families, headed by their siblings or themselves as heads of their families. Owing to the *loco parentis* principle, teachers become responsible for all learners, including those who come from child-headed families. Their responsibility includes managing discipline. This study investigated the experiences of teachers in managing the behaviour of learners from child-headed families. It assumes that understanding the experiences and perceptions of teachers regarding the management of behaviour of children from child-headed households could contribute to the knowledge of how teachers ensure discipline among learners from child-headed households. In this chapter, the background to the research problem and questions, the rationale for the study, its significance and purpose are discussed. The preliminary literature review and the methodology are also discussed briefly. The chapter concludes by outlining the various chapters constituting this study.

1.2 Background to the study

Research indicates various factors that lead to child-headed families in societies. For example, Simuforosa and Rosemary (2014) assert that migration of parents to other neighbouring countries in search of work leads to child-headed households. Similarly, Mpfu and Chimhenga (2016) posit that in South Africa and in Africa, some child-headed families is due to death by HIV and AIDS. This means that, owing to the above factors, children end up being left under the guardianship of other children in the absence of the care of relatives or other adult caregivers. Chidzaiva and Heeralal (2016) further argue that some of these families are created by children abandoned by parents because of problems emanating from re-marriage.

In addition to the absence of parents, other factors include the failure of extended families to absorb orphaned children and instil a sense of belonging, security and guardianship (Chidzaiva & Heeralal, 2016). Both international and South African literature reveal that learners from child-headed families demonstrate disciplinary challenges. Regarding challenges faced by these children, Mohlakwana (2013) asserts that such challenges reflect behavioural problems. A Zimbabwean study by Simurosa and Rosemary (2014) reports that children who grow without biological parents may demonstrate an anti-social behaviour. Similarly, in a study conducted in Uganda, Dalen (2009) found that the death of parents can cause stigma which give rises to anti-social behaviour. Expanding on the effects parents' death on children, Brenda (2010) asserts that child-headed households experience emotional distress, psychological and emotional trauma owing to the death of parents. Zimbabwean researchers, Kurebwe and Kurebwe (2014), mainly focused on coping strategies of child-headed families and found that children growing up without parental care lead to unaccepted ill-discipline. This concurs with the findings of Mohlakwana (2013), who found that learners from child-headed families at school reflect behavioural problems such as violence, stealing and disruptive behaviour. She further states that this kind of behaviour is encouraged by the fact that those learners are faced with the challenge of taking up adult responsibility while they are still young. Kurebwa and Kurebwa (2014) affirm that the growing up of child without parental care results in behavioural problems. This implies that teachers should be able to manage the behaviour of such learners in their classrooms to enhance learning and teaching. Even though teachers should maintain discipline among all learners in their classrooms, the vulnerability of learners is not the same. This means that learners cannot be treated the same way. This research therefore sought to investigate experiences of teachers in discipline management of learners from child-headed families in selected secondary schools in Eastern Cape.

1.3 Problem statement

The management of discipline by teachers regarding learners from child-headed families requires much attention as the phenomenon is increasing in the society (Garble & Garble,

2015). A South African study that was conducted by the Department of Social Development in (2012) on experiences regarding orphaned children heading child-headed households found that those learners lack proper discipline and supervision. The orphans also lack guidance from adults at home and that opens chances of learning undesirable behaviour. In order to create conducive environment for them, teachers and administrators have a responsibility to support, guide and love these learners. According to Mohlakwana (2013), by law a teacher is loco parentis and has a responsibility to protect a child from any form of violence. Focusing on learners from child-headed families, Son and Mashologu (2016) found that teachers were not trained to deal with learners from child-headed households, resulting in some of them mishandling those learners.

Despite the challenges just raised, very little research has been conducted into the experiences of teachers in managing the learner's behaviour from child-headed households, especially in Eastern Cape Province. For this reason, this study investigated the experiences of teachers in managing discipline among primary school learners from child-headed households in OR Tambo Coastal District in the Eastern Cape.

1.4 Rationale for the study

The interest of the researcher in this study stemmed from personal experience as a teacher, deputy principal and principal in Eastern Cape secondary schools. He has witnessed a number of cases of ill-discipline, especially among learners from child-headed households. He realised that disciplining these learners required a more holistic approach from teachers as there could be more factors leading to their lack of discipline. For instance, some of them seemed hungry while others seemed to be missing parental guidance. Furthermore, South African researchers, Nziyane and Alpaslan (2012) conducted a study on realities of orphaned children living in child-headed families and found that those learners were burdensome and, as a result, lacked proper discipline, guidance and supervision. Studies that focus on teachers' experiences in managing behaviour of learners from child-headed families are limited, if any, despite teachers' lack of knowledge and experience in these areas. Because of this lack of knowledge and

experience, teachers are puzzled, frustrated and irritated. In the study conducted by Taggart and Pillay (2011) and Gubwe (2015), it was discovered that learners are stressed when they realise that teachers whom they trust cannot help them in times of need in the face of socio-economic problems and psychosocial issues. Hence there is call for further research to be conducted in pursuit of skills that can be transferred to teachers to equip them with necessary skills to manage behaviour of learners from child-headed families. Chidzaiva and Heeralal (2016) recommend for further research owing to limited information of the study suggesting fields which need to be researched for more conclusions. Furthermore, in literature, many researchers like Nziyane (2012) have recommended that there is a need for longitudinal study to be carried on children staying in orphan households, growing without adult care.

The researcher further argues that in-depth research is needed to explore the experiences of children leading households in carrying the parental responsibilities. The Department should act swiftly to treat the matter with its urgency it deserves to address anomaly in school (Marongwe & Mashologu, 2016). According to Meintjes, Hall, Mrera and Boule (2010), since there is no adequate evidence or any longitudinal national data, they recommend more study to be conducted for adequately understand the complexity of factors which shape the formation and form of child-only households. The informed research for policy formation and programmes is necessary for a well-grounded and appropriate decisions to be taken. It is based on that empirical information that Dijk and Driel (2009) recommend, namely, that since there is limited information in the country and other African countries and there is a need to conduct research to have reliable statistics about the number of child-headed families which is lacking.

1.5 The significance of the study

This research sought to investigate experiences of educators regarding the management of behaviour of learners from child-headed families in the OR Tambo Coastal District of the Eastern Cape Province. The research findings of the study may benefit stakeholders in personal growth, teachers, management of the school, and the researchers.

1.5.1 Teachers

The research will contribute to the knowledge of teachers on how to manage discipline of learners from child-headed families. The other benefit for teachers is that their voices will be heard and viewed as concrete evidence of what they go through as they deal with these learners on daily basis.

1.5.2 Schools

The findings have a potential to assist schools in making policies for the management of discipline of learners from child-headed families in schools.

1.5.3 Department of Education

Department of Education will benefit in designing of training and development models for management of learners from child-headed families. More importantly, the findings may inform the decisions of policy makers in terms of developing the appropriate programmes and requirements for teachers to be able to manage the behaviour of these learners.

1.6 The purpose of the study

The purpose of this study was to investigate the experiences of teachers in managing discipline of learners from child-headed families in primary schools in the OR Tambo Coastal District of the Eastern Cape Province in order:

1. to explore the perceptions of teachers regarding the causes of indiscipline among learners from child-headed families.
2. to examine how teachers manage the behaviour of learners from child-headed families.
3. to identify the challenges teachers face in managing discipline learners from child-headed families.
4. to explore how teachers address the challenges they experience in managing discipline of learners from child-headed families.

1.7 The main research question and sub-questions

The study aimed at addressing the following central research question:

- What are the experiences of teachers in managing discipline of learners from child-headed families in primary schools in the OR Tambo Coastal District of Eastern Cape Province?

Sub-questions

1. What are the perceptions of teachers, regarding the causes of indiscipline among learners from child-headed families?
2. How do teachers manage the behaviour of learners from child-headed families?
3. What are the challenges teachers do face in managing discipline of learners from child-headed families?
4. How do teachers address the challenges they experience in managing discipline of learners from child-headed families?

1.8 Research Methodology

1.8.1 *Qualitative research approach and research paradigm*

To collect data from teachers in primary schools, the empirical research was applied in this study. According to Cresswell (2008), a qualitative research approach allows the researcher to have an intensive experience with respondents. In this study, participants interpreted their experiences regarding managing discipline of learners from child-headed families. Cresswell (2008) further argues that qualitative research allows things to happen in a natural setting, which in this study was the context of primary schools. Pillay (2016) asserts that research is also appropriate in probing views of different participants in research. The details of this research approach are discussed in chapter three of this study.

The study was conducted within the interpretivists constructivists paradigm as the researcher explains the teachers experiences in management of discipline of learners from child-headed families (Ponelis, 2015). In studies conducted within constructivists/interpretivists' paradigm, the researcher depends on the views of the participants regarding the phenomenon. It also enhances deeper understanding and interpret their experiences of managing discipline of learners from child-headed families (Creswell, 2014).

1.8.2 Research design

Research design is a plan of gathering and organising a data according (Merriam, 2009). This means that research design outlines the way in which the researcher will conduct research. Yin (2012) asserts that to develop a research design, the researcher must look at the purpose. The research questions will determine which design is more appropriate. The design used was a qualitative case study. A case study could be a person, a group and an event (Kumar, 2011). However, to be a case study, it should be studied as one thing. The case investigated in this study was the experiences of teachers in managing discipline of learners from child-headed families in OR Tambo District primary schools in the Eastern Cape Province. The researcher's decision was based on his belief that very little was known about how teachers managed the behaviour of learners from child-headed families in OR Tambo District primary schools. The use of a case study design enabled a researcher to provide reliable data (McMillan & Schumacher, 2010). In this study, the researcher could holistically explore and understand teachers' experiences in managing the behaviour of learners from child-headed families.

1.9 Data Collection

1.9.1 Research site and population

The research was conducted in five primary schools in OR Tambo Coastal District in the Eastern Cape Province. All primary schools were rural areas because the district is predominantly rural. The schools were conveniently situated in the vicinity where the

researcher worked and their principals granted the researcher access to their premises. The participants that were involved were principals of primary schools, Departmental Heads(DHs) from intermediate phase, Grade 6 class teachers, remedial teachers and school-based support teams. In this study, data were collected using semi-structured interviews with five teachers per school. Creswell (2012) asserts that qualitative research enables a researcher to conduct several one-on-one interviews to obtain data. Semi-structured interviews helped the researcher to gain deep understanding of the experiences of teachers in managing learner behaviour. It assisted in understanding the meaning teachers attach to their experiences rather than generalising or evaluating (Jacobs et al., 2006). An interview assists the researcher to establish relationship with the respondents (Thomas, 2011). The researcher conducted interviews after school hours to the Eastern Cape Department of Basic Education (ECDBE) regulations. On average, the interviews lasted for 45 minutes. The interview protocol was used during the interview process.

1.9.2 Sampling

Sampling refers to the selection of a subgroup of people from a larger population to represent a particular population (Creswell, 2012). In the context of this study, a subgroup of teachers and principals were selected to represent the larger group of teachers and principals. In sampling participants and sites for this research, non-probability purposive sampling technique was used. This means that not everyone had an opportunity to be chosen. This technique seemed appropriate because the researcher intended to select participants that were knowledgeable and experienced in the phenomenon under study which in this case was management of discipline of learners from child-headed families. Participants selected were assumed to be in a best position to answer questions related to the study because of their experience and knowledge as teachers who were in contact with learners from child-headed families daily. The participants were those that were willing to tell their stories regarding their experiences in managing the behaviour of learners from child-headed families. A small sample was selected to address the expected difficulty of infiltrating the analysis of interviews (Kvale, 2007).

1.9.3 Semi-structured interviews

To collect data for this research, an interview protocol was used during the one-on-one semi-structured interviews. Questions in the interview protocol were the same to all the interviewees. During the one-on-one semi-structured interviews, the researcher interviewed one participant at a time and recorded the process with the permission of the participant (Cresswell, 2012). This was in line with Cresswell (2012) who points out that qualitative research allows several on one-on-one interviews to obtain rich data. The semi-structured interviews also enabled the researcher to get deeper understanding of the experiences of teachers in discipline management of learners from child-headed families in a District of OR Tambo Coastal District in the Eastern Cape Province. The semi-structured interviews also helped the researcher to get a deep understanding than generalising (Ary, Jacobs & Razavieh, 2006). The interview process assisted the researcher to establish relationship with the respondents (Thomas, 2011). The researcher aimed to conduct all the interviews after tuition time of the school to be in line with the ECDBE rules. Some of participants preferred to be interviewed in homes owing to national lockdown level 3 of the Covid-19 epidemic which led to the closure of schools in the country. On average, the interviews were conducted for duration of thirty to 45 minutes.

1.10 Data analysis

Data analysis refers to making sense of data collected (Creswell, 2012). In this study, the researcher used thematic data analysis process. According to Braun and Clarke (2006) assert that thematic analysis occurs together with interpretivist or constructivist paradigm within which the research conducted. According to Creswell (2009), data analysis process was on-going and inductive. The researcher read raw data thoroughly and concepts development and themes are created from it. To make sense, data collected were analysed throughout the process. The researcher made follow-up where it was necessary. Research questions and the concepts from the theoretical framework were adopted to guide in data analysis. The interviews were transcribed by the researcher thereafter the following steps were followed.

Braun and Clarke (2006) suggest that after interviews were transcribed by the researcher, the researcher should familiarise with the data; searching for themes, defining and naming themes, generating codes, reviewing themes; and to compile the report.

1.11 Ethical considerations

All researchers at the University of Pretoria are guided. The code of ethics is used by the University of Pretoria to guide all the researchers. De Vos et al (2011: 127) state that all researchers should receive permission from ethics committee at their institutions. The researchers get objective advice particular, the ethicality of research aimed to conduct. According to the scholars, failure to carefully consider ethical issues would imply negligence towards the society. The consideration for ethical issues in the research, ethical principles were to be observed: permission request; voluntary participation; informed consent; deception and compensation of participants; compensation; maintaining privacy and confidentiality. The researcher requested permission to conduct research in schools from ECDBE. Prior to this, the researcher received approval from the University of Pretoria's Ethics Committee to conduct the study.

1.12 Credibility and trustworthiness of the study

Researcher's credibility refers to the ability to portray participants perspectives with accuracy and similar to validity in qualitative research (Trochim & Donnelly 2007; Bloomberg & Volpe, 2008). Creswell (2012) emphasises that narration should follow the criteria for good qualitative research since it is a form of qualitative research. Credibility is what is referred to as validity in quantitative approach. The following steps by Creswell and Miller (2000) were adopted: triangulation, member checking, audit trail, prolonged engagement in the field, collaboration, and thick, rich description. In this research, dependability refers to the extent in which disparities can be explained or tracked. It is called reliability in quantitative research. In this study, all transcripts, notes and audiotapes were reserved in the archives of the university and by the researcher in order to be able to refer to them should the need arise. Creswell and Miller (2000) assert that perspectives of the participants were presented equally to enable readers to arrive at neutral decisions. Cohen et.al. (2007) argue that participants were regarded as partners

to guard against power relations. Past experiences and biases were acknowledged by the researcher.

1.13 Limitations for the study

Generalisation of the results of the research outside the context of the study owing to the size of the sample is not allowed. Participants were informed regarding the code of ethics that guide the study. Owing to a small number of participants, information gathered might not address the problem researched. The total shutdown (lockdown) in the country of all schools owing to COVID-19 and the withdrawal of some participants from the research due to pandemic infection hampered the research. The scheduled time to collect data was also negatively affected as that delayed the collection of data as it cannot be done telephonically.

1.14 Clarification of concept of child-headed family

The phrase “child-headed family” is defined by Tsegaye (2007:4-5) as a household which is led by a child younger than 18 years old. That person takes responsibility of other siblings as they have lost both parents. There are so many factors that contributed towards the creation of this family in the society. In the same vein, Magwa & Magwa (2016) concur with Tsegaye (2007) that a child-headed family is where everyone in the family is 18 years younger and is heading the family.

1.15 The organisation of the dissertation

The study is composed of five chapters, including introductory chapter one.

Chapter one: Introduction

In this chapter, the background to the study is presented to contextualise the problem. The chapter discusses the experiences of teachers in managing the discipline of learners from child-headed families in schools and the challenges that are faced by teachers in

managing their discipline. The purpose, objectives and rationale of the study as well as the main sub-sections are outlined. The chapter also presents the significance of this study.

Chapter two: Literature review on management of discipline of learners from child-headed families and theoretical framework

Chapter two reviews relevant literature with the purpose of placing the study in the context of existing literature. It examines different perspectives on the meaning of management of discipline of child-headed households. Several themes are discussed, namely: conceptualising child-headed households; factors leading to child-headed household; experiences of teachers in managing discipline of learners from child-headed households, and how do teachers manage the discipline of learners from child-headed families.

Chapter three: Research methodology

Chapter three deals with methodology used in the research which included the sample and sampling procedures, research context, research design, data collection methods and the analysis of data. The chapter also discusses in detail the measures taken ensure the trustworthiness of the study, ethical considerations and its limitations.

Chapter four: Data presentation, analysis and interpretation

Chapter four presents the analysis and interpretation of data. Firstly, a description of the sample is given, followed by an explanation of the processes of identifying themes from the data.

Chapter five: Presentation of findings, discussions and interpretations

Chapter five presents discussion of the findings of the research as well as their alignment with the existing body of literature and the theoretical framework. The chapter also brings out new insights that emerged from the study. It presented the conclusions and recommendations for this study. The limitations and delimitations of this study are also discussed as well suggestions for future studies on this research topic.

1.16 Summary of the chapter

In this chapter, the background to the research and the research problem were discussed. The rationale that comprised the researcher's personal experience and literature was discussed. The significance of the study was highlighted. The main purpose of the research that was broken into research objectives was highlighted. The main research question and sub-questions were also provided. The preliminary literature review and methodology were stated. Lastly, the outline of all chapters of the thesis were provided. The next chapter discusses the relevant literature and the theoretical framework that underpinned the research study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

De Vos, Strydom, Fouche and Delport (2011) describe a literature review as the appropriate way to ensure that the same research was never conducted. Literature review assists the researcher in comparing existing knowledge with research findings (Grinnell & Unra, 2005). These researchers believe that literature review also allows the researcher to identify ways in which findings of the current study are consistent or inconsistent with the existing knowledge and how they may improve knowledge. Furthermore, Hart (2007) emphasises that literature review is the use of documents (both published and unpublished) that provides evidence about what is known on the research topic or phenomenon. The information is then used to identify the gap in literature on the proposed study.

The research aimed to investigate perceptions of teachers in the management of discipline of learners from child-headed families in the selected primary schools in Eastern Cape Province. Urie Bronfenbrenner's (2004) theory on ecological system underpinned this study. The theory used different layers of child's development in the environment. Those different layers of child's development enhance relationship in the surroundings environment which include: microsystem, mesosystem, exosystem, macrosystem and chronosystem. In the study, the researcher consulted various electronic database of scholarly articles of Google Scholar and e-Publications. The researcher obtained relevant previous topics in the literature regarding the perceptions of teachers in managing the discipline of learners from child-headed families.

In this chapter on literature, the conceptualisation of child-headed families and factors leading to child-headed families will be explained. The following themes will be discussed in the literature; the causes of discipline behaviour of learners from child-headed families, managing the behaviour of learners from child-headed families, challenges teachers do face in managing the discipline of learners from child-headed households and the experience of teachers in addressing discipline of learners from child-headed families.

2.2 Conceptualising child-headed households

The researcher for so many years has been worried regarding the schooling of learners from child-headed families. The phenomenon of child-headed families has been increasing in the country and the most of them are below 18 years. Magwa and Magwa (2016) define child-headed families as everyone who lives in the house is younger than 18 years of age. Furthermore, the South African Constitution (1996) defines a child as a person who is under 18 years. Further than that the Department of Social Development (2008) contends that for a home to be child-headed, there should be no adult family member providing care and guidance. The Draft Amendment Bill of South African Government 2005 considers a house where the parent, guardian or caregiver has died or has abandoned the children as the child-headed household. Tsegaye (2007:4-5) defines this family type as a household owing to the fact that a person leading the family is under 18 years.

In addition to that, the draft of Children's Amendment Bill (South African Government 2005 Section 137.1) asserts that a household can be declared a child-headed household under four categories: where the parent in a household is terminally ill, died or has abandoned the children in the household. Secondly, where there is no adult family member available to provide care. Thirdly, a child over 16 years is a caregiver. In interrogation of literature, it appears that though there is no single definition of the concept, there is one thing in common among the scholars. According to Dijk and Driel (2009), Francis and Jacobs (2015) Gacuiki 2016) and Tsegaye (2007:45), there is an argument that a child-headed household refers to a person at the age of 18 years who is heading a household. The researcher concluded that the absence of an adult to provide household is regarded as child-headed. In the previous studies, various factors leading to child-headed households have been identified.

2.3 Factors leading to child-headed household

2.3.1 HIV and AIDS

In many instances of orphans in the society, HIV and AIDS have been identified as the most dominating factor that leads to child-headed households. For example, according to Hall (2018), South Africa is estimated to have 1.8 million children whose parents died owing to HIV and AIDS-related diseases and 58000 of those children are living in child-headed families. Mentjies, Hall, Marera and Boulle (2010) conducted a study regarding orphans of HIV and AIDS epidemic. In their research, they discovered that not only HIV and AIDS cause child-headed households but there are also other contributing factors, even though, HIV and AIDS are the major factors.

2.3.2 Parent labour migration

Parent labour migration is one of the factors that leads to child-headed family in the country. Chidzaiva (2013) and Chidzaiva and Heeralal (2016) concur that parents migrate to areas like Gauteng and Cape Town and KwaZulu Natal to search for employment opportunities. Senthlement (2010), Van Brenda (2010), Gaciuki (2016), Jakachira and Muchabaiwa (2015) and Van Dijk and Van Driel (2009) also discovered and agreed that among other factors, labour migration of parents is dominating too. Many families are concentrated in cities, with some leaving children without financial assistance and care but rely on themselves and neighbours, children growing up without socialisation, emotional and economic support of their parents.

2.3.3 Urbanisation

It is asserted that urbanisation is one of the factors in the increase of this phenomenon. Chidzaiva (2013) and Chidzaiva and Heeralal (2016) argue that parents leave children alone in rural areas and migrate to cities. According to the researcher, this occurs when parents need homes in townships and forget about the social needs of children which may contribute to the anti-social behaviour of a child.

2.3.4 Failure of extended families to absorb orphaned children

Orphaned children, according to African tradition, were not known since they were absorbed by the extended families which now is no longer applied and that worsens children's situation (Mark, 2015). In addition to that Foster, Makufa Drew and Kralovec (1997) argue that extended families were the traditional social security for orphans in the families. Urbanisation and labour migration have led to the reduction of that responsibility by the extended family.

Gaciuki (2016) conducted a research study in Kenya and reported that extended families were responsible for orphans in the African tradition, though the practice now has been weakened by labour immigration and cash economy. Francis and Jacobs (2015) argue that among the key determining factors that are contributing towards the formation of child-headed households, pre-parental illness and family conflicts. Owing to those circumstances, siblings prefer to stay together after parental death instead of be separated and cared for by different extended family members. In addition to that, extended families are burdensome and are grappling with caring for their own children and the community is heavily burdened. Chidzaiva (2013) and Foster et al. (1997) argue that among Africans, the concept of an orphan did not exist in Zimbabwean society because extended families were the structure responsible for caregiving after death of parents. However, in recent years, the role of extended families is diminishing owing to factors like labour immigration, urbanisation, cash economy, formal education and demographics. It has been revealed by research that some families are unable to provide care for more than their own children (Mark, 2015).

2.3.5 Abandoned children

It has been discovered that some parents abandon their children owing to remarriage, where a parent when wife or husband dies, one marries to another person and leave children on their own (Alemu, 2009). Furthermore, Chidzaiva and Heeralal (2016) assert that parents decided to abandon children and commit themselves in their new marriage and abandon their children to stay on their own.

The reviewed studies in the preceding paragraphs identified factors leading to child-headed households. However, none of them focuses on how teachers manage discipline of learners from child-headed households. Knowledge about teacher's perception regarding the causes of discipline behaviour of learners from child-headed families/households will share insights.

2.4 Perception of teachers regarding causes of discipline behaviour of learners from child-headed families

The absence of parents in the life of a child owing to the factors mentioned in the reviewed literature inevitably imposes psychological stress and antisocial behaviour. Furthermore, Breda (2010) contends that the loss of parents forces children to adjust from being a child but a head of the family and that puts a child in emotional and social distress, grief, depression, anxiety and anger which lead to disruptive behaviour. Magwa and Magwa (2016) assert that international and national literature reveal that learners from child-headed families demonstrate disciplinary challenges. Mohlakwana (2013) concurs with Brenda's (2010) reflection of behavioural problems. Furthermore, Simurosa & Rosemary (2014) assert that children grow without biological parents may have anti-social behaviour. Kurebwa and Kurebwa (2014) affirm that growing up of a child in the absence of parents lead to behavioural problems. According to the study, the researcher noted that the disciplinary problems from the majority of learners from child-headed families is owing to lack of parental guidance, inadequate socialisation to a child who is suffering from emotional distress owing to various factors that led to child-headed households. In the next theme, the teacher's experiences in managing the discipline of learners from child-headed families will be discussed.

2.5 Experiences of teachers in managing discipline of learners from child-headed families

In the study conducted in South Africa about concerns of child-headed families, Van Breda (2010) reported that learners from child-headed household show a high level of anxiety and depressive disorder. Furthermore, Kurebwe (2014) conducted a study in Zimbabwe regarding teacher's experiences with learners from child-headed households. They found that children from child-headed families are emotionally and social distressed

in their lives. The study reported that children growing in the absence of parents might lead to discipline problems. In other words, learners from child-headed families are emotionally distressed, psychological and emotional traumatised. In addition to that, Dalen (2009) conducted a study in Uganda and it was discovered that death of parents causes a stigma to the children and eventually develop behavioural problems which are not accepted in a particular society.

Teachers need to be trained on how to manage the discipline of learners from child-headed families since this is a new family structure in the society caused by factors mentioned in the reviewed literature.

In the study conducted by KwaZulu-Natal Settlement Department (2010) in South Africa, it was discovered that there is little known about these children and what is known is minimal and undermined, they are inadequately included in the statistics. In previous studies, identification of further training for teachers to manage discipline of learners from child-headed families has been recommended (Kurebwa & Kurebwa,2014). It is when teachers are able to manage challenges that they can be able to make a successful management of discipline of learners from child-headed households.

2.6 Challenges teachers do face in managing discipline of learners from child-headed families

According to previous studies, it has been discovered that child-headed households are increasing, which impose a challenge to teachers in managing their behaviour. Simuforosa and Wiseman (2016) perceived the phenomenon of child-headed household merging as global matter which needs a holistic approach. Mpofu and Chimhenga (2016) argue that psychologically, learners from these families are depressed by their environment in which they find themselves. Hence, Mohlakwana (2013) asserts that training programmes should be developed for teachers to manage discipline of children in schools. Learners who are depressed, hopeless and grieved could have their behaviour managed and redirected towards positive direction. Furthermore, Marongwe (2016) asserts that institutions of higher learning should develop modules to equip teachers with necessary skills to deal with learners from child-headed household. Previous research

conducted proved that teachers are not trained to deal with such learners in school since this is a newly merging family structure in the South African context (Mohlakwana, 2013).

In the olden days in African tradition, orphans were cared for by extended families. The implementation of in-service training and seminars for teachers and managers in schools can assist with required skills in managing the discipline of learners from child-headed households. Ndziyane and Alpaslan (2012) depicted that those learners from these family settings are overloaded with parental responsibilities of their siblings, standing in for their parents. Garbarino (1995) and Gladding (2007) in Gubwe and Gubwe and Mago (2015) assert that some learners from the child-headed families have behavioural problems owing to lack of parental guidance.

To create conducive environment for the children, educators and managers have a responsibility of managing their discipline by supporting them, guide and love these learners in school and beyond boosting their self-esteem among other learners. Teachers, according to Mohlakwana (2013), act as *loco parentis* despite their circumstances. It appears as if teachers in schools are least looked upon and not provided with adequate support in their practices and profession to effectively manage discipline of learners from child-headed households. Support of teachers with necessary skills to manage the learner behaviour is essential for learning. In the study conducted in Gauteng districts in South Africa, it was discovered that teachers are not always aware that some learners are orphans and head of their households (Taggart & Pillay, 2011). They further contend that teachers are unable to assist learners in coping with effects of vulnerability and yet teachers are in the front line of battling this social concern. Studies conducted in South and southern Africa literature on child-headed households appear to be a growing in Africa. These children carry a burden of emotional response like anger, anxiety, fear and depression and raise psychosocial vulnerability. Therefore, it is essential for welfare systems to be capacitated and strengthen these families (Van Breda, 2010). A research study conducted in South Africa by Mamotshane (2016) on psychosocial support to learners from child-headed households revealed that child-headed households are faced with challenge of anger which has never been given attention and what is the cause of such anger and how to manage it. Findings of the study further identified that there is

limited role played by the Department of Basic Education (DBE) in the district in guiding teachers to manage the behaviour of learners from child-headed households. In addition to that, the study further revealed the need for training of both teachers and School Management Teams (SMTs) to equip them with the strategies of dealing with various challenges that are experienced by child-headed households as well as management of discipline of learners from child-headed families. As the researcher alluded in the previous chapter, there is minimal literature in dealing with management of discipline of learners from child-headed households. The phenomenon is increasing nationally and internationally and the regions in Africa and abroad that have done research in other perspectives but there might be a gap in managing discipline of learners from child-headed households. Marongwe, et al. (2016) revealed that since this phenomenon is increasing, teachers are challenged since they are not equipped on the management of their discipline. Teachers found it difficult to address discipline of learners from child-headed families. According to the researcher, the previous studies revealed that skills to manage the discipline of learners are of utmost importance since teachers in universities nor training colleges as well as in schools have not been exposed to any pedagogical methods in dealing with the management of learner discipline from child-headed family((Van Breda, 2010; Mamotshane, 2016). The experiences of teachers in addressing discipline of learners from child-headed household will be discussed next.

2.7 Experiences of teachers in addressing discipline of learners from child-headed families

The researcher seeks to establish the educational methods for teachers to deal with orphaned learners or learners from child-headed families in communities and schools. Marongwe, et al. (2016) assert for the lack of preparedness of teachers to deal with learners from child-headed families. The new class of child-headed families imposes a challenge to teachers in addressing their discipline. Hence, there is a need for professional skills and development for teachers to address the learner's behaviour from child-headed households as well as academic work. Many researchers have discovered that teachers are faced with anti-social issues and therefore, teachers struggle to balance the already challenging situation (Muhsayi, 2013).

The researcher contends that teachers have to balance between the academic work to perform in schools and addressing the problems exhibited by learners from child-headed families which involve psychological stress learners are going through. Therefore, the need for in-service training by the Department of Education is essential for teachers to be able to address the discipline of learners from child-headed households.

2.8 Cases of child-headed families

The socio-emotional behavioural and other related matters are documented in literature regarding loss of parents through death resulting in child-headed families. However, there is little research on managing behaviour of learners from child-headed households. The next case studies will reveal the research studies conducted regarding the phenomenon of child-headed families national and internationally.

2.8.1 *International*

2.8.1.1 United States of America

Hagos, Tesfaye and Boglae (2017) conducted out a study in Wolaita Sodo Town in United States to identify predisposing causes and consequences of child-headed households. A qualitative research method was used to gather data. Their main focus was to explore and investigate factors influencing attitude and consequences of child-headed household from both community members and children. The findings noted that poverty, parental death, family conflict and large size of the family were identified as predisposing factors for being child-headed family. The researchers recommended micro finance enterprise to empower them to generate income. Furthermore, they recommended the utilisation of social workers, health professionals and the community in dealing with socio-economic factors.

2.8.2 Africa

2.8.2.1 Zimbabwe

It has proved from the literature that there are so many studies carried out in African countries regarding child-headed households. In their study Gubwe, Gubwe and Mago (2015) investigated learners without parents and educational problems. The main focus was about educational problems faced by child-headed households. In their findings, they discovered that learners face socio-economic problems and teachers identified anti-social behaviour in the classroom. The researcher recommended strengthening of extended families as well as institutional support to learners. The moral support from the community can improve the lives of the people.

Further studies were also conducted in Masvingo District in Zimbabwe by Simuforosa and Rosemary (2014) and their main focus was in learner indiscipline. In their research findings discovered that owing to HIV and AIDS children grow without biological parents and that leads to indiscipline at school. They recommended good relationships between parents and school authorities. They further argue that staff development is important; so, teachers can be able to manage discipline of learners.

Mpofu and Chimhenga (2016) conducted a qualitative research in Zvishane in Zimbabwe. Their findings revealed that there was a poor attendance among learners. They recommended the employment of counsellors in schools whose task would be to help learners from child-headed families in all spheres.

Godfrey and Wonder (2015) also conducted study in Beatrice in Zimbabwe focusing on child-headed households and academic performance in primary school learners in Beatrice Resettlement. A qualitative research methodology has been adopted. The findings of the research were that the merging of this family structure is owing to economic challenges. Furthermore, these learners, their performance are hindered by child-labour and exploitation.

Kurebwe and Kurebwe (2014) conducted qualitative research in urban Zimbabwe focusing on coping strategies of child-headed households. A qualitative research method was applied in the study. In their research, they found that children after death of their

parents are responsible for their siblings. In addition to that, they also discovered that a child growing without parents and role model might lead to anti-social behaviour. They recommended the visit by social workers at school and home. They further recommend the introduction of policies related to alternative care for children.

2.8.2.2 Ethiopia

Alemu (2009) conducted a qualitative research study regarding poverty analysis regarding child-headed families in Addis Ababa in Ethiopia. He found that more than three-fourth of total child-headed households live below the poverty line. Concerning recommendations, there was a need to develop a mechanism for developing data for orphan and vulnerable children. The collection of accurate data in order to provide right package for intervention is of great importance.

2.8.2.3 Uganda

In the study, Dalen (2009) investigated challenges for orphans in siblings in Rakai District stigma faced by children from child-headed families. The researcher used qualitative research method in collecting data. In the findings, it was discovered that death of parents caused a stigma to children and they may develop anti-social behaviour. The community perceive those learners or children as a burden. The researcher recommended interventions to be applied by both local and national authorities. Government must lead the intervention programmes involving Social Welfare, Psychologists and non-governmental organisations.

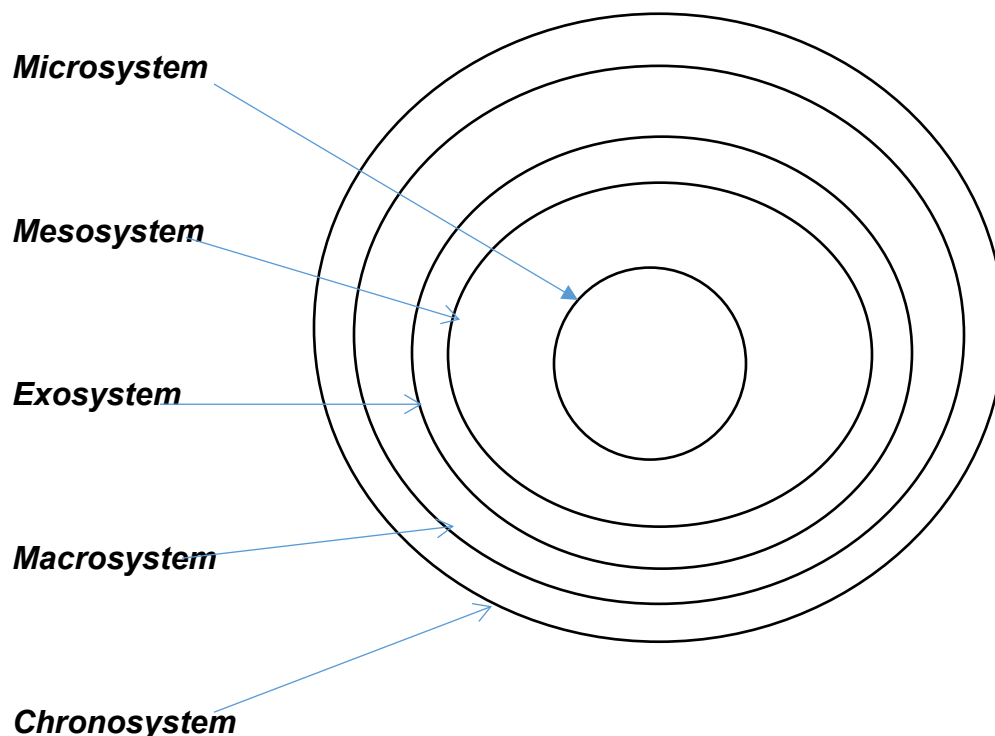
2.8.2.4 South Africa

It has been evident that learners who lost their parents exhibited behavioural problems international and in South Africa irrespective of the region where that has happened. In South Africa, almost in all provinces research has been conducted and beyond reasonable doubt these learners are all over the country. Furthermore, it has been proven that children who lost parents are emotionally distressed. All the studies conducted at the end their recommendations call for intervention programmes which include skills those teachers need to acquire to manage the discipline of learners from child-headed households (Van Breda, 2010; Mamotshane, 2016).

2.9 Theoretical framework – Ecological theory

This study was underpinned by Bronfenbrenner's (2004) ecological systems theory. This theory represents the influence of the family on the individuals' development. In this study, it assisted the researcher in mapping information about discipline of learners from child-headed families in their context. Theory also postulates that personality of a child begins at home within the family which is child immediate environment. Bronfenbrenner (2004) discovered five structures or circles that form a system of a child which interact in a complex way which affects interpersonal relationships and they are as follows: microsystem, mesosystem, exosystem, macrosystem and chronosystem. All structures are important in individuals' development however, for the purpose of this study the main focus was on micro systems which are initial stages of the circle. The researcher focused on micro system because deals with a child's immediate family milieu. It involves roles, relationships patterns of daily activities that shape aspects of cognitive, social, moral, emotional and spiritual development of a child.

Figure 2.1: Urie Bronfenbrenner ecological theory



2.9.1 *Microsystem*

The theory postulates that the microsystem is the immediate environment of a child family and it serves as a base of a child social life. Microsystem includes family, neighbours and school. Skinner (1964), one of the behaviourist theorists, believes that since a child spends much time at school, relationship that is fostered in schools carry weight and play critical role in the behaviour of a child. The researcher further contends that the interaction between a learner and a teacher at school creates chances for a teacher to redirect and manage the discipline of a learner, building upon what a parent has laid as a foundation of child's development. In this stage, a child develops a relationship with adults outside their immediate family microsystem after death of parents. Therefore, since learners from child-headed family have lost both parents, they need school more than those with their parents. Teachers as they act on behalf of parents, have a responsibility to manage the learner's behaviour by giving guidance in the management of learner discipline. Regarding the phenomenon of child-headed households, the absence of parents in the lives of children inflicts painful memories and as such that negatively affect a child.

At this stage, children leading families have no mentor for good morals to be accepted in society. Death of a parent breaks the child's social life, the system under which a child is linked to microsystem. An environment where a child grows up has an influence in the behaviour of a child. In a school environment, teachers have a responsibility to manage the behaviour of learners from child-headed households to enhance their broken system microsystem (Mushayi, 2013). Bronfenbrenner (2004) argues that socialisation of a child into maturity depends on the environment surrounding a child characterised by interconnectedness which creates conducive environment for socialisation of a child to accepted behaviour. The relevance of this theory on the study is that a school is one of the systems that play a big role on how a child is moulded to be a better citizen. In the absence of parents to shape the behaviour of child, the school in particular, teachers have a duty to act as parents to learners in managing their discipline at school level.

The researcher contends that in a life of a child, the absence of parents promotes lack of interaction between family and school and that directly affects a child's life. Shumayi (2015) argues that lack of parental involvement in the life of a child results in emotional and psychological impact which leads anti-social behaviour. Loss of a parent to a child is the breaking of microsystem which is an immediate layer of a child for interconnectedness and relationship is negatively affected since a child is a result of interaction between people and her or his immediate social environment (Nxumalo, 2015). Mthiyane (2015) further asserts that a child is understood as interrelated system which acts as individual. According to the researcher, a strong relationship formed in the microsystem which seemed to be the strong foundation of any healthy wellbeing of a child. Since teachers are delegated the work of a parent at school, it is their responsibility to mend the broken structures in the lives of learners from child-headed households. Teachers therefore have a responsibility to manage the discipline of those learners, bringing or closing a gap in the lives of learners from child-headed families. The theory encourages interrelatedness and intercommunication in this phase to socialise a life of a learner from the households. Shumayi (2015) recommends that teachers in managing learners from child-headed households should allow learners to share their challenges. The researcher further asserts that teachers in the institutions of learning should make learners feel not alone by caring them in order to enhance the social lives of children. Nkomo (2006) asserts that learners from child-headed households are exposed to anti-social behaviour since some of the systems have been broken.

According to the researcher, educators therefore have a huge responsibility of amending microsystem of a child by managing their behaviour for effective teaching and learning and complete socialisation of a child. Family setting is where the most direct interaction occurs and immediate family performs that task of socialising life of a child for a good discipline. In the case of and orphaned child, child-headed family that circle has been broken down and is likely to lead to discipline problems. All the structures in the ecology system form linkages where mesosystem serves as a second immediate layer.

2.9.2 Mesosystem

Since the mesosystem is regarded as the second immediate layer which consists of linkages between two or more settings in developing person, this means that, what happens at home influences what happens at school (Magwa & Magwa, 2016). The breakdown of the mesosystem a child is vulnerable to all kinds of risks. The gap that exists between systems in the development of a child may lead to difficulties for developing positive relationship. This may affect negatively the relationship between teachers since they will be lacking links among the settings. In conclusion, the breakdown of the system negatively affects the life of a child and that will be reflected in the school environment, teachers unable to manage the behaviour of learners from child-headed families.

2.9.3 Exosystem

Exosystem is regarded as the extension of mesosystem in the social structure of children which is formal and informal as Mushayi (2013) contents that encompasses world of work, neighbour, media and government agencies. Furthermore, Mthiyane (2015) asserts that there is an involvement of social system which affects the developing person directly or indirectly. It has been discovered that children who live in homes where there are no parents have challenges which involve socio-emotional development of a child. This means that child-headed households because of death of parents negatively affects a child's life. Stigmatisation in the life of a child negatively affect the behaviour of child-headed family which makes it difficult for teachers to manage the behaviour of learners from child-headed households.

2.9.4 Macrosystem

According to Bronfenbrenner (2004), in this structure of child's development, children from child-headed families may experience strain in their development as children. When a child lost parents, the economic position of children influences their socio-emotional aspect. Mushayi (2013) contends that the coping mechanism negatively influence in their emotional instability. Magwa and Magwa (2016) concur with Mushayi (2013) when stated that exosystem has to do with economic, political and social stability of the country.

In the study, it has been noted that the absence of a parent in the life of a child makes the child to suffer the socio-emotional and economically aspects which resulted children reflecting unaccepted behavioural patterns which imposes a challenge to teachers in managing the behaviour of learners from child-headed families. The absence of a person who have been the source of income, children experience strain in their development which results in anti-social behaviour.

2.9.5 Chronosystem

In the study, it has been revealed that changes in family structure like death of parent cause a breakdown of the system where children find themselves parentless and leading the family (Mangwa & Magwa, 2016). It is the key to understand as a teacher the interactions of the surroundings like home, school, neighbourhood and their influence in the development of a child. Mthiyane (2015) and Magwa and Magwa (2016) concur that change in the family places psycho-social influence in child's development. Maphalala and Ganga (2014), Mwoma and Pillay (2016), Chidzaiva (2013), Magwa and Magwa (2016), Mushayi (2013) and Mthiyane (2015) agree with Urie Bronfenbrenner's (2004) theory of ecological system in addressing the development of a child and the psychological challenges learners from child-headed families do encounter in their lives which result to challenge to teachers to manage their behaviour in school.

In conclusion, any breakdown in any of the ecology layers leads to an emotional problem. Neighbour's background of the child may influence on how children grow in the society. Children after losing their parents experience stress-related conditions which might be discipline behaviour which imposes challenges to teachers in managing the behaviour of learners from child-headed families. It has been previously stated that understanding of these interactions of the ecological system are helpful since it is the key to understand how the surroundings influence the development of a child. Therefore, death of parents results in anti-social behaviour.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

In chapter two, international and national literature on the management of discipline of learners from child-headed households has been discussed. In this chapter, the objectives of the study are outlined as well as philosophical assumptions of the study. The research approach and design, technique and criteria used to sample participants and research sites, methods employed to collect and analyse data and the steps taken to ensure the trustworthiness of the study are also described. This chapter also explains ethical issues and principles that were applied in this study is provided.

The objectives of the study are as follows:

1. to explore the perceptions of teachers regarding the causes of indiscipline among learners from child-headed families.
2. to examine how teachers manage the behaviour of learners from child-headed families.
3. to identify the challenges teachers face in managing discipline learners from child-headed families.
4. to explore how teachers address the challenges they experience in managing discipline of learners from child-headed families.

3.2 Philosophical assumptions underpinning the study

De Vos, Strydom, Fouche and Delport (2011) assert that every study should be conducted within a certain research paradigm. This means that before researchers begin to conduct research, they must be certain of the research paradigm they will use as it has an impact on how they undertake the study (Neuman, 2011). A paradigm is described by Jonker and Pennink (2012) as central assumptions or beliefs of how the world is or should be viewed. A paradigm includes concepts of methodology, ontology, epistemology and methods (Scotland, 2012; Dieronitou, 2014). Literature indicates that it is crucial for

researchers to understand ontologies and epistemologies that guide the research they want to conduct. The importance of the researchers' understanding of the ontological and epistemological assumptions behind their studies is based on the rationale that these assumptions are closely related to how researchers choose the methodology and methods of conducting the study as well how the researcher presents their findings at the end of the study (Scotland, 2012).

3.2.1 *Ontological assumptions in research*

The concept *ontology* refers to the nature of reality (Cohen, Manion & Morrison, 2011). The ontological assumptions or beliefs of the researcher refer to what the researcher perceives as reality. A researcher can choose between two opposing ontological positions. The researcher may be an objectivist and hold a belief that reality should be studied objectively without the researcher's attachment. Such researchers are considered positivist. Conversely, the researcher can be a subjectivist or nominalist and believe in the subjectivity of reality and that reality can only be studied through the understanding of the meaning constructed by participants of their world. In the same vein, the researcher can also believe on the interpretation of the meaning given by participants to their life (Saunders, Lewis & Thornhill, 2009; de Vos et al. 2011; Wahyuni, 2012). Subjective researchers subscribe to constructivism/interpretivism (Creswell, 2014).

Krauss (2005) posits that researchers embrace positivist paradigm. In other words, positivists believe that researchers should be separated from the people they study. They believe that knowledge should be learned through observations and measurements of the phenomena. Moreover, they believe that researchers are supposed to examine pieces of the phenomena in order to know about it. Conversely, researchers who embrace the constructivist paradigm do not assume that there is only one reality that is separated from our perception. On the contrary, they believe that everyone experiences life differently in their own view and therefore there are various realities out there (Krauss, 2005). They strongly believe that if researchers conduct research without considering multiple realities that exist, they would be violating their vital view of the individual.

Literature reveals that constructivism and interpretivism are connected and are hardly separated (Wahyuni, 2012; Creswell, 2014). Similar to that constructivists/interpretivists, paradigm is based on the principle that the world is made up of multiple realities and studied as a whole and recognises the importance of the context in which the experiences occur (Cohen, et al., 2011). Ertmer and Newby (2013) concur with researchers and maintain that constructivist/interpretivists' paradigm and the existence of the real world is acknowledged. However, knowledge comes from an individual's interpretation of their own experiences. Ontological assumptions go hand in hand with epistemological beliefs of researchers.

3.2.2 *Epistemological assumptions in research*

The term epistemology emanates Greek verb '*epistame*', which means to know something very well. Epistemology means internalising something by experiencing it (Krauss, 2005). In addition, Wahyuni (2012) asserts that epistemology is valid and acceptable way of generating use of knowledge and understanding. According to Cohen et al. (2007), epistemology signifies a close relationship of the knower and the known. Dieronitou (2014) posits that a researcher can either subscribe to the epistemological position of natural science methods called positivism or to the position of humanistic sciences model, namely, interpretivism/constructivism. The epistemological assumption of the positivists is that the truth about the world can only be understood well through science and it is only science that can allow the truth to be predicted and controlled. Moreover, positivists also assume that the world and the universe are deterministic and they operate by laws of cause and effect, which can only be discovered by making use of scientific methods (Trochim, 2000). Positivists use deductive reasoning to hypothesise theories to be used. They also use scientific methods such as experiments, direct manipulation and observation to know the truth (Trochim, 2000).

On the contrary, according to Krauss (2005), constructivists/interpretivists believe that knowledge can only be generated through the meaning that is attached to the phenomenon being studied. They emphasise the importance of interaction between the researcher and the participants in order to obtain data meaning. However, the researcher cannot be independent of what he/she is studying as it occurs in positivist paradigm.

Krauss (2005) also emphasises that constructivists/interpretivists believe that any phenomenon can be best understood only if it is studied in its context and when researchers are deeply involved because in that way they will understand what it is like to be part of that phenomenon. Constructivists/interpretivists also argue that questions should be allowed to emerge and change as the researcher becomes familiar with the study content instead of approaching a phenomenon with fixed set of questions.

3.2.3 *The researcher's philosophical assumption in the study*

This study investigated the experiences of teachers in managing discipline of learners from child-headed families in selected primary schools in OR Tambo Coastal District in the Eastern Cape Province. The researcher subscribes to the humanistic sciences model, which is interpretivism/constructivism. The study was conducted within the interpretivists constructivists paradigm as the researcher explains the teachers experiences in management of discipline of learners from child-headed families (Ponelis, 2015). In studies conducted within constructivists/interpretivists' paradigm, the researcher depends on the views of the participants regarding the phenomenon. It also enhances deeper understanding and interpret their experiences of managing discipline of learners from child-headed families (Creswell, 2014). Ontologically, the researcher believed that individuals interact differently with their social worlds and the realities they constructed were different (Merriam, 2009). This means that people may interpret the same thing differently. Furthermore, the researcher believes that children are going through psycho-emotional distress. A teacher's role is to manage the discipline of these learners from child-headed families and there are multiple realities of challenges that do exist.

Epistemologically, the researcher believes that to deeply understand experiences of teachers in managing discipline of learners, the researcher should interact with participants. In that way, the researcher would be able to understand different meanings that the participants attribute to their experiences. Furthermore, it was also my belief that the participants' voice and experiences can contribute to constructing knowledge on management of discipline of learners from child-headed households (de Vos et al., 2011). The researcher interpreted different meanings constructed by participants regarding their experiences in managing discipline of learners from child-headed families. Through

constructivist/interpretivist framework, the researcher used open-ended questions. Participants were allowed to construct their individual meaning of their experiences of managing the behaviour of learners from child-headed families during our interaction.

The above discussion shows how the paradigm that the researcher used to underpin the study that guides them into embracing a certain methodology in their research (Krauss, 2005; Creswell, 2009; de Vos, et al., 2011). For example, subscribing to the subjective epistemology and relativist ontology will mean adherence to qualitative while subscribing to the objective epistemology and realist ontology implies adherence to quantitative research (Dieronitou, 2014). Therefore, the above ontological and epistemological viewpoints automatically determined the choice of a research approach for this study.

3.3 Research approach

Research approach refers to comprehensive various methods of data collection, interpretation and analysis (Creswell, 2014). Quantitative, qualitative and mixed methods are mostly used in research. According to Creswell (2014), a study can be either quantitative or qualitative. The difference between the two is that quantitative research uses numbers for data analysis and qualitative research uses words. On the contrary, the mixed method integrates features of both qualitative and quantitative approaches (Creswell, 2014).

3.3.1 Qualitative research approach

Qualitative research approach seemed to be appropriate for this study. It was used to answer the main question: What are the experiences of teachers in managing behaviour of learners from child-headed families in primary schools in OR Tambo Coastal District in Eastern Cape Province? There are different definitions of qualitative research. Mack, Woodsong, Macqueen, Guest, and Namey (2005) view qualitative research as a scientific research that seeks to understand a particular problem from the point of views of the people being studied. On the other side, Creswell (2009) refers to qualitative as a method to explore and understand the meaning of individuals or groups attribute to a social problem. Maree (2010) refers to qualitative research attempts to collect rich descriptive data in a specific context to develop an understanding of what is studied. The researcher

used qualitative research approach to understand the experiences of teachers in managing discipline of learners from child-headed families. Qualitative approach was the only method appropriate to study the behaviour of participants in their natural context. This is in contrast to quantitative research which deals with unnatural settings such as laboratories to study human behaviour (Johnson & Christenson, 2009).

Qualitative research applies constructivists' and interpretivists' paradigms within which the study was conducted (Flick, 2009). As opposed to quantitative approach, it uses highly structured data collection methods such as surveys. In qualitative approach, flexible interviewing as a data collection method is allowed (Padgett, 2009). In qualitative approach, the researcher is allowed to collect detailed data on the experiences of teachers in managing discipline of learners from child-headed families using interviews. The study sought to avoid generalisation but to gain a rich and complex understanding of the teachers' experiences in management of discipline of learners from child-headed families. In quantitative research, data might be generalised in a larger population (Creswell, 2014). In qualitative approach, a researcher is the key instrument in gathering data using interview protocol which the researcher developed. In quantitative research, instruments are developed by other people (Creswell, 2014; Kumar, 2011). Creswell, (2012) and McMillan and Schumacher (2014) argue during research process, the researcher interacted with the participants in their natural context, from primary schools during data collection process.

In qualitative research, the researcher obtains rich descriptions in words that gave in-depth description of the teachers' experiences in managing learners from child-headed families (McMillan & Schumacher, 2014). In Kumar (2011) and Creswell (2013) indicate that in qualitative research, the researcher focuses on the participants' meaning, not what is written in literature. The qualitative approach created an opportunity for different voices to be heard. The participants attached meaning of their experiences in management of discipline of child-headed families during interviews (Yin, 2009). The researcher interviewed participants without any predetermined ideas of how participants think or act (McMillan & Schumacher, 2014). Creswell (2009) asserts that the paradigm under which the study conducted was a determining factor regarding which design could be used.

3.4 Research design

According to Merriam (2009), research design is a plan for gathering and organising data. Research design is a plan a researcher draws to outline how s/he conduct a research. Yin (2012) suggests that to develop a research design, the researcher must look at the purpose and research questions of the study. The purpose of this study was to investigate teachers' experiences in managing discipline of learners from child-headed families. Accordingly, the researcher chose qualitative case study to collect data. A case study can be a person, a group or even an event (Kumar, 2011). The case investigated in this study was the experiences of teachers in managing discipline of learners from child-headed families in schools. There is very little known about the management of discipline regarding learners from child-headed households from schools. Case study design seemed relevant for this study for the following reasons. The focus of this study which was particularly exploration and understanding and not on confirmation and quantification. It also seemed appropriate for this study as it accommodated the researcher's intention not to generalise the findings to any population (Merriam, 2009).

The case study design, made possible for a researcher to holistically understand and explore the phenomenon which was, teachers' experiences of management of discipline of learners from child-headed families. The design provided the researcher with an in-depth understanding of how teachers managed behaviour of learners from child-headed families in schools.

According to Merriam (2009) and Kumar (2011), this design could also be used for rich description of results that are transferrable to similar situations. A case study has furthermore been applied by researcher to avoid manipulation of behaviour of participants. It provided limitations regarding the number of people to be interviewed which in this case was 25 participants. McMillan and Schumacher (2010) contend that the design provides reliable data to be analysed. The researcher was also able to capture and describe the complexity of real-life experiences. The researcher collected data in natural settings of the participants, which were the schools in which they taught. More importantly, the researcher did not collect data beyond the bounded contexts, which was five schools in OR Tambo Coastal District (Creswell, 2012).

3.4.1 The sampling of research sites and participants

Sampling is a process a researcher selects a few from a bigger group in order to gather information regarding a bigger group (Kumar, 2011). The sampling in quantitative and qualitative research differs and is based on contrasting philosophies. In quantitative research, the purpose is to avoid bias and select a sample that will represent the larger population. In qualitative research, a researcher obtains access to the potential participants. Furthermore, the researcher has to use judgement that the potential participants have broad knowledge about the phenomenon to be studied (Kumar, 2011). A quantitative researcher selects a sample to represent a large group. On the contrary, Kumar (2011) asserts that in qualitative research, it is to gain an in-depth knowledge concerning a particular phenomenon assuming that the selected participants will offer the insight needed. On the contrary, sampling in qualitative research becomes purposive, convenience and snowball (Yin, 2011).

This study was conducted in five rural primary schools at OR Tambo Coastal District in Eastern Cape Province. The sample consisted of five rural schools since the district is rural. The researcher's aim was not to generalise the study findings for all teachers but to get a deeper understanding of the experiences of teachers regarding management of learner behaviour from child-headed families in schools. Non-probability purposeful sampling is a relevant strategy to select sites and participants for this study (Kumar, 2011; Cohen, et al., 2011). According to Yin (2011) and Creswell (2012), non-probability purposive sampling is used to choose a sub-group of participants and sites. In non-probability sampling, not everyone has a chance of being selected (Creswell, 2012). This sampling type is based on the discretion of the researcher. It is a group that produces the most relevant and abundant data regarding the topic of interest.

Non-probability purposeful sampling is used in qualitative study and management of behaviour of child-headed families. This method enables researcher to get a deeper understanding of experiences of teachers in managing the discipline of learners from child-headed families (Creswell, 2012). The researcher used purposive sampling technique to best answer questions regarding experiences of management of discipline of learners from child-headed families in a particular area (Creswell, 2012). The

researcher considered sites granted access and share their experiences of discipline with researcher respectively (Kumar, 2011). In conclusion, the researcher viewed purposive sampling as appropriate for this study. Based on the researcher's observation, very little was known about how teachers manage the discipline of learners from child-headed families in schools.

3.4.2 *The criteria used for inclusion in the study*

For certain participants in this study, the researcher chose to have both genders as participants. The researcher selected 25 participants. The five participants were principals from five different schools, five Heads of Department (HoDs) from intermediate phase, five grade 6 class teachers, five remedial teachers and five School Based Support Team members. The access was granted and no school denied access though they had a right to do so. The researcher's assumption was that few selected participants are in a better position to remember their experiences in dealing with learners from child-headed families. The researcher chose willing participants to provide information regarding their experiences of dealing with learners from child-headed families. A researcher selected small sample size to interview the participants that can be able to do follow-up interviews. The size of the sample was informed by Kvale (2007) who believes that a huge number of participants make it difficult for the researcher to infiltrate the analysis of interviews.

3.5 Data collection strategies

There are different types of qualitative data collection strategies that a researcher can use when conducting qualitative research. Yin (2008) asserts that there are types of data collection which were interviews, observation, field notes, and document analysis are commonly used in qualitative study. In this study, the researcher decided to use interviews to collect data.

3.5.1 *Interviews*

Interviews entail face-to-face interaction between two or more people. Its purpose is knowledge production regarding a certain topic of mutual interest (Kvale, 2008; Kumar, 2011). The interviewer decides on which questions to be asked and how to ask them.

Interviews are flexible or inflexible depending on whether the interviewer is at liberty to probe or not. The interviewer does not have freedom to probe. The researcher should strictly follow the questions s/he had prepared beforehand making the interview (Kumar, 2011). Kvale (2008), Cohen et al. (2011) and Creswell (2012) mentioned advantages of interviews among others, to collect data, to give the participants voice to talk regarding their experiences of the phenomenon under study. During interviews, teachers' viewpoints regarding their experiences of managing discipline of learners from child-headed families were communicated to a bigger audience. Cohen et al. (2011) view interviews as a flexible tool to collect data. The flexibility of interviews as data collection method is that the researcher can adapt the question to obtain detailed data from the participants. The participants on the other hand can also talk about their concerns regarding the research topic. In qualitative interviews, participants described detailed personal information. Creswell (2012) points out that they have ability to provide useful information where the researcher cannot directly observe participants. In conclusion, qualitative interviews enable the researcher to have a better control of data received as the interviewer asks specific questions to get information.

In qualitative research, interviews are popular. As Creswell (2012) puts it, they also have shortcomings. Kumar (2011) indicates that interviews consume more time and have more financial implications compared to other data collection methods. Creswell (2012) identifies other shortcomings of qualitative interviews as self-reported views of the participants. Direct quotations of participants' responses when reporting the findings are important in order to allow their voices to be heard are used. Secondly, Creswell (2012) posits that data may be deceptive when the interviewee provides the perception that wants the researcher to hear. There are different forms of interviews: like one-on-one interviews, email interviews, focus group interviews, and telephone interviews. For this study, the researcher wanted to use one-on-one semi-structured interview.

3.5.2 One-on-one semi-structured interviews

The aim of this study was to investigate experiences of teachers in managing the behaviour of learners from child-headed families in selected primary schools in the Eastern Cape Province. In order to collect data, on-on-one semi-structured interviews

seemed appropriate. These are also called face-to-face interviews (Maree, 2012). The researcher asked questions to one participant at a time while recording the answers (Creswell, 2012). Maree (2012) and Thomas (2011) argue that a researcher uses one-on-one interviews to enable the researcher to establish a relationship with the participants through interaction. The researcher was able to be flexible and participants were able to share their experiences of managing the discipline of learners in their own terms (Qu & Dumay, 2011). Creswell (2012) points that in qualitative research, the researcher can conduct several one-on-one interviews. On one-on-one interviews, a researcher conducts 25 interviews individually with participants. The researcher prepared an interview protocol before he started field work which had the main questions that are used as a guide during the interviews. Creswell (2012) defines interview protocol as written instructions by and for the researcher to use as a guide during the interview process to probe the experiences of the participants. Interview questions were the same for all participants. The interviews were conveniently conducted as per appointments. The researcher interviewed all participants after school hours to comply with the ECDBE. Nevertheless, other teachers chose to be interviewed during their free periods. Interviews were conducted after tuition time for a duration of 45 minutes. The researcher highlighted during interviews that some participants were careful about how they responded to the questions. Participants were informed that information they shared with the researcher during the interview will be treated as confidential. The participants were reassured that their identity would remain anonymous. All interviews were audio-recorded with the permission of the participants.

3.5.3 *The role of the researcher*

A researcher as primary school teacher, deputy and principal partly informed the decision for the study of experiences of teachers in managing discipline of learners from child-headed families. The researcher informed participants about the researcher's role and the researcher made participants comfortable to speak regarding their experiences of management of discipline of learners from child-headed families. The researcher aimed to gain trust of the participants. Moreover, the researcher made them to understand that the researcher was there for master's research study and not as a government official. The researcher informed participants about his experience as a teacher, deputy and a

principal, and did not influence the interviews. The researcher focused on the interview protocol and the interview and refrained from sharing his own experiences.

3.6 Data analysis

Creswell (2012) explains data analysis as a process to make a sense out of data collected. According to Creswell (2013), data analysis is to reduce data collected into themes and sub-themes. The process of data analysis was inductive and ongoing (Creswell, 2009). The researcher read raw data thoroughly in order to develop concepts and themes from it (Thomas, 2006). Data were analysed throughout the collection process to make sense of it. The process enabled the researcher to make follow-up where it is necessary. To analyse data, the researcher was guided by research questions and concepts from the theoretical framework. The researcher was aware of popular qualitative computer data analysis program. Data in the study were hand coded despite the process being time consuming (Creswell, 2014). Thematic analysis method was used to analysis data. In thematic analysis, the researcher identified analyses and report patterns within collected data (Braun & Clarke, 2006). Braun and Clarke (2006) maintain that thematic analysis is compatible with constructivist/interpretivist paradigm within which the study was conducted. Furthermore, Braun and Clarke (2006) concur that thematic analysis method has phases that are similar to other qualitative analysis methods. During data analysis, the researcher took steps as proposed by Braun and Clarke (2006): familiarise with data; defining and naming themes, generating initial codes, reviewing themes, searching for themes, and produce the report.

3.6.1 Familiarising self with data

Birds (2005) and Braun and Clark (2006) highlight that familiarising with data is one of key phases of qualitative method which includes transcribing, read and re-reading data while noting primary ideas. The researcher transcribed all verbal data into a written form himself. The researcher immersed himself in the data to the extent that he was familiar with the depth and breadth of its content. This means repeated reading of data and reading data while searching for meanings and patterns (Braun & Clarke, 2006). The researcher repeatedly reads the entire data before coding. This is to allow ideas and

identification of possible patterns to be shaped. After the researcher had read, re-read and familiarised with transcribed data, the researcher started generating initial codes in the study.

3.6.2 *Generating initial codes*

According to Tuckett (2005), coding means organising data into meaningful groups. In addition, Charmaz (2006) describes coding as a link between the collection of data and interpretation of what the data means. In the same vein, Smith and Davies (2010) explain coding as a method a researcher organises the data that a researcher gets a clear picture of the messages sent by data. Initial coding, is also open coding. It is a process of breaking data down into different parts and then coding those using coding methods (Saldana, 2013). Initial codes are not permanent they can change during the analysis process (Saldanah, 2013). The researcher broke down data according to interview questions in order to be able to code and a researcher started searching for and refocusing the analysis on themes.

3.6.3 *Searching for and refocusing the analysis on themes*

Braun and Clarke (2006) assert that themes are broader than codes. Different codes are sorted into potential themes and assembled all relevant codes within identified themes. As Braun and Clarke (2006) suggest, the researcher should use visual representation to help sort the different codes into themes. The researcher used a table in this study for coding. Themes are refined by reading all the concepts assembled in order to ensure that a graspable pattern are formed. The next step was to define and name themes.

3.6.4 *Defining and naming themes*

Braun and Clarke (2006) refer to the identification of the nitty-gritty and what each theme actually means and determining the feature of data and of each theme that is captured. The researcher reviewed assembled data extracts for each theme and organised them into a clear and consistent interpretation accompanied by quotations. The researcher at a final stage produced a report that will appear in the next chapter. Braun and Clarke (2006) contend that this involves the final analysis and the write-up of a thematic analysis

in order to tell the complicated story of data. It should convince the reader regarding the authenticity of the data analysis.

3.7 Credibility of the study

Henry (2015) asserts that quantitative and qualitative research differ in the use and importance of certain terms. In quantitative research, validity and reliability are important while in qualitative research, the emphasis is on rigour to ensure trustworthiness (Kumar, 2011; Henry, 2015). Researchers should ensure credibility throughout the research process to convince readers of good quality of the study are preserved (Kumar, 2011). Credibility is the ability to portray the perspectives of participants with accuracy and is similar to validity in quantitative research (Bloomberg & Volpe, 2008). The researcher applied primary strategies to ensure trustworthiness of this study: peer review/debriefing, triangulation, and member checking, and prolonged engagement in the field clarifying biasness of researcher that was brought to the study.

3.7.1 *Triangulation and member checking*

In triangulation, different perspectives or methods to increase credibility of findings are incorporated which involved principals, intermediate Heads of Department, grade 6 class teachers, remedial teachers and School Based Support Teams (SBST) (Yeasmin & Rahman, 2012). According to Henry (2015), in triangulation, researchers use different sources to collect data on the same phenomenon in order to expand their understanding and account strongly for their research. Yeasmin and Rahman (2012) argue that the form of triangulation the researcher chooses depends on the purpose of the study. The purpose of this study was to investigate the experiences of teachers in managing the discipline of learners from child-headed families in primary schools. Principals, HoDs, grade 6 class teachers, remedial teachers and school-based support teams could provide the researcher with the data that he needed. The above participants are those go through the challenges of management of discipline learners from child-headed families. Triangulation is appropriate in data to develop themes based on numerous perspectives of participants in order to make the study more credible (Creswell, 2014). The researcher accomplished work by interviewing 25 participants which included principals, intermediate

HoD, grade 6 class teachers, remedial teachers and SBSTs from different schools. The aim was to incorporate several perspectives on the phenomenon of experiences of discipline management of learners from child-headed families. Member checking made in summary of information from participants where questions were asked from focus group discussions to ensure accuracy. The researcher can take the final report to participants to confirm the interpretation (Creswell, 2007; Creswell, 2009; & Henry 2015). In conclusion, the researcher summarised transcripts after each interview and conducted follow-up interviews with each participant. The purpose to do so is to give them an opportunity to make some comments on the summaries of findings (Creswell, 2014).

3.7.2 Peer debriefing and prolonged engagement in the field

Peer debriefing, according to Henry (2015), peer is necessary to clarify some facets of research that were unclear in the researcher's mind. The researcher used the expertise of a reputable and established academics from the University of Pretoria as his peer reviewer to evaluate his research methodology and interpretations regarding the experiences of teachers in managing discipline of learners from child-headed families.

During research, Creswell (2014) suggests that a researcher should be at the research sites for a long period to strengthen researcher's evidence. It enables the researcher to check out data and their hunches and compare interview data with what they have observed. Furthermore, Creswell (2014) asserts that by spending prolonged time in the fields, the researcher is able to build rapport. In addition to that, trust is developed with participants which helps participants to feel comfortable to disclose information. The study was conducted within constructivists/interpretivists paradigm. More importantly, constructivists believe that if researchers stay longer in the field, they will be able to hear diverse perspectives of participants and get to understand the context of participants' views (Creswell, 2009). Practically, the researcher spent two months in the research sites doing follow-up interviews with participants.

3.7.3 Clarifying bias of the researcher

Creswell (2014) argues that researcher should reflect and clarify the biasness brought to the study that might have affected how the researcher interpreted the findings. The

rationale to conduct this study was based on my background and experiences as a principal. The researcher acknowledged past experiences and biases that might have an effect on the interpretation of the findings by involving the supervisors to do quality assurance in terms of researcher biasness.

One of the strategies to enhance trustworthiness of the study is dependability. According to scholastic view, trustworthiness is a qualitative term that refers to the extent in which disparities can be explained or tracked. The idea of reliability is used in quantitative research (Kumar, 2011). Creswell (2009) asserts that dependability can be achieved through audit trail. It is a process that researchers use to document all activities of the research process (Creswell, 2009). To ensure audit trail, the researcher ensured that all the project documentation such as transcripts and audiotaped data were stored safely in the supervisors' computers and researcher's laptop to ensure its availability should there be a need. In the study, the researcher presented the perspectives of the participants equally to enable readers to arrive at neutral decisions (Creswell, 2014). To conclude, the researcher treated participants as partners by doing more listening than talking. This was to guard against power relations (Cohen et al., 2007). The researchers should ensure the transferability of their findings to strengthen the study credibility (Bloomberg & Volpe, 2008).

3.7.4 *Transferability of the findings of the study*

Transferability entails relating findings to similar situations to those that are investigated (Creswell, 2009). According to Bloomberg and Volpe (2008), the researcher should thoroughly describe the processes that has been followed in conducting the research for others to be able to replicate it. The researcher therefore thoroughly described the processes she followed in conducting this study in order for others to be able to replicate it (Bloomberg & Volpe, 2008).

3.8 Ethical considerations

The University of Pretoria has a guide of code of ethics for every researcher. Every researcher should ask permission from ethics committees of their institutions. The purpose is to get objective advice about the ethicality of studies they intend to conduct

(De Vos et al. 2011). The researchers maintained that if researchers do not carefully consider ethical issues, that implies negligence towards the society. For the consideration of ethical issues in the study, ethical principles were to be observed. These include request for permission, informed consent, voluntary participation, and maintaining privacy and confidentiality.

It was crucial for a researcher to request permission to conduct the study in schools from the ECDBE and it was subsequently granted. It was also imperative for the researcher to apply ethical clearance to the Ethics Committee of the University of Pretoria and got it before he could conduct the study. When ethical clearance was granted, the researcher then contacted relevant schools in writing to request permission to access them as research sites. From the selected schools, the researcher also requested potential participants like principals, intermediate phase HoD, grade 6 class teachers, remedial teachers and SBST in writing to ask them to part in the research. After the researcher was granted access to schools, the researcher had to ensure that the participants gave a researcher an informed consent. According to Kumar (2011), the issuing of informed consent means that participants are aware of the information the researcher wants and the reason why the researcher needs it and how it will affect participants. The researcher informed participants about the purpose of the study as well as the role expected to play in it. A researcher assured the participants that their participation in the study which was voluntary and that they had a right to withdraw at any time. Participants were requested to sign the consent forms prepared by the researcher as evidence that there was no pressure or coercion put on them and that they were willingly participated.

The researcher informed participants that there was no deception or compensation of participants in this study. Participants were informed about access to the report from the library of the University of Pretoria should the need arise. According to literature, information gathered from participants should only be shared for the research purposes. According to Kumar (2011), it is unethical to share it for other purposes than research purposes. The researcher assured participants of confidentiality and anonymity. The researcher let them know that whatever they revealed during one-on-one interviews would not be discussed with anyone, other than the supervisors for guidance. In

conclusion, participants were ensured that their names would not be revealed during the dissemination of the results. The participants were informed that their real names will not be used, but pseudonyms were used to adhere to research ethics.

3.9 Summary of the chapter

In conclusion, the details of processes followed in conducting this research were provided in this chapter. Philosophical assumptions in the research that underpinned the study were discussed. Further than that, it is stated that the paradigm within which the study was conducted was discussed. The research design, research approach, data collection, sampling and analysis techniques are discussed in this chapter. Strategies that were employed to ensure the trustworthiness of the study and ethical issues that were considered when conducting the study. In conclusion, the next chapter presents the research findings and the interpretation of the data.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The aim of the research was to investigate the experiences of teachers in managing discipline of learners from child-headed families in secondary schools of OR Tambo Coastal District in the Eastern Cape Province. In chapter four, the findings are presented and interpreted. The research findings of the research were presented in accordance with the main objectives of the research. The participants' responses were analysed thematically supported by verbatim quotes from the participants. The main objectives of conducting this research were as follows:

- To explore the perceptions of teachers regarding the causes of indiscipline behaviour of learners from child heading families.
- To understand how teachers manage the behaviour of learners from child-headed families.
- To identify the challenges teachers are facing in managing the discipline of learners from child-headed families.
- To explore how teachers address the challenges they experience in managing the discipline of learners from child-headed families.

In the study, the objectives serve as a guide in exploration of teacher perceptions regarding causes of indiscipline by learners from child-headed families, misunderstanding of teachers in management of behaviour of learners from child-headed families, in identifying challenges teachers face in managing discipline of learners from child-headed families and the challenges teachers experience in addressing management of discipline of learners from child-headed families. During research, data were collected from 25 participants in five schools, using one-on-one semi-structured interviews from selected primary schools in the Eastern Cape Province. Participants included five principals from five schools, five intermediate phase HoDs from five schools but only three participants that availed themselves, five remedial teachers from five schools as well, five Grade 6 class teachers from different schools and five SBST members from different schools.

To answer the main research question, the following research sub-questions were asked:

- What are the perceptions of teachers regarding the causes of indiscipline behaviour of learners from child-headed families?
- How do teachers manage the behaviour of learners from child-headed families?
- What are the challenges teachers face in managing the discipline of learners from child-headed families?
- How do teachers address the challenges they experience in discipline of learners from child-headed families?

4.2 Description of the participants in the study

Table 1: Biographical information of participants

Participants	Site	Phase	Years as Principal	Years in school
SP 1	A	Senior	6 years	14 years
SP 2	B	Senior	2 years 6 months	27 years
SP 3	C	Senior	9 years	9 years
SP 4	D	Senior	14 years	6 years
SP 5	E	Senior	6 years	6 years
Participants	Site	Phase	Years in Profession	Years in School
DH 1	A	Intermediate	5 years	1 year
DH 2	B	Intermediate	28 years	26 years
DH 3	C	Intermediate	18 years	18 years
DH4	D	Intermediate	7 years	7 years
DH 5	E	Intermediate	8 years	4 years

Participants	Site	Phase	Years in Profession	Years in School
CT 1	A	Intermediate	3 years	2 years
CT 2	B	Intermediate	15 years	15 years
CT 3	C	Intermediate	18 years	18 years
CT 4	D	Intermediate	8 years	3 years
CT 5	E	Intermediate	27 year	5 years 9 months
Participants	Site	Phase	Years in Profession	Years in School
RT 1	A	Whole School	7 years	3 years
RT 2	B	Whole School	17 years	3 years
RT 3	C	Whole School	28 years	21 years
RT 4	D	Whole School	26 years	21 years
RT 5	E	Whole School	13 years	4 years
Participants	Site	Phase	Years in Profession	Years in School
SBST 1	A	Whole School	24 years	15 years
SBST 2	B	Whole School	17 years	3 years
SBST 3	C	Whole School	34 years	8 years
SBST 4	D	Whole School	11 years	9 years
SBST 5	E	Whole School	13 years	4 years

Key words: SP – School Principal, DHs – Departmental Heads, CT – Class Teacher, RT – Remedial Teacher and SBST – School Based Support Team.

4.3 Research questions, themes and sub-themes

RESEARCH SUB-QUESTIONS	THEMES
1. What are perceptions of teachers regarding the causes of discipline behaviour of learners from child-headed families?	<ul style="list-style-type: none"> ✓ Behaviour of learners in general ✓ Late coming ✓ Lack of parental guidance
SUB-QUESTIONS	THEMES
2. How do teachers manage the behaviour of learners from child-headed families?	<ul style="list-style-type: none"> ✓ Handling discipline of learners from child-headed families. ✓ Role of the principal ✓ Role of the HOD ✓ Role of the class teacher
SUB-QUESTIONS	THEMES
3. What are challenges teachers do face in managing the discipline of learners from child-headed families?	<ul style="list-style-type: none"> ✓ Principal empowerment ✓ Lack of school support ✓ Lack of Departmental support ✓ Adequate policies on management of child-headed families.
SUB-QUESTION	THEMES
4. How do teachers address the challenges they experience in discipline of learners from child-headed families?	<ul style="list-style-type: none"> ✓ Managing behavioural problems of learners from child-headed families. ✓ Capacitation and support ✓ Missing link

4.5 Discussion of themes

The themes to be presented in the next section are based on the responses to the interview questions. The interviews were based on the sub-questions. The following themes were generated from the participant's responses.

4.6 Principal participants

Regarding response to sub-question: **What is the perception of teachers regarding the cause of discipline behaviour of learners from child-headed families?**, the following themes emerged: *Behaviour of learners in general, absenteeism, late coming, family background, lack of parental guidance and poor academic performance.*

4.6.1 Behaviour of learners in general

When principals were interviewed, majority of them mentioned that the common problem is misbehaving of learners in school and that negatively affects teaching and learning at schools. The causes of such behaviour are perpetuated by the behaviour from the families and community members who are not that much assisting the school in the discipline of learners since in some communities, school decisions are questioned and that affects the behaviour of learners in general.

Indiscipline at school majority of principal participants said:

Though I am new in the post, what I discovered and noticed is that learners are not the same regarding behaviour, some of the case is not that they do this at school but come with problems from home (SP2).

There are challenges regarding the post of principal because of the area that the school is situated. There is a mix of learners from well-to-do families and poorest families which has an impact on behaviour of learners though we do not have extreme cases except one incident of group fighting within the school of which that challenged us as a school in solving such an incident (SP3).

To be a principal is not easy to lead. There are challenges because we have big staff and community. Most are educated so when take a decision they challenge (SP5)

With regard to behaviour, some principals experience challenges in dealing with issue of discipline in schools, though not all learners have behavioural problems, but behavioural problem is general in both learners with parents and learners without parents or guardians

and that is influenced by the background of a child. The following sub-themes will be discussed under each theme:

4.6.1.1 Late coming

In the case of late coming, some principals shared similar perspectives with regard to learners' behavioural problems causes which result result in missing classes, morning classes etc.

They said they take care of their siblings before they come to school, prepare food for them (SP1).

We categorise the types of behaviour for example there are minors, majors. To those that are majors mentioning rape, drugs and dangerous weapons, we ask assistance from the nearest police station in cases that term minor cases are those that learners fail to attend classes, morning classes, afternoon classes, come late, don't do work etc (SP2).

Since some learners are heading the families, she/he has to prepare for his/her siblings, and that result to lateness, then teachers punish them for late coming to school and that also discourages a learner. In some instances, late coming of a learner to school is owing to absence of parental guidance and supervision.

4.6.1.2 Lack of parental guidance

Some principals indicated that family plays a vital role in the life of a child and socialization of child adulthood. Poor family backgrounds where there are no values and principles hamper the behaviour of a child as well as lack of parental guidance. Some principals indicated that;

We categorise the types of behaviour for example there are minors and majors. To those that are majors mentioning rape, drugs and dangerous weapons we ask assistance from the nearest police station. (SP2)

It is quite evident that some of the causes of misbehaving is owing to family factors such as use of drugs and sexual activities.

One principal participant in his response emphasized that

Due to exposure to things that are uncalled for like phonography from sisters they stay with. They are involved and exposed in sexually activities trying to kiss others here at school because they have seen it practiced at home. (SP5)

The majority of these learners, according to principals, stay alone at home and that leads to indiscipline problems. One principal participant pointed out as follows:

Some parents are not residing with them. They are in other provinces; some parents passed away, and we have discovered that when gathering information of orphans vulnerable and children from child-headed families (SP1).

Principals admitted that lack of parental guidance needs to be considered when dealing with discipline of learners. Principal stressed as follows:

Parents passed on while they are still young. They miss that parental love. It is important therefore before taking any decision be it a manager, educator, or any person who is dealing with a matter, it is important to get closer to the learner and dig deeper so that you can get the cause of the behaviour that she or he is displaying. (SP5)

4.6.1.3 Poor academic performance

During the interviews with principals, poor academic performance is a challenge for learners from child-headed families. One principal said:

Yes, just that they perform badly in academic performance, is poor but regarding behaviour they are not bad. (SP3)

One principal indicated that their behaviour is different.

There are for example those learners whose behaviour is different from other learners; they are aggressive, lonely, tired, drowsy. Some even their performance drops. (SP2)

It has been evident that most learners from child-headed households are unable to concentrate at school. Definitely, they asleep in class and they come to school tired owing to added responsibilities, caring for the siblings or performing household work and do not have to rest and do homework and assignments.

4.7 Departmental Heads (DH) participants

In the interviews with DHs, similar themes emerged, namely, *behaviour of learners in general absenteeism (poor attendance) late coming, family background, lack of parental guidance and poor academic performance* have emerged from DH participant responses to sub-question one: **What are the perceptions of teachers regarding the causes of discipline behaviour of learners from child-headed families?**

4.7.1 Behaviour of learners in general

DHs revealed that most of learners in child-headed families have a behavioural problem which may be owing to family issues. Some DHs indicated that learners' behaviour emanates from home environment.

There is a difference because when you see a child misbehaving when try to look for a cause its back at home, if you call the parent or a guardian, he or she has a burden of family matters (DH3).

It has emerged in this study that home environment negatively affects learners' behaviour. One of DH participant pointed out that *"They stay with parents who use alcohol."* (DH4)

During interviews with participants, it was noted that most of the respondents have a serious challenge with learners' behavioural problems both learners from child-headed families and those who stay with their parents. Some DH indicated that behaviour related cases they mentioned some learners are older than their grade age.

Pertaining to learners, due to the environment the school is, in the behaviour of learners, has a problem of some cases of use of drugs and they are older than the level of the classes they are in or doing. (DH2)

It emerged during the study that children growing without parental guidance are exposed to anti-social behaviour which makes it difficult for DHs as well as teachers to manage their discipline.

4.7.1.1 Absenteeism

Other learners commit minor offences because there is no adult giving support and encouraging children from child-headed families. As a result, they end up absconding from classes. Some of the respondent noted that

Like other kids, there are those minor behaviour; absconding from classes, late coming and bullying. (DH2)

The respondents also revealed that some of the learners miss classes as they assist their guardians or care givers and also used by other people at home or in the community for business purposes.

They help their mothers (guardians) to sell alcohol, does not have enough time to do homework, no time for his or her books and not enough sleep. (DH4)

Helping the guardian/mother to sell alcohol after school hours result in failing to do work and being absent at school the following day.

4.7.1.2 Late coming

Some DH participants regarded late coming as one of the minor discipline behaviours which manifest in different ways.

Like other kids, there are minor misbehaving like absconding from classes, coming late and bullying. (DH2)

Yes, they are treated differently in some cases, after we discovered that they are living alone when we found that they prepare food for young one before they come to school. (DH2)

It appeared from the responses of some DHs that these learners come at school and ultimately would negatively affect their performance because they come late at school because they have a task to fulfil at home for the siblings before they go to school and make a child late because of that responsibility.

4.7.1.3 Lack of parental guidance

Responses from participants indicated that some of the children from child-headed families have a challenge of being heads of families. Respondents further said these learners are involved in criminal activities owing to various causes ranging from poverty, lack of adult support and guidance as well as supervision.

There are so many challenges, things like poverty, is one of things that lead to make crime, smoking dagga and taking substances. They are exposed to many things even at home they support themselves. (DH4)

The participants revealed that children are involved in these criminal activities because of the environment at home whereby they are overloaded with taking care of their families, raising the siblings by means of self-supporting since no one can put food on the table.

These learners are living in violent families not misbehaving intentionally but coming from the backgrounds poor family child-headed family. (DH3)

In the study conducted, it has emerged from the participants that lack of parental guidance has a negative effect in the behaviour of a child. One DH indicated as follows:

What we experiencing, they stay with their parents are in Johannesburg working. (DH2)

One of the respondents highlighted that, as teachers they have a challenge of taking care of these learners who have been abandoned by parents owing to labour migration.

We have a challenge of baby-sitting those learners from child-headed families, one dropped out of school when doing grade 7 after parents passed away. (DH2)

It is quite evident from the responses that death of parents in these households leave children vulnerable. No one is giving counselling, guidance and supervision. Furthermore no one to discourage unaccepted behaviour. It is therefore clear that children in child-headed families in some instances, misbehave, absent themselves from school come late as a result of lack of parental guidance and encouragement.

4.7.1.4 Poor academic performance

During the study there has been an indication from some DH that learners from child-headed families perform poor academically owing to different reasons.

Yes, they are treated differently in some cases. After we discovered that they are living alone when we found that they prepare food for young one before they come to school. (DH2)

It emerged that these children are unable to concentrate in the class during lesson presentation and they are tired as a result of responsibilities at home. It has been noted that concentration at school is often a challenge for learners from child-headed families owing to fatigue. One of the challenges for these children for poor academic performance is due to absconding from classes.

Like other kids, there are minor misbehaving like absconding from classes, coming late and bullying. (DH2)

Their behaviour is due to the load at home whereby they prepare for young ones before they come to school. (DH2)

This habit according to DHs negatively affects the academic performance of a child at school. Children are exposed to all the unacceptable behaviours because there is no adult who gives guidance and instil the values and principles that are expected by the society.

4.8 Grade 6 class teacher participants

It has been evident in the study that there are behavioural challenges due to living in child-headed households have been discovered. Similar themes and sub-themes such as: ***behaviour of learners in general, absenteeism (poor attendance) late coming, family***

background, lack of parental guidance and poor academic performance have emerged from Grade 6 class teachers' responses to sub-question one: **What are the perceptions of teachers regarding the causes of discipline behaviour of learners from child-headed families?**

4.8.1 Behaviour of learners in general

In general, according to respondents, the learners from child-headed families have numerous behavioural challenges with result to unaccepted behaviour in school like lateness absenteeism.

Some come late, some don't attend classes, some do not cooperate and that tells me that there is something wrong. (CT1)

One of the participants also noted that;

There is discipline as we are having disciplinary measures, there is a lot of anger, family violent, they don't misbehave deliberately but there are factors from home and surrounding, and we have consulted some social workers for support. (CT3)

On the contrary, some class teachers' participants regarding learner behaviour some learners behave well owing to age.

Since they are still young their behaviour is good except individuals. (CT2)

In some cases, unbecoming behaviour has been identified that has emerged from participants.

There is a lot of anger, family violence, they don't misbehave deliberately but there is factor from home and surrounding. (CT3)

In the preceding statement, children from child-headed homes are misbehaving owing to home factors.

4.8.1 Absenteeism

It emerged from the study that owing to absence of the guardian or parent, learners absent themselves from school.

Some come late, some don't attend classes, some do not cope and that tells me that there is something wrong. (CT2)

In the preceding statement, it has been also evident that children from child-headed households lack time to attend school because they are fully occupied with responsibilities. Owing to their responsibilities, it emerged that absenteeism is inevitable but not frequently, according to the respondents. Hence, according to class teachers, absenteeism is not a problem.

4.8.2 Late coming

In the study, it emerged that lateness and poor attendance in children from child-headed households is often in schooling. Class teachers indicated that these affect the performance of a child.

Some come late, some don't attend classes, some not coping and that tells me that there is something wrong. (CT2)

From the preceding statement, lateness can be common owing to the fact that these learners since they are responsible for their siblings, they have a duty before they go to school to prepare for the young ones before they go to school and that lead to lateness though the majority of respondents have not mentioned it.

4.8.3 Lack of parental guidance

In the study, it has emerged that some of the learners from child-headed families are the heads of their families and this creates the behavioural problems regarding discipline of learners. Among the challenges participants had, children from child-headed families are vulnerable.

Another challenge is not in the community and is in town where learners are coming from different background and they are the heads of their families. (CT3)

During school hours, while these learners are at schools, participants indicated that they baby sit those learners, giving them support.

We also baby sit learners in giving them support. (CT3)

Since these learners are staying alone, there are chances to misbehave because of the absence of adult person who gives them guidance.

4.8.4 Poor academic performance

Poor academic performance contributes to absenteeism which negatively affects the academic performance of a child. It emerged from participants that it is one of the factors that affect a child's academic performance.

Some come late, some don't attend classes, some not coping and that tells that there is wrong. (CT2)

It has been revealed during interviews that children from child-headed families are poor in academic work because of irregular attendance at school which is caused by burden they carry at home of taking care of the siblings and being responsible for the affairs of the family.

4.9 Remedial teacher participants

In the study conducted, theme and sub-themes emerged namely: *Absenteeism, lack of parental guidance and poor academic performance*, when remedial teacher's response to sub-questions: **What are the perceptions of teachers regarding the cause of discipline behaviour of learners from child-headed families?**

4.9.1 Behaviour of learners in general

The respondents in this study gave various experiences regarding behaviour of learners from child-headed families. Some learners, according to participants, perceived their learners as well disciplined whereas some respondents reported that learners are misbehaving.

In simply terms they are well disciplined and more cooperative. (RT1)

This proves that general learners are not the same. It depends on the home environment.

Their behaviour depends, some are lonely, and some are not playing with others, but others are so mischievous, they are rude and harsh to others. (RT5)

They further said that some of these learners are naughty to other children at school.

4.9.1.1 Absenteeism

In the study, absenteeism emerged as one of the major challenges that affects the schooling of learners from child-headed families.

They are not frequently come to school because they are the heads of the families. (RT4)

The above-mentioned statement reveals that learners from child-headed families are heavy loaded with care of the household's duties. As a result, they may fail to come to school. Absenteeism of children from child-headed families is high. They care for their siblings. However, some participants noted that some learners do not have a problem regarding schooling like absenteeism.

4.9.1.2 Lack of parental guidance

Remedial teachers emphasised the role that is played by the background of a child since it is where a child is moulded and socialised by an adult person. One remedial teacher stated:

Since they are coming from different homes, some are mischievous, because they have not been prepared at home due to absence of parents. (RT4)

That means that a parent lays foundation for the behaviour of a child. One of the participants further stated that:

It depends on the environment a child comes from because some are well behaving. (RT5)

Therefore, the background of the family where a child comes from contribute immensely to the learner's academic success. Participants indicated that a child needs to be prepared by a parent to behave well.

I suspect such behaviour might be the lack of parental guidance that is my experience. (RT1)

This a chore the statement made by one of the participants when said:

Some misbehaving because they have not been prepared at home due to absence of parents. (RT4)

The presence of a parents or a guardian is of utmost importance since they give guidance to a child. A parent encourages good behaviour and discourages a child's bad behaviour. Since there is no one to give guidance to children from child-headed families, they are vulnerable to risks involved in such behaviour.

4.9.1.3 Poor academic performance

According to remedial teacher, absconding from classes inevitably leads to poor performance. Participants indicated that learners are not the same since they come from different backgrounds.

My learners are just normal except one learner who is hyperactive as a result, she is a middle learner academically, and she dodges the classes. (RT2)

It has been noted that poor academic performance among other things is owing to absconding from classes which might also accompanied by mischievous discipline or behaviour.

4.10 School Based Support Team/ school and safety participants

During the study, it emerged that generally themes, namely, *Behaviour of learners in generally, late coming, lack of parental guidance and poor academic performance* dominated participant responses to sub-question: **What are the perceptions of teachers**

regarding the causes of discipline behaviour of learners from child-headed families?

4.10.1 Behaviour of learners in general

SBST members indicated that learners from child-headed families and learners in general have behavioural challenges. Though some behave well, as teachers responded they stated that, there are those that have discipline problems which is difficult even to manage their discipline behaviour.

Some of them are lonely, they are reserved, disruptive playing and rude sometimes. (SBST5)

This reveals that learners from child-headed families are stressed and depressed as other participants responded. They reflect anti-social behaviour owing to socio-emotional condition as well as psychological problems.

4.10.1.1 Absenteeism

Some respondents indicated that absenteeism has been seen as one of the negative behavioural problems of learners especially from children from child-headed families. Participants indicated as follows:

There is a difference because sometimes you find that they isolate from others; stressed, frustrated, poor performance, bullying, bossy and drop in academic performances poor school attendance, late because of taking care of young ones. (SBST4)

According to respondents, these learners, owing to absence of parents or adult person in their lives, resort to absenteeism because of the dual roles of being a child and an adult. One SBST member said:

They don't have parents to guide them and are frustrated by being alone at home

During the interviews, it has been discovered that some children from child-headed families sometimes absent themselves from school because of responsibilities. The preceding findings revealed that attendance of children from child-headed families is irregular since they take care of their siblings. Double burden on them, taking full responsibility of their siblings affects school attendance negatively.

4.10.1.2 Late coming

In most cases since children from child-headed households are responsible for preparation of siblings as the heads of the families resulting in them being late. The reason is that he/she has to take time and prepare sibling and this leads to late coming.

There is a difference because sometimes you find that they isolate from others, stressed, frustrated, poor performance, bullying, bossy and drop in academic performances poor school attendance, late because is taking care of young ones.
(SBST4)

The respondents indicated that some of the learners from child-headed families are usually late at school not deliberately but because of family responsibilities of raising the siblings as well as frustration they are facing at home.

4.10.1.3 Lack parental guidance

The SBST members reported that the absence of parents in the life of a child, like in the case of child-headed household is a big challenge for both children and the teachers to manage the learners from troubled families.

They don't have parent to guide them and are frustrated by being alone at home, no one taking care of them. (SBST1)

Owing to absence of parents or guardian in their lives they are involved in activities that are not suitable for their lives which leads to undesirable behaviour.

Because of responsibility at home they are dirty, drowsy, involvement in early sexual activities, they are exposed to rape and I suspect they are abused sexually by men for money since they are needy. (SBST2)

Children are hopeless and helpless owing to the absence of parents. Therefore, they need to be treated with cautiously at school considering that they are overloaded in different ways.

They don't have parent to guide them and are frustrated by being alone at home no one taking care of them. (SBST1)

These preceding statements show that these learners need to be understood because they do not have parental guidance; nobody encourages them in life. Therefore, the school needs to be supportive towards them and give parental guidance. Life without parents is difficult.

4.10.1.4 Poor performance

During the study, it emerged those learners from child-headed families do not perform well. It has been discovered that some of these learners according to respondents abscond from classes. Absconding from classes affects academic performance of a child. Hence respondents said:

Learners are normal but one is hyperactive and he dodges the classes. (SBST2)

Participants perceived absconding as one of the factors that leads to poor academic performance.

Yes, these learners are stressed, frustrated. They even drop in academic performance, and poor school attendance. (SBST4)

Poor attendance as indicated early is one of the contributing factors to poor academic performance.

There is a difference because sometimes you find that, they isolate from other, stressed, frustrated, bully, bossy, and drop in academic performance, poor school attendance, late because of taking care of young ones. (SBST4)

From the preceding statement, taking care of the young ones overload a child and that affects his/her academic performance in school. The responses above indicated that some of the learners in child-headed families cannot cope, they are drowsy in class and fall asleep in class. Some of the reasons might be that they did not have chance to sleep owing to performing household responsibilities.

4.10.2 Summary of all participants

In summary, participants had something common in their responses regarding their experiences in managing discipline of learners from child-headed families. According to the study, six themes emerged out of the responses, namely, Behaviour of learners in general, absenteeism or (poor school attendance), late coming, family background, lack of parental guidance and poor academic performance. In response to the study, all the five groups of participants agreed in relation to their experiences in managing the discipline of learners from child-headed families.

Having said that, participants differ regarding the manner learners behave. Conversely, some participants indicated that not all learners from child-headed families are having discipline problems, but some behave well. Some perceive that they have behavioural problems which hinder their effective learning owing to psycho-social economic issues. Hence, themes above have emerged. Absenteeism, poor performance and lateness to school are perceived to be as a result of lack of adequate family background and lack of parental guidance.

4.11 Participant responses – principals

From participants' responses to sub-question two: **How do teachers manage the behaviour of learners from child-headed families?** The themes and sub-themes that emerged were *handling discipline of learners from child-headed families, role of the principal role, role of the Head of Department, and the role of the class teacher.*

4.11.1 Handling discipline of learners from child-headed families

Participants mentioned that handling of discipline of learners from child-headed families depends on the nature of the offence or misconduct a learner has committed. Respondents usually categorise misbehaviour of learners as minor and major cases.

We categorise types of misbehaviour for example there are minors and major behavioural problems. To those that are majors, mentioning rape, drugs and dangerous weapons, we ask assistance from the nearest police station. In cases that are termed minor cases are those that a learner fails to attend classes, morning classes, afternoon classes, coming late and failure to do school work.
(SP2)

The statement above reveals that to deal with behaviour, it needs scrutiny and avoids using blanket approach, one approach to all learners. A teacher who is responsible for that class is the person to deal with minor cases before any action is taken.

It starts from a teacher which I encourage them to discuss the matter with the learner but when problem continues will take the matter to class teacher if the problem continues forward the matter to the Head of Departments and ultimately parent. (SP2)

It emerged that proper channels of communication and administrative procedures regarding handling discipline behaviour of learners are followed and it starts from the teacher in the class. This takes back to the principle that a teacher must manage her or his class, she/he is a manager of her/his class.

4.11.1.1 Role of the principal

During the interviews, it emerged that a principal takes a centre stage in the management of the discipline of learners in general and those from child-headed families. Almost all the participants agreed regarding the role of the principal in dealing with learners' behaviour from child-headed households.

As the manager he/she is an overseer in whatsoever takes place in the institution, whenever there is a disciplinary issue, be available at all times to see to it that rules and procedures are in line with the prescripts of the Department of Education.
(SP1)

The statement above clearly indicates the crucial role that a principal plays in an institution. Participants further stated that in cases of discipline a principal takes a role inviting and involving of the stakeholders relevant in an institution.

When such instances unfold it is imperative not to deal with the learner but invite the guardian of the learner, in our culture even if there is no biological father there is someone who is looking to her/ his needs, it is important to invite that parent or guardian to sit down with that person then narrate the story and solve the problem amicable. (SP1)

This proved from the principals that they know their role in the institution. They indicated that the principal is an accounting officer and overseer of the institution in management of the discipline behaviour of learners.

4.11.1.2 Role of Departmental Heads

Most of the participants have indicated that DHs are co-ordinators of the phase linking the phase to the principal and linking teachers to the principal and parents when need arises.

The teacher of the phase, class teacher takes a case to the DH and the DH will invite the parents having the records of the case and discuss the matter trying to resolve the matter (SP2).

This statement emphasises that the DH is the link in the phase, manager in the phase, leader of the phase. Any case in the phase is reported to the class teacher and class teacher refers it to the DH for resolving the matter and the participants stressed that;

It starts from a teacher which I encourage them to discuss the matter with the learner but when the problem continues, they will take the matter to the class teacher. If the problem continues, they forward the case to the DH and ultimately parent. (SP2)

This means that everything that happens in the phase, the DH is involved. Everything stops with DH as the coordinator and a leader of the phase. The DH is not only dealig with disciplinary issues but also supervises the work of the phase like curriculum and administrative work.

Work together form committees, disciplinary committee members and supervises the work in the phase. (SP3)

This indicates that the DH is the overseer of the phase as the principal is the overseer of the institution. Channels need to be followed by everyone in the institution.

4.11.1.3 Role of the class teacher

Many participants mentioned that a class teacher is a manager of his/her class who deals with all the affairs of his/her class.

The advice is that the teacher identifies the problem and forward it to the class teacher then the teacher forwards to the DH ultimately reaches to the principal if in the previous levels there was no solution. (SP2)

Everything in the class resolves around the class teacher.

Teachers are the managers of their classes and there are also there, as parents and the classes are also under their control at all times and be friendly to learners

to create situation between them to be conducive for a child to be open for any problem she/he encounter and be able to share with the teacher. (SP4)

Based on the preceding response, a class teacher or a teacher plays an important role in the discipline of learners from child-headed families. Teachers are encouraged to create situations favourable for a child to ventilate his/her problem for effective solution. Since teachers perceive teachers as managers, they also manage the behaviour of learners – practice classroom management.

4.12 Participants response – DHs

The study investigated the experiences of teachers in managing the discipline of learners from child-headed families and the following themes emerged, namely; *handling discipline of learners from child-headed families, role of the principal, role of the DH and the role of the class teacher*. Those themes emerged after a sub-question two: **How do teachers manage the behaviour of learners from child-headed families?**

4.12.1 Handling discipline of learners from child-headed families

During course of the study, the DHs have identified that handling of discipline of learners is a collective effort of all the role players in an institution. Holistic approach is essential to safeguard the life of a child by applying all the necessary skills in managing the behaviour.

It starts with the teacher when discovers in the classroom that there is misbehaving and will deal with that and if it persists will take the DH as a school we try to advice a child to behave. (DH2)

Though not one approach can resolve learners behaviour, one-on-one approach puts a child aside in a friendly way to create a conducive environment for a child to ventilate her problem and it develops trust and respect between the two.

An approach to a child is that, teacher takes a child aside and tries to check the matter that leads to misbehaving. (DH3)

The statement above encourages teachers to be friendly to learners to be effective in managing the discipline of learners from child-headed families. The way in which a teacher addresses a learner is crucial for the learner to reciprocate and cooperate.

4.12.1.1 Role of the principal

Some of the participants indicated that a principal is the accounting person in the institution. In the case of these learners from child-headed families and their management of their behaviour principal is the key as an overseer and final decision maker when misbehaving has happened. A person who has a final say is the principal.

I think the principal as the head or someone account for everything we don't call a parent or guardian without principal, he must have a say. (DH3)

In any matter that deals with the approach used, it must encourage a child to be more open to the teacher when time to correct the wrong behaviour comes.

As a teacher leader and the mother of the phase and I even engage teachers in their learners from their classes regarding behaviour (DH4).

Regarding the openness of a child creates fertile land for managing the behaviour from child-headed families. Participants suggested that openness and friendship are the best option.

As the DH since educators come and report, I motivate teachers that we are parents, let us be first parents and get the information. Welcome a child and let a child to ventilate, free to talk, it is then that we get what is the problem and take the matter forward if there is a need (DH3).

The participants reveal the importance of acting as a friend of a child in order to win him/her regarding discipline behaviour of a child from child-headed families.

4.12.1.2 Role of the class teacher

The participant in next response revealed that everything starts with the teacher.

It starts with the teacher when she discovers that there is misbehaving in the classroom and will deal with that and if it persists they will take it to the DH as a school we try to advice a child to behave. (DH2)

In the statement above, we saw the role of a teacher as a person who deals with learners' behaviour in a fair manner to try to manage the behaviour of a child in the classroom before any action can be taken. One DH also affirms that in a school, everything starts with the teacher and has a responsibility to manage learners' behaviour before it can be taken to DH.

I get a case from the teacher then, if someone has beaten someone then the case is referred to the DH and calls a parent or guardian or any member of the family trying to help sit and talk. (DH2)

It emerged from almost all the participants that the approach used to address or manage the behaviour of learners from child-headed families should be fair, friendly, one-on-one approach which will enhance teachers attempt to discipline a child.

An approach to a child is that a teacher takes a child aside and tries to check the matter that leads to misbehaving. (DH3)

This proves that there is a need to have skills on how to manage, how to deal with the discipline behaviour of a child. One DH indicated that to manage behaviour, a teacher needs to welcome a child and make a child free to talk in order to know the problem.

Welcome a child and let a child to ventilate, free to talk, if it is that we get what is the problem and take the matter forward if there is a need (DH3).

This indicates a skill that a teacher in the class should have to effectively manage the discipline behaviour of a child-headed household.

4.13 Participants responses – Grade 6 class teacher

For sub-question two: **How do teachers manage behaviour of learners from child-headed families?** Themes that emerged were *handling discipline of learners from child-headed families, role of a principal, role of an DH and the role of the class teacher.*

4.13.1 Handling discipline of learners from child-headed families

Participants from four different schools had some view regarding the handling of discipline of learners from child-headed families. One participant class teacher had a different way of approach regarding handling of discipline behaviour whereby she emphasised a positive approach to learner behaviour when managing discipline.

Discipline issue is when a learner misbehaves in my class; I positively discipline a learner aside not in front of other learners so that can stop behaviour she did in class. When disciplining a learner, I must be calm and show that a learner has done wrong. (CT1)

The preceding response revealed that a teacher deals with a learner in a more respectful way. Discipline measure must not be destructive and humiliate a child. It should not embarrass a learner in front of the classmates but used one-on-one approach, away from other learners in the class. One of the participants indicated that she/he had session with a learner outside of the classroom.

Have a session with a child aside of the classroom and talk to her/him, a parent is called if there is something that need to be addressed. (CT3)

All the respondents of class teacher participants agreed on how to positively and holistically address the handling of discipline behaviour learners from child-headed families. One participant indicated the need to be calm when dealing with a child behaviour.

When discipline a learner I put one who is at fault in the corner so that she or he has done something wrong and she or he becomes calm. I don't become hard to them but I am calm. (CT4)

This statement revealed that though she/he is a teacher, politeness, respect, gentleness and calm create a conducive environment in handling discipline behaviour of a child from child-headed household and that can yield good results. In schools, many learners drop out or leave the school owing to the manner in which we address learners when it comes to learner mistake. But coming to the level of a child and show love to him or her in

whatever you do will change the attitude and the behaviour of a child. The participants above indicated that when dealing with a child in school regarding behaviour, she is not hard to a child but calm.

4.13.1.1 Role of the principal

From the responses of the class teacher participants, it emerged that the role of the principal in an institution regarding handling of discipline behaviour of learners from child-headed household is important and it takes a centre stage.

As head and accountable for everything, no parent is called without first consulting the principal since he is the one in charge. Principal is informed of whatever is happening in the school. (CT3)

Class teacher participants regarded principal as a head and accounting officer in the school where everything that takes place in an institution must be reported to him/her owing to the position he/she is holding. Even in the handling of learner discipline behaviour, his role is of importance.

Principal plays a big role because when sees that, this one cannot handle it, we take to the principal after the DH, principal will give the solution to the problem. (CT4)

From the statement above, it is clear that a principal takes a final decision regarding any action in the school in the handling of discipline behaviour of a learner from a child-headed family. A principal is the one who determines whether a parent or guardian can be invited in the school regarding the management of discipline behaviour of a child.

The role of the principal from those channels, I mentioned from class teacher to DH and if it continues it goes to the principal, then the principal will call the parent of a learner and talk about the behaviour of the learner and if the case is beyond, principal will call the School Governing Body to resolve the matter. (CT1)

It has been revealed previously that a principal is an overseer, accounting officer, head of the institution, is the only person who has a legal right according to South African School Act of 1996 to convene meeting of disciplinary processes in a school regarding discipline of a learner. Even in the case of handling discipline behaviour of a learner from a child-headed family, it is the responsibility of all stakeholders to facilitate the management of discipline.

4.13.1.2 Role of the DH

It has been indicated by participants that the DH manages discipline of learners in the school in the phase allocated. In all the levels, the DH is the link between class teacher and the principal when it comes to management and handling of the discipline of learners from child-headed households.

As the DH since educators come and report to me, I motivate teachers that we are parents, let us be parent first, and make a child to talk; we sit down and discuss the behaviour of a child as teachers in the phase to find the cause. (CT3)

This proves the statement made above that DH's role is to make sure that a learner behaves in a good manner.

Also, the role of the DH is to make sure that a learner behaves in a good manner. If a learner's case is out of my hand, I take the matter to the DH and discipline a learner not in a harsh way but good way. (CT1)

It emerged again that the DH is responsible for the handling and management of discipline behaviour in the phase, ensuring that all learners are made to behave well in the class, in the phase and in the school.

When there is a case, I take the problem to the DH and she calls the parent and we try to get the problem, everybody become the part. (CT4)

This clearly reveals that the DH's role is important and essential in the management and handling of discipline behaviour of learners in the phase. All the participants indicated that

the DH's role cannot be undermined and bypass by anybody since is a link between class teacher and the principal and accounting officer in the phase allocated.

4.13.1.3 Role of the class teacher

It appeared from the responses of the class teachers that class teachers are class managers in the institution regarding managing the discipline behaviour of a child in the classroom.

I apply those rules that I use when a learner misbehaves in my class as a class teacher. (CT2)

The preceding response clearly indicates that the role of a class teacher is responsible for discipline behaviour in the classroom. There are even rules of the class which class teacher takes initiative to draft rules with the learners in his/her class in order to maintain discipline in the classrooms. All the participants revealed that they all know the role of the class teacher regarding discipline in class and the school.

My role as a class manager, I am the first person to be called when a learner misbehaves and warn a learner. (CT5)

This is an indication that a class teacher knows exactly her/his role as a class manager that she/he is the first person to be called when a learner misbehaves and she/he takes an initiative to discipline a learner.

4.14 Participant responses – remedial teacher

Participants, when they were interviewed regarding sub-question two: **How do teachers manage the behaviour of learners from child-headed families?** The following themes emerged, namely, *handling discipline of learners from child-headed families, role of the principal, role of the DH, and the role of the class teacher.*

4.14.1 Handling discipline of learners from child-headed families

Remedial teachers regarding handling of discipline behaviour of learners from child-headed families the approach is different. Some punish a child without any attempt when a child misbehaves.

If a child misbehaves, I punish her/him. (RT3)

This proves that there is no uniformity in the approach regarding the handling of discipline behaviour of learners from child-headed families. However, some participants do make any attempt when a learner misbehaves but refer to the disciplinary committee.

In my understanding, there is a disciplinary committee that is set aside to deal with specific misbehaviour; they refer learners to disciplinary committee; it is the disciplinary committee that takes a step. (RT1)

This statement may reveal different things. Either there are no guidelines or policy as how to deal or handle discipline in the school or the educator is a novice teacher who is new in the profession. Some participants use one-on-one approach starting from the classroom as a remedial teacher. Respect and privacy of a child is taken into consideration when handling the discipline behaviour of learners from child-headed households.

Approach the child aside politely may she/he will be open and talk and ventilate what problem is and at the end as a teacher you win a child. (RT5)

Some participants reveal that other participants use ideal approach regarding handling the discipline of learners from child-headed families. This approach makes a child feel free because his/her dignity is respected by the teacher is highly recommended.

4.14.1.1 Role of the principal

All the participants revealed that they know the role of the principal from their responses.

As you know that a principal is an overseer and decision maker and principal is the one take decision whether a learner is sent home or require parent (RT1).

Principal as a manager of the institution has all the powers regarding the handling of discipline of learners from child-headed families. Some participants indicated that he/she is a decision maker.

The principal is there in every committee and he is the final person to make a final decision. (RT2)

The participants know exactly what is the role of the principal is in managing and handling of learners' behaviour regarding learners from child-headed households.

The principal is involved when the problem is not solved in the lower levels of the school. (RT5)

All the participants agreed regarding the role of the principal in managing discipline in school and handling the discipline behaviour of learners from child-headed households.

4.14.1.2 Role of the DH

The DH is the manager of the phase for discipline management. The DH in the phase has multiple activities to perform including the administrative work, curriculum management as well as management of discipline behaviour of learners from child-headed families. The DH is the person who is responsible to handle work in his/her phase and cases are referred to her /him.

When the matter is not resolved by the teacher in the first level it goes to the committee and if not solved it is taken further to the DH to solve it. (RT1)

Though the approach may not be the same in the manner they handle discipline of learners but all the participants agree and know that the role of the DH is to manage all the affairs of the phase, and all the cases are referred to him/her if not resolved by the teacher in the class or phase disciplinary committee as mentioned by one of the participants earlier.

I go to the DH when there is a case which needs referral and sit with the learner in order to resolve the problem. (RT4)

It has been indicated earlier by participants that the role of the DH in the phase is important though the approach to the DH may differ but teachers know that she/he is a final decision maker in the phase.

4.14.1.3 Role of the class teacher

According to the participants, it has emerged that the role of the class teacher is similar to the role of other teachers though it has an extra or added responsibility than other teachers in the phase. Regarding discipline though the approach differs, but a child discipline is managed by teachers depending who encounters the problem first. Some talk first with a learner in managing discipline to establish the cause of misbehaving.

I normally talk to a learner regarding discipline in order to correct him/her. (RT4)

This statement indicates from the participants that punishment is the last attempt regarding managing the discipline behaviour of learners. As it has been revealed by other participants, respect and privacy of a learner are some of the important approaches in managing behaviour of a learner. It is also the role of the remedial teacher who should encourage other teachers to respect learners not call them by names in managing their behaviour.

Respect for a child is important, learner privacy be treated cautiously. An appointment can be made with a learner to solve problem amicably. (RT5)

The participants emphasised the importance of one-on-one approach in managing the behaviour of learners.

4.15 Participants' responses – School Based Support Team

In the interviews conducted in this study, the following themes emerged, namely; *handling discipline of learners from child-headed families, the role of the principal, role of the DH and the role of the class teacher* after sub-question two: **How do teachers manage the behaviour of learners from child-headed families?**

4.15.1 Handling discipline of learners from child-headed families

Almost all the participants in their responses regarding the handling of discipline of learners from child-headed families revealed something common, that approaching a learner first before any action is taken towards discipline is key in order to find the reason for his/her behaviour.

I approach a learners privately in a polite matter and a child will talk to you and she behave the manner she/he is because of the background. (SBST5)

One participant indicated that he calls a learner and enquire of the child's problem before he/she can think of the punishment or any action towards disciplining a child.

Call a learner and try to find the cause and look even to his /her background to establish the cause of indiscipline. (SBST3)

From the previous groups of participants, they have revealed that punishment needs not to be the first step in dealing with misbehaving but a last action to be taken in managing the discipline of learners from child-headed families.

4.15.2 Role of the principal

In all the group participants, it has emerged that they know and understand the role of the principal regarding the management of discipline of learners in school in general despite child-headed families being a new phenomenon.

When the DH talks with a learner and a learner does not listen, a child will be taken to principal then the principal will call to school the parent or the guardian of a child. (SBST1)

The statement above clearly indicates that everything in the school regarding management of discipline with learners end up with the principal. In all the levels of the school, learner's behaviour is managed by teachers but if misbehaving continues, it is ultimately is escalated to the principal who is a deciding person.

The principal is the part of the decision making in the school and is the part of all committees in the school. (SBST2)

One participant stated that;

The principal is the overseer and he/she is person to take final decision in the case, if there is a need to consult parents, principal will do so. (SBST4)

As one participant indicated that principal in the management of discipline plays a larger role at school with the SGB. All the participants agreed that the principal's role is key pertaining to the management of behaviour of learners in a school.

4.15.3 Role of DH

The DH in the school plays an important role. Some of the participants agreed that the DH is the head and the leader of the phase in different sections including supervision of curriculum, administration work, attendance registers as well as management of discipline of learners in the phase. All the participants have an understanding that the DH work as link in the school between teachers and the principal.

An DH can be approached after we have failed to handle the case of a learner. If a case is not solved in my class I forward it to the DH to be resolved. (SBST5)

If a child does not listen to me, I take a child to the DH. (SBST1)

The participants acknowledge the role of the DH in managing discipline of learners in the phase and generally in a school. The DH plays an important role in the management of learner's discipline.

4.15.4 Role of the class teacher

The participants acknowledge the role of the class teacher at school regarding the management of discipline of learners.

The learners when committed an offence I first talk to him/her to find the reason, then I punish if action deserves punishment. (SBST3)

Some participants differ in the manner of approach regarding management of discipline. Among the participants, others have a different approach of recognising the dignity of a learner.

A learner needs to be respected so that as a teacher we have to talk friendly, if not solved another teacher can be approached. (SBST5)

The important thing regarding the role of a class teacher is that she/he is the first person to address the behaviour of a learner. The previous participants' responses revealed that to effectively manage discipline friendliness, respect and one-on-one approach are recommended

4.16 Summary of all participants' responses

In response to research sub-question two regarding how do teachers manage the behaviour of learners from child-headed families, the following themes emerged, namely; handling discipline of learners from child-headed families, role of the principal, role of the DH, and role of a class teacher. All the participants agreed regarding the role of the principal, DH and class teacher in relationship with management of discipline of learners and handling of learner discipline though they differ owing to the positions that they occupy in the school. Some participants in their responses when managing discipline, the first action to be taken is to punish a child while others engage a learner to establish the reason and the cause of the disciplinary problem. On the contrary, once a learner misbehaves some teachers refer a learner to the principal without first making attempts to amicably resolve the matter with a learner. Almost all group participants also indicated that in their classes, they do not have learners from child-headed families though there are some in the school. They never worry themselves of taking statistics of these learners from child-headed families, hence in some classes, they are unable to respond. They are aware of the home environment where learners come from but do not know how to handle them and how to manage their behaviour. Some participants revealed that there are no policies on how to manage learners' behaviour from child-headed households.

4.17 Participant response: Principals

It emerged from principal participant responses related to sub-question three: **What are the challenges teachers do face in managing the discipline of learners from child-headed families?** Themes emerged are *principal empowerment, lack of school support,*

lack of departmental support and inadequate policies on management of discipline of learners from child-headed families.

4.17.1 Principal empowerment

Almost all the participants have indicated that principals' approaches towards learners from child-headed families need to be changed through training and workshops and seminars. Principals need to be empowered to deal and manage these learners since it is a new family from traditional known structures in the society.

As the full-service school, we are fortunate we attend workshop on skills on how to assist these learners, before as teachers, we used to call learners by names but now a teacher be cautious, must be aware of the terms to be used. (SP1)

This revealed that all the participants have unfairly treated learners in school since they are not skilled to deal with learners from child-headed households. All the participants understand that the approach used by teachers is harsh, rude and discriminating.

I think the approach is very important the way of approaching these learners, because there is a gap in their lives, be friendly so that learners can freely express their experiences at home. There is a need to bridge the gap between learners and teachers. The good communication between teachers and learners is essential. (SP2)

When a teacher shows a respect and dignity in the manner of approach, a child develops trust in the teacher and that makes a child to be able to express her/his social problems. In the preceding response, the participant highlighted that these learners have a gap in their lives that needs to be bridged. At home these learners have no shoulder to lean on and cry on and nobody to share love with her/him owing to the fact that parents are not around. In managing the discipline behaviour, there is a need to be conscious of that fact.

4.17.2 Lack of school support

According to participants' responses, it has been indicated by the respondents that only one school out of five schools confirmed the provision of training support.

Yes, there are within the school workshop through School Based Support Team which is composed of different stakeholders from the community to support, get the skills on how best can we support these learners. (SP2)

The majority of the schools have never been supported or trained regarding management of discipline among learners from child-headed households.

No, we just support them when are in need of uniform, shoes, clothes and money. (SP3)

This indicates that no training but teachers, since they see the needs of learners, they take an initiative to support learners from child-headed families from their own pockets.

Yes, the school took its initiative whereby a school became fundraiser for the burial of a child since the learner was from child-headed family and nobody would bury the child. The school approached municipality, funeral parlour and other role players for donations and the funeral was a success. (SP4)

The response from the principal participant revealed clearly that there is no structured support in times of need for these learners, since the school took an initiative of social responsibility which was supposed to be taken by another structure than the school.

4.17.3 Lack of departmental support

Principals mentioned that generally there is no support; even the support that schools received is weak and not relevant to the present challenge. Out of five schools, only one school had similar training because the school is a full-service school and the four schools including one of the full-service schools do not receive training support from the department.

Nothing done by the Department as a support to the school. (SP3)

One participant said regarding support “nothing”

No, support only for social issues. (SP5)

One participant said: *No (SP2)*.

The responses indicated that majority of the participants did not receive departmental support or not doing enough to support schools in management of learners from child-headed families.

4.17.4 *Inadequate policies on management of learners from child-headed families*

In the responses from principals, it has been emerged that there are no policies in schools dealing with management of discipline behaviour of learners from child-headed households. The participants agree all of them that they do have policies within the school but they do not have other policies that deal with the management of discipline behaviour of a learner from child-headed family in schools.

As the institution we have been involved in number of workshops, though not exactly and specific with children from child-headed families but helped us a lot in mind-set. (SP1)

On the other side, some participants in their responses said no.

No, only code of conduct for all the learners. (SP5)

The responses of the participants indicated that there are no policies yet to deal with the management of learners from child-headed households. Policies are needed since they give guidance on how things should be done in an organisation or institution like a school.

4.18 Participant responses – Departmental Heads(DHs)

It emerged from DH responses related to sub-question three: **What are the challenges teachers do face in management of the discipline of learners from child-headed families?** The following themes emerged namely: *principal empowerment, lack of school support, lack of departmental support and inadequate policies on management of learners from child-headed families.*

4.18.1 *Principal empowerment*

The participants advocate for the empowerment of principals with policies on how to manage the discipline behaviour of learners from child-headed families. All the

participants have agreed that they do have policies regarding behaviour – the code of conduct in school. However, they do not have policies that deal with the management or handling of learners' behaviour of learners from child-headed households.

I think management skills, leadership skills, pastoral care where the principal should act as a father of everything and secure the lives of everybody. To be trained on how to develop policies in different issues in terms of discipline. (DH2)

The preceding response confirms that the principal need capacitation where managerial and leadership skills are needed regarding principals' training on management of discipline of children from child-headed families. It has also encouraged that principals need to involve the stakeholders in the discipline behaviour of learners from child-headed families.

Since there are stakeholders around the school, the community should be aware of the school activities. Behaviour of a child should be everybody's business. (DH3)

The involvement of stakeholders needs to be acknowledged and be used in finding the solution to a problem that might emanate from part of the system which interacts with the surrounding which has an influence in the life of a child, negatively or positively; hence, it is imperative to work with them.

4.18.2 Lack of school support

The participants indicated that from their responses, out of three schools, only one had a training but not for children from child-headed families but general training.

No, not yet except Life Skills workshop, just general issues. (DH2)

The preceding statement indicates that there is no training offered except on Life Skills, but nothing addressed the management of discipline of learners from child-headed families.

Not yet, we did have training. (DH3)

The participant revealed that there is training but not addressing the discipline management of learners from child-headed households.

4.18.3 Lack of support from Department of Education

The DHs indicated that they know only about learner barriers to learning which department instructs us to identify those learners with barriers to learning and never come back with feedback.

What we know we have learners with barriers whereby school is requested to identify but the department does not come back after they have identified. Cases are reported but the department does not respond. (DH2)

From the preceding response, it is clear that proper method and consistence support from the ECDBE regarding support in management of discipline regarding children from child-headed families. One of participants said: *No.* (DH4)

In summary, ECDBE has no proper plan to support schools regarding the discipline behaviour of learners from child-headed families. Even those schools that have been visited, no feedback was given regarding the submission of identified learners who have barriers to learning. Though they are given information by the SBST, but nothing has been done about those lists. Secondly, there are no proper and structured or body to visit and support schools.

4.18.4 Inadequate policies on management of learners from child-headed families

All the three respondents have indicated and agreed that they do not know any policy dealing with learners' discipline behaviour of learners from child-headed families. The participants revealed that there are no specific policies on learners from child-headed households.

No specific, we have policies to handle discipline, not for learners from child-headed families. (DH2)

The HoDs have confirmed that they do not know any policy dealing with children from child-headed families except general policies in the school.

No, specific policy for these learners except general policies (DH3).

The HoDs agree that they do not have their place of work policies that deal with the management of learners' behaviour from child-headed families. They have policies but not related to behaviour management of learners from child-headed families.

4.19 Participant responses – Grade 6 class teachers

Several themes emerged from the class teachers responses according sub-question three: **What are the challenges teachers do face in managing the discipline of learners from child-headed families?** There are themes that emerged namely: *principal empowerment, lack of school support, lack of departmental support and inadequate policies on management of discipline of learners from child-headed families.*

4.19.1 Principal empowerment

Class teacher participants revealed that there is a need for empowerment of principals in particular in the issue of communication skills in the management of discipline of these learners.

Good communication skills, meaning that the leadership delegates, flexible, motivate, and delegating tasks, good communication skills and communicate clearly. The importance of delegating work helps in better control of work-load.
(CT1)

Good communication skills are the best way to deal with learners from child-headed families.

They should be also trained on skills to manage the discipline of learners. (CT2)

Participants echo the importance of skills training, regarding management of discipline of learners. The fact is, some of the principals were not teachers before, but they are principals now without any training on school managerial skills and pedagogical

principles. In a complex environment like a school, there is a need for a person who is a leader to be trained or undergone a training to be equipped and capacitated for management in general for management of discipline in schools.

The principal should be trained because some of them applied for post and when challenges come, they are unable to deal with the matter, and the department should organise training and workshops to train principals in order to do disciplining and how to manage discipline, to be trained because some have not been teachers before. (CT5)

It has been proven beyond doubt that principals need capacitation. It is imperative for them to be trained in almost all the skills of managerial and leadership as some of the class teachers have indicated early that some principals were not trained before they became principals. There is a gap that need to be addressed and cannot be addressed by induction only but a need for formal engagement in a class and more structured environment.

4.19.2 Lack of school support

The class teachers have indicated in their responses that there was no training on support of learners from child-headed families but were workshops in learners with barriers to learning.

No, I have not received any training. (CT1)

Participants said different responses but not skills or support of learners from child-headed families. It seems as if some participants do not know the part they should play.

Yes, there is support, there is a certain lady who collected the names of learners with barriers and send them to the department, I don't know where. (CT2)

The statement above indicates that the participant does not know the difference between learners with barriers and learners from child-headed households and the management of their behaviour. The response of a participant shows ignorance regarding these learners.

It is the role of the School Development Team (SDT) or remedial issues not me because I am still studying it. (CT5)

One participant added that

No, I am new in this school. (CT1)

All participants indicated in their responses that they are not aware of these learners and their management of their behaviour. When a teacher refers the researcher to another person, that reflects that the class teacher does not know her/his role regarding these learners and is not his/her responsibility.

4.19.3 Lack of departmental support

Class teachers indicated that there is no clear and precise action played by the ECDBE in supporting schools. One respondent has been briefed to say no support from the ECDBE. Even those participants who indicated that there is support from social workers, it is for social grants and uniform to all the needy learners in the school.

Yes, they have been taken for social grant and uniform. (CT5)

It has been proven that participants do not know how to manage the behaviour of learners from child-headed families. They were not able to answer the question that says: What kind of support does your school receive from the ECDBE regarding learners from child-headed families?

4.19.4 Inadequate policies on management of learners from child-headed families

All participants have pointed out that they do not have any policy regarding disciplining learners from child-headed families.

No, we have policies for both learners that are normal and learners with barriers to learning. (CT5)

Majority of participants in their responses revealed that there are no policies provided by the school or department. Out of five respondents, only one admitted the availability of the policies.

No I have heard. (CT 1)

No. (CT2)

No specific policy. (CT3)

No. (CT4)

The preceding responses confirm that there are no policies to deal with discipline behaviour of learners from child-headed families. In all schools, class teachers have no knowledge of policies on management of discipline of learners from child-headed families.

4.20 Participant responses – Remedial teacher

In the study conducted, remedial teachers' responses related to sub-question three: **What are the challenges teachers do face in managing the discipline of learners from child-headed families?** Themes that emerged are: *principal empowerment, lack of school support, lack of departmental support and inadequate policies on management of discipline of learners from child-headed families.*

4.20.1 Principal empowerment

From the responses of the remedial teachers, it has emerged from all groups that the principal needs to be skilled on the approach to deal with the behaviour of learners. Almost all the participants suggested flexibility of principals' approach on behavioural modification, how to manage behavioural problems of learners and principals be friendly towards learners.

In my point of view, I believe that they need training on approach on behavioural modification as to understand why a certain member behave the manner she/he behaves. (RT1)

Participants suggested that a principal needs to be friendly, flexible and should be more of a parent than a principal or a teacher when dealing with learners' behavioural problems.

I think also principals need some workshops so that they know how to discipline learners because they discipline learners out of policy sometimes because of the heaviness of the issue. They should be trained on how to manage a learners' discipline who are using drugs and how to refer a child. (RT2)

From the response, it is clear that without training on how to manage the learners' behaviour, it is impossible to manage learners since they come from different environment with their multiple of problems which need a certain skill in management of discipline.

Principals need to be trained to be friendly to learners, flexible and caring. (RT5)

Though these learners are not treated differently from other learners, there is a need to change the approach when a teacher deals with learners from child-headed families. In their lives, these learners have a gap since there is a missing owing to passing away of parents. They need a person that can be a parent to them than a principal so that they can be free to express themselves and disclose their social problems from home.

4.20.2 Lack of school support

From the responses of the remedial teachers, out of five schools, only one school which is a full-service school that has been supported though even that one it is not on management of learners from child-headed families. All other participants in their responses clearly indicated that no support is received from the school.

Not yet, the Department of Education will always promise to come to school but never come. It's almost three years they never come. (RT2)

This response reflects that school and ECDBE do not support school. Some clearly indicated that they do not know much about support teams.

I don't know much but there are support teams in the school. (RT4)

This response revealed that there is poor support and knowledge regarding the management of learners from child-headed families. The participant accepted that he/she does not know much about support teams even at school.

4.20.3 Lack of departmental support

Participants have indicated that there is a poor support from the ECDBE regarding the management of discipline of learners from child-headed families. Out of five schools, only one school which is also a full-service school gets support from the ECDBE. Those schools that are not full-service school revealed that support is poor.

Their support is very poor, they come and say do this and this and never come and no fast and quick follow up. (RT2)

The response above agrees with other participants that support is poor or lacking from the ECDBE.

What I know, will ask the school to identify those learners but there is nothing done by the Department. (RT3)

It is pointed out that departmental support is poor. A participant indicated that they are requested to identify learners with barriers to learning but nothing is done by the ECDBE. The reality is that learners from child-headed families are not supported by the ECDBE and the discipline of learners from child-headed families is not managed at all.

4.20.4 Inadequate policies on management of learners from child-headed families

Out of five schools, only one participant confirmed that they have a policy taken from document called SEAS. The school that has the policy is a full-service school. All other schools have no policy in their school which deals with managing the discipline of behavioural problems of learners from child-headed families.

I don't remember. (RT3)

Some said no and indicated that *No, but there is a committee. (RT5)*

The preceding responses indicated that the ECDBE support is lacking regarding the management of learners from child-headed families.

4.21 Participant response – School Based Support Team

School Based Support Team participants' responses in relation to sub-question three: **What are the challenges teachers do face in managing the discipline of learners from child-headed families?**, themes emerged as follows: *Principal empowerment, lack of school support, lack of departmental support and inadequate policies in managing the discipline of learners from child-headed families.*

4.21.1 Principal empowerment

All the SBST members' responses indicated that there is a need for principals to be empowerment with skills on how to manage the discipline of learners from child-headed households.

Principal should be trained on skills on how to approach and work together with parents and learners, how to manage the learners' behaviour (SBST1).

The participant response indicated that principals need to be empowerment in management of learners especially those from child-headed families. One of the participants added that

I think also principal should be trained on how to discipline learners because sometimes they are to be trained on how to refer a child with a behavioural problem and whom to contact. (SBST2)

From response above, it has been indicated that the principal act out of policy guidelines regarding management of discipline of learners both with parents and those that come from child-headed households. The approach used to address learners' behaviour needs to be gentle and respectful without humiliating a learner.

Principal must be somebody who is accommodative creating conducive environment for learners to be free to talk. (SBST3)

The participants suggest that a principal must be accommodative to learners in order to win their trust regarding management of discipline. Some participants from their experience suggest that adjustment and friendliness of the principal make learners to talk about their problems openly without fear.

There is a need for adjustment and training of principals to be more parents than a principals, be friendly. (SBST5).

Participants indicated that in their responses, the principal needs to be good in communication and approach to win the behaviour of learners from child-headed families and general.

4.21.2 Lack of school support

All SBST members indicated in their responses that they did not attend any workshop regarding management of discipline behaviour of learners. The participants gave different responses.

Not yet, Department promise to come but never come (SBST2).

Though response answers a question regarding the ECDBE where as a question was about support from school, this indicates that there is a lack of support both from school and Department.

No, but about safety not about child-headed families. (SBST4)

One participant responded in manner that reveals a lack of knowledge regarding the idea of child-headed households.

No, but there is support team that deals with such issues. (SBST5)

From the responses from the participants, it has revealed that SBST members do not know exactly their role and are expecting somebody to do the support. The idea of

children from child-headed families is far from their knowledge and somebody has to do it.

4.21.3 Lack of departmental support

In the study conducted, the participants shown different responses. However, the indication has been that there is poor support from the ECDBE in schools.

Support is very poor. They just come and say do that do that, we identify learners they never come back to assist us based on those learners the school identified.
(SBST2)

The statement clearly indicates that the department is not consistent in the work of support. They do not have structured programme of work because almost from all the participants when it comes to this question of the departmental support, all the participants in their responses indicated the lack or poor support from the ECDBE regarding assistance. They come once in a school and instructed the teachers to identify learners with barriers to learning and never come back with feedback and no referral programme.

Not exactly, but social workers (SBST5).

Even this response does not include ECDBE support but participants made mention of social workers which is a sister Department. The department that should take responsibility is the ECDBE than other departments; other departments are supporters of the ECDBE.

4.21.4 Inadequate policies on management of learners from child-headed families

All the participants have indicated clearly that there are no policies whatever in their schools to deal with the management of discipline behaviour of learners from child-headed households. This reveals that there is a need to draft policies regarding the

management of behaviour of learners. All the participants regarding the above-mentioned theme said “No”.

4.21.5 Summary of all participants

In the study conducted, the responses were made to research sub-question three in relationship to: **What are the challenges teachers do face in managing the discipline of learners from child-headed families?** Themes that emerged are *principal empowerment, lack of school support, lack of departmental support and inadequate policies on management of discipline of learners from child-headed families.*

Participants agreed that there is a need to empower principals in schools regarding management of discipline of learners. Furthermore, participants pointed out in different groups that principals’ approach to learners from child-headed families and learners in general. They further said that principals need to be friendly, flexible, caring and be more of a parent than a principal. Participants’ responses revealed that, in some cases, they take initiative of supporting learners from child-headed families from their pockets, buying uniform and shoes and give them money. There is neither proper coordination nor structured body to support learners in our schools. In matters related to ECDBE, participants pointed out that there is poor support from the department. Some participants indicated that nothing has been done by the department even when they come and visit schools; they never come back with feedback. Even learners that were identified never come back to attend as what to be done. The participants further complained about the inconsistency of the ECDBE regarding learners from child-headed families. Moreover, the participants argued that the ECDBE never conducts training regarding learners from child-headed families, except one full-service school where they dealt with learners with barriers to learning only. Regarding inadequate policies on management of discipline of learners, all the participants agreed that there are no policies which deal with children from child-headed families. This statement gives a signal that there is a need for policies regarding the management of discipline behaviour of learners from child-headed households.

4.22 Participant responses – Principal

The participants' responses to sub-question four: **How do teachers address the challenges they experience in discipline of learners from child-headed families?**

The following themes emerged namely: *managing behavioural problems of learners from child-headed families, teacher capacitation and support and missing link in the family.*

4.22.1 *Managing behavioural problems of learners from child-headed families*

The participants have pointed that there is a need for principals to be capacitate with skills that should acquire to manage the behavioural problems of learners from child-headed families. Among the skills that are needed, according to participants, are counselling skills whereby a teacher can deal with children's' behaviour holistically than prejudice.

If there is a way of training in counselling and approach can be one of the skills to be employed in dealing with learners. Skills to talk to learners are very important and detention is not effective in schools. In our system corporal punishment was abolished and alternative corrective measures were used. (SP5)

The participants have indicated that approach is the key when a teacher wants to be effectively managing behaviour of learners from child-headed families.

One on one is the key, it happens sometimes a learner misbehaves unintentionally and the teacher should deal with the matter holistically. (SP2)

In the preceding response, the attitude of a teacher may create favourable condition for a teacher in managing the behaviour of a learner in school. It has appeared several times from participant responses that punishment must be the last resort in managing learners' behaviour. They suggest that a person-to-person engagement in trying to find the root cause of misbehaving. They further advise that teachers need to be friendly to learners.

4.22.2 *Teacher capacitation and support*

All the participants indicated a need for teachers to be empowered and supported in managing the discipline of learners. They further suggested that good approach in engaging learners is important; communication skills is one of the skills needed.

The approach is important and the approach to these learners as a way of narrowing the gap and able to express themselves. Teachers should be trained in communication matters in order to manage the discipline of learners. (SP2)

This response confirms that a good approach in dealing with learners' behaviour from child-headed families is important. Participants indicated that being friendly to learners is one of the tactics that a teacher can use in managing the discipline of learners.

I think since corporal punishment was abolished teachers when they with discipline issues must be use other disciplinary measures to manage discipline in school. To be friendly to learners helps to manage the discipline of learners because they do not look at you as a stranger. (SP4)

According to participants, creating friendship and positive attitude to learners from child-headed families can positively shape the behaviour of children. Participants also suggested that teachers should have counselling skills to assist learners from child-headed families and even teachers in general in a school.

4.22.3 Missing link in the family

During the interviews with the participants, it has been noted from the response that learners from child-headed families in their lives there is a gap or a missing link where there has been broken. The interconnectedness of the family structure in a family where there is no parent owing to death causes a gap and a missing link. The passing away of parents leaves children in secured and vulnerable because no adult is looking after them. Their needs are not taken care because they are children from child-headed families.

Yes, of cause learners from child-headed families, people might say, they are given special treatment, but it is not the case, but the missing link is the issue, of loss of parent, which is a gap to that need to be bridged by the institution as we know that we are with these learners for many hours, we should give warmth that they are missing. Teachers must mind their language, not calling learners by names. (SP1)

The statement above clearly indicated that learners from child-headed families need to be treated with caution that there is a gap in their life because in the family milieu they lost parents which disconnected children from parents while they were still young and end up misbehaving owing to psychosocial problems at home.

No, we are not treating them differently, we treat them like other kids but once we know that, particular child is coming from child-headed family that empowers teachers to play more role and intervene by assisting the learners. (SP5)

Skills empowerment on how to communicate and manage the discipline of learners is an ideal plan, filling the gap in the lives of children from child-headed families. There is a need to train teachers on approach and communication skills in dealing with orphan children in schools being conscious of the fact that they are vulnerable since they have no parent or guardian to guide and encourage in life.

4.23 Participant responses – Departmental Heads (DHs)

With regards to participant responses to sub-question four: **How do teachers address the challenges they experience in discipline of learners from child-headed families?** The following themes emerged: *managing behavioural problems of learners from child-headed families, teacher capacitation and support and teacher missing link in the family.*

4.23.1 Managing behavioural problems of learners from child-headed families

The majority of participants DH pointed out that management of behavioural problem of learners from child-headed families needed more efforts.

An approach to a child is that a teacher takes a child aside and tries to check the matter that leads to misbehaving. (DH3)

This approach of taking a child aside develops trust and friendship as well as positive attitude towards a teacher by a learner. It also creates environment to be conducive or favourable for a learner to be open about his/ her situation. Even in the previous participants, this response has been common in managing the behaviour of a child from

child-headed families. Other participants revealed that some teachers act carelessly and provoke a child to misbehave.

The communication skills are important because sometimes we found that it is the teacher who acted carelessly and finding ourselves addressing a teacher privately. Teachers need training on how to approach learners and how to manage the behaviour of learners and communicate with the parents, further more in dealing with learners who come from child-headed families. (DH2)

From the statement participants revealed that if teachers do not have good approach regarding these learners they may cause learners to misbehave. They stressed the need for communication skills to manage learners' behaviour. Some participants proposed a team to deal with the management of learners' discipline.

There should be a special team to be trained to deal with the learners, teacher is everything and must have a skill to be special teachers to solve cases, turn the school to be small court in order to solve those problems. (DH4)

In a nutshell, the participants suggested that there is a need reskill teachers in order to manage the behaviour of learners from child-headed families.

4.23.2 Teacher capacitation and support

Regarding the capacitation and support of teachers in relation to behaviour of learners from child-headed families, teachers need skills which will assist teachers in dealing with the behaviour of learners. Some of the teachers deal with learners in a different way of approach and attitude which plays a crucial role. Many participants indicated that teachers sometimes lose temper in dealing with these learners. All participants agree that there is a need for teachers to be trained in communication skills and approach. One participant indicated that some teachers handle the learners' case carelessly. In some instances, other teachers have to talk to other teachers to correct them in the manner of approach because they lack the skill to manage the behaviour of learners.

4.23.3 Missing link in the family

The DH participants responses mentioned that learners from child-headed families misbehave owing to depression to overload and stressed of being adults while they are still children. They cannot be able to handle their family affairs and this affects the behaviour of a child.

Their behaviour is due to the load at home whereby they prepare for the young ones before they come to school. We noticed that girls move around as people who are lacking father figures for love, sometimes even boys. We normally call the social workers to intervene. (DH2)

A family works as a system which must be connected. Death of a parent breaks the interconnectedness of the family and in the life of a child there is a gap. Therefore, teachers at school should be aware of those children and know that they are at school. It is imperative for a teacher to have some skills and expertise on how to deal with those learners at school closing the gap in the life of a child.

These learners are so responsible and we should make them to be closer to us. As teachers we take care of them so that at school they may feel they are having parents. (DH4)

Normally, teachers act as *loco parentis* to learners at school. That philosophy of a teacher as a *loco parentis* reveals that a teacher acts in the place of a parent in the life of a child at school. The gap and the missing link in the family hinder and hamper the life of a child which inevitably leads to misbehaving. When there is no adult in the life of a child that opens chances of misbehaving because nobody is giving guidance to a child and no person encourages good behaviour and discourage the bad behaviour because it is the role of a parent or adult. At school, when dealing with the management of learners' behaviour of learners from child-headed families, a teacher must be mindful and conscious about it.

4.24 Participant responses – Grade 6 class teacher

From class teacher participants' responses to sub-question four: **How do teachers address the challenges they experience in discipline of learners from child-headed families?** The following themes emerged *managing behavioural problems of learners from child-headed families, teacher capacitation and support and teacher missing link in the family.*

4.24.1 Managing behavioural problems of learners from child-headed families

All the class teachers indicated that there is a need for training all teachers in managing the behavioural problems of learners from child-headed families. Teachers need to change their mind-set to know that times are changing and life is changing. The policies of the ECDBE and the laws of the country have changed and continue to change and everybody needs to change.

I think during our time switch was the source of discipline but now due to democracy, it is no more and use of switch it's no more. Disciplinary measure is getting skills to be calm, welcoming when dealing with learners and change is needed. (CT3)

Previously, this phenomenon of child-headed family is new and teachers are not aware of this family structure because before such children were the responsibility of the extended family. Nowadays that tradition is no longer applicable. Therefore, teachers in schools need to be trained regarding management of learners' behaviour.

4.24.2 Teacher capacitation and support

Participants revealed that capacitation and support regarding management of discipline of learners from child-headed families is a priority. All participants agree on workshops, training and seminars to equip teachers on how to handle discipline of learners.

There are no disciplinary workshops on how to manage the discipline of learners, learners now are ridiculous, and we need to get training on how to manage the discipline of learners since corporal punishment was abolished. (CT5)

Teachers make a call for training regarding learners. Previously, participants indicated that teachers have not been trained in managing the discipline of learners.

The important discipline teachers have is to be respectful and responding to learners' needs. (CT1)

The response reveal that teachers should be trained even to support these learners as respondents mentioned learners' needs. Teachers need to be trained in all aspects that affect the life of a child including behavioural problems of learners.

Training in discipline will be helpful because teachers are used in their ways; we need a training to manage those behaviours. (CT4)

This indicate that learners' discipline need to be managed by a team using skills that he/she acquired during training on how to manage the discipline behaviour of a child who comes from child-headed families.

4.24.3 Missing link in the family

All the participants are aware of the difficulties and training and trauma learners from child-headed families experience. They indicate that these learners, their behaviour in unbecoming owing to overload they have at home of parenting their siblings owing to losing their parents.

Yes, I think so they are treated differently because of the suffering they have encountered. They are sensitive because the work they are doing is not of their age, the work they do is over their age limit, that is why they are treated differently. (CT1)

The statement above revealed that participants are conscious of the situation these learners come from and what they are facing. The absence of their parents in their lives creates a big gap. The interconnectedness of the family is broken and there is a link that is missing owing to loss of parents. This leads a child to misbehave not intentionally but owing to the circumstances a child live in. Hence, it is important for teachers to be trained on how to deal and manage the discipline of learners from child-headed families.

Yes, they are treated differently, where there are no parents, discipline will not be the same. His behaviour is not good because of background, comes to school hungry and need to talk to the granny. (CT5)

This statement pointed out that learners from child-headed families are vulnerable and need to be dealt with in a more conscious way, minding the gap they have in life of losing a parent which breaks the system milieu.

4.25 Participant responses – Remedial teacher

From participant responses to sub-question four: **How do teachers address the challenges they experience in disciplining of learners from child-headed families?** the following themes emerged, namely: *managing behavioural problems of learners from child-headed families, teacher capacitation and support and missing link in the family.*

4.25.1 Managing behavioural problems of learners from child-headed families

All the participants have different methods or approaches regarding managing behavioural problems of learners from child-headed families which are being influenced by the school in which a person is working at. The manner in which every teacher decides to use the experience of the school she/he is working as a frame of reference. However, all participants make efforts to manage the behaviour of learners from child-headed families.

Normally, we talk first with a learner, if does not listen we talk to the school management team and the co-ordinator forward the case if there is a need. (RT4)

The participants in approach she deals first with a child to establish the cause of misbehaving before any step can be taken. One participant emphasised one-on-one approach creating environment favourable for disclosure of the learners' social problems.

Approach the child aside politely, maybe she /he will be open and talk and ventilate what problem is and at the end as teacher you win a child. (RT5)

This response reveals that the approach to manage the behavioural problem of a child is crucial. A teacher approaches a learner first aside and polite creating environment to be favourable for a child to disclose and express himself/herself.

Respect for a child is important, learner's privacy be treated with conscious. (RT5)

As the participants indicated, approach is important in dealing with the behavioural problems of learners. It is also important for a teacher to be mindful of the approach as it is one of the techniques that can influence learner's behaviour.

4.25.2 Teacher capacitation and support

As other participants have indicated the importance of empowerment of teachers regarding management of behavioural problems of learners. It is also crucial for teachers to be trained to support learners from child-headed families as they have different needs.

According to my experience, teachers need those workshops and training on skills on how to handle a child with behavioural problems. (RT4)

This statement indicates that there is a need for teachers to be trained on skills of managing the challenges they encounter in the discipline of learners. Some participants in their responses indicated that;

If teachers can be given advice to handle or trained on how to handle learners with problems or help the learners, it would assist us. (RT3)

To the participants, it has been clear that they see a need for training teachers to empower them on how to address the challenges they experience in discipline of learners.

4.25.3 Missing link in the family

Participants agreed that learners from child-headed families have a gap in their lives owing to the death of their parents.

Since they are coming from different homes, some are good some misbehaving because they have not been prepared at home due to absence of parents. (RT4)

This response confirms that the absence of parents in their lives creates a gap and missing link where the interconnectedness of the family is broken. This creates an opportunity for children to imitate other people regarding behaviour because they do not have a mentor or guardian in their lives.

Yes, I suspect such behaviour might be the lack of parental guidance that is my experience. (RT1)

The participant indicates that in the family there is a need of an adult to give guidance to the young ones. In the case of child-headed household, nobody gives guidance and that opens chances of misbehaving which is accompanied by aggressiveness, frustration, stress and anger owing to overload. It is ECDBE's responsibility and the school to initiate training programmes to address the challenges the teachers experience in discipline of learners from child-headed families.

4.26 Participant responses – School Based Support Team

From responses of participants responses to sub-question four, **How do teachers address the challenges they experience in discipline of learners from child-headed families?**, the following themes emerged from the participant responses and are: *managing behavioural problems of learners from child-headed families, teacher capacitation and support and the missing link in the family.*

4.26.1 Managing behavioural problems of learners from child-headed from child-headed families

In the previous responses from the participants, they indicated that approach to learners regarding management of behavioural problems of learners from child-headed families is the ideal idea.

I approach a child aside and a child will talk to you, and she behave the manner she or he is because of the background. (SBST5)

Participants indicated that the manner a teacher approaches a learner has rewarding result. Participants stated that it is advisable that as a teacher be friendly and calm when dealing with learners regarding their behavioural problems.

Call a learner and try to find the cause and looking even to his or her background to establish the cause of indiscipline, (SBST3)

In many cases where teachers have good relationship with learners, the few chances of misbehaving from learners in general even those come from child-headed households.

4.26.2 Teacher capacitation and support

Every participant has an idea that in order for teachers to be able to address the behavioural problems of learners from child-headed families, there is a need for training to empower teachers.

Teachers should be trained on skills to manage discipline of learners from child-headed families or how to handle them when they misbehave because government abolished corporal punishment which children were afraid of which it made them to behave well. (SBST1)

From the statement made above it has been indicated that learners' behaviour from child-headed families need to be trained and equipped with skills to manage learners' behaviour.

4.26.3 Missing link in the family

Participants' responses regarding missing link in children coming from child-headed families emerged. Teachers revealed that these learners are facing challenges in their families as they are without adults or guardians.

They need to be treated differently because of the load in mind from home of being and adult, taking care of young ones at home. (SBST5)

In all the group participants ranging from principals, HoDs, class teachers, remedial teachers and SBST agreed that learners from child-headed families need to be treated with caution since they are without parents. In their lives there is a missing link and a gap created by the death of their parents. The family structure of these learners is broken and no adequate interrelatedness and interconnectedness of children with their environment since there are no parents. Teachers indicated that learners have a load in their minds

which cause them to misbehave owing to taking care of siblings; becoming adults though are still children. Participants agreed that these learners are depressed hence there is a reflection of anger, stress, violence, frustration due to the absence of parents.

4.27 Summary of all participants

In responses to research sub-question four; all the participants, related to: how do teachers address the challenges they experience in discipline of learners from child-headed families? There were themes that emerged during interviews from participants, namely, managing behavioural problems of learners from child-headed families, teacher capacitation and support and missing link in the family. Regarding theme, managing behavioural problems of learners from child-headed families participants indicated that approach to learners and good communication skills can be the advantage in managing the behavioural problems of learners from child-headed families. Training of teachers on skills on how to manage the behavioural problems of learners from child-headed families can be an ideal solution. Capacitation and support of teachers is essential in order for teachers to be effectively managing the discipline. They indicated that some teachers act carelessly towards learners because they are not empowered in dealing with learners from child-headed families. Pertaining the themes, missing link in the family, participants indicated that the absence of parents in the lives of children creates a chance of misbehaving among children. Moreover, the presence of a parent or guardian in the life of a child closes a gap in the life of a child and creates interrelatedness and interconnectedness in the family life system. Absence of a parent in the life of a child opens a gap and there is a missing link in the family which exposes a child to behavioural problems since nobody provides parental guidance. A parent or a guardian is a person who provides safety and security in life of a child and is responsible for the socialisation of a child who will discourage bad behaviour and encourage good behaviour. In case of child-headed households, parental guidance is not possible; hence, teachers in the school have to be capacitated on how to manage the discipline of learners and close the missing link in the family.

CHAPTER FIVE: DISUSSION OF RESEARCH FINDINGS

5.1 Introduction

The main objective of the research was to explore the experiences of teachers in managing the discipline of learners from child-headed families in five primary schools in the Eastern Cape Province in South Africa. The main research question was formulated as follows: What are the experiences of teachers in managing the discipline of learners from child-headed families in secondary schools in the OR Tambo Coastal District in Eastern Cape Province? Chapter one, outlined a brief overview to the research question and orientation to the study specifying the research objectives. In chapter two, the review of the literature in relation to child-headed families was discussed in the study. In chapter three, the research design and the proposed methodology was outlined. In chapter four of the research, the data were presented, thematically analysed and the interpretation of results. In this chapter five, the main findings are discussed and aligned with the existing literature and Bronfenbrenner and Ceci, (1994) on ecology system theory. In the chapter, recommendations and conclusions drawn from the study are presented.

In the next section the findings emerged from the experiences of teachers from five primary schools regarding the management of discipline of learners from child-headed families are discussed and the main objectives for conducting this study were;

- To explore the perceptions of teachers regarding the causes of indiscipline of learners from child-headed families.
- To understand how teachers manage the behaviour of learners from child-headed families.
- To understand the challenges teachers face in managing the discipline of learners from child-headed families.
- To explore how teachers address the challenges they experience in managing the discipline of learners from child-headed families.

The main research question of the study has been attempted to be addressed by sub-questions of the research which are as follows:

- What are the perceptions of teachers regarding the causes of the indiscipline of learners from child-headed families?
- How do teachers manage the behaviour of learners from child-headed families?
- What are the challenges teachers do face in managing the discipline of learners from child-headed families?
- How do teachers address the challenges they experience in discipline of learners from child-headed families?

5.2 Discussion

5.2.1 *Behaviour of learners in general*

Learners in general have discipline behavioural problems in schools which in some cases makes it impossible for teaching and learning to be effective. Teachers experienced challenges in dealing with the management of discipline of learners. In the research conducted in South Africa by Mohlakwana (2013), in the findings, it was discovered that learners from child-headed families, at school tend to reflect behavioural problems such as disruptive behaviour and violence. This has been made difficult by the changes in the DBE policies and the Constitution of the country after the introduction of the democratic government. The South African Schools Act (1996) says: (1) Nobody may use corporal punishment at a school to a learner or student. It means the traditional way of approach using corporal punishment to discipline learners is no longer applicable and is even prohibited by the law of the country. Hence there is a need for new ways and approach to the management of discipline of learners from child-headed families since they are psychologically traumatised by the absence of their parents due to various reasons. In addition, Dalen (2009) conducted research in Uganda concur with Simurosa and Rosemary (2004) who also conducted study in Zimbabwe and both discovered that in their findings, the death of parents causes stigma in a child which develops anti-social behaviour.

5.2.2 *Absenteeism*

According to the study findings, absenteeism is cited as one of the challenges encountered by teachers regarding learners from child-headed families in the OR Tambo

Coastal District in Eastern Cape. The findings in relation to the high rate of absenteeism among these learners is because they stay alone at home. Furthermore, their home responsibilities led to absenteeism since sometimes they have to look after their siblings. Findings from the participants are in line with the research conducted in Zvishane in Zimbabwe by Mpofu and Chimhenga (2016) who found that there is high levels of absenteeism among learners from child-headed families. In 2020, there has been a national disaster of COVID-19 pandemic which affected the whole world. In the few selected schools for research, registers were not properly marked by teachers since schools were closed for four months owing to lockdown and in other schools there were interruptions in the due course.

5.2.3 *Late coming*

Late coming has been identified by all the groups of participants as a challenge since they take care of their siblings before they go to school; prepare food for them. Hence Ndziyane and Alpaslan (2012) assert that learners from these family settings are overloaded with parental responsibilities of siblings, trying to close a gap of parents. These research findings are in line with the findings with the participants' responses who discovered that learners from child-headed families come late at school because they prepare first for their siblings before they go to school and that leads to lateness. In addition, Kurebwe and Kurebwe (2014) also agree with Ndziyane and Alpaslan (2012) and findings of this study confirming that children are responsible for their siblings after death of their parents.

5.2.4 *Lack of parental guidance*

Many of these learners in child-headed families live in difficult situations since there is no one to give them parental guidance. Lack of guidance needs to be considered by teachers when they deal with these learners since there is a need for one to guide them, encourage and supervise them at home. In addition, Garbarino and Gladding (2007) in Gubwe and Gubwe and Mango (2015) argue that some learners from child-headed families have a problem of discipline since they lack parental supervision and guidance at home. These learners experience stress, depression, frustration, anger, tiredness, aggression and

other behavioural problem owing to difficult life they live of being adult while they are young, taking full responsibly of the family. Furthermore, in a study conducted in Masvingo District in Zimbabwe, Simuforosa and Rosemary (2014) discovered that children who grow without biological parents happen to be indiscipline. Hence, the study recommends the role of a teacher as in loco parentis, who act as parent in case of a child from child-headed family.

5.2.5 *Poor academic performance*

Learners from child-headed families mostly perform badly in academic work because they do not have enough chance to do their work. These learners fall asleep in class during lessons because they do not have enough sleep since they come from school tired and expected to prepare for the siblings something to eat before they go to bed. The participants also indicated that learner academic performance is affected by heavy load of work a child has at home of taking care of the siblings, providing food and responsible for the welfare of the siblings in the families. The responses of the participants affirm what the study by Godfrey and Wonder (2015) discovered in Beatrice Resettlement Area in Zimbabwe in their research, the performance of learners from child-headed families in school work is hindered by child-labour and exploitation..

5.2.6 *Handling discipline of learners from child-headed families*

Handling the misconduct of learners is a big challenge for teachers as it needs skills to deal with the management of their behaviour. Proper and good communication with learners is of the advantage for a teacher to be effective in the class or a school. Van Breda (2010) concurs with the findings of this study that these learners are emotionally distressed psychologically and emotionally traumatised, therefore to deal with them, their integrity must be respected and cherished as well. Gubwe and Gubwe (2014) also concur with Van Breda (2010) that children from child-headed families are emotionally and socially distressed in their lives. Good and correct channels of communication with discipline of learners is essential as well as administrative procedures regarding handling of discipline behaviour, need to be followed and it starts with a teacher as the manager of his/her class.

5.2.7 Role of the principal

The role of the principal generally takes a centre stage in the management of the discipline of learners in the school. The principal as an accounting officer and overseer of the institution is responsible for the management of discipline of learners and the learners from child-headed families. In the discipline of a learner, the principal has an administrative responsibility of inviting parents or the guardian of a learner if there is a need for a case to be resolved fairly. However, all the participants in their responses highlighted a need to capacitate principals regarding the management of learners from child-headed families. Hence, Mohlakwana (2013) argues that there is a need for training programmes to develop teachers on how to manage the vulnerability of children in schools, learners who are depressed, hopeless and grieved may be managed and redirected towards positive behaviour. That needs a principal to know his/her role and know what kind of learners he/she is leading. This means there is a need for the implementation of in-service trainings and seminars for principals and teachers with required skills in managing the discipline of learners from child-headed households.

5.2.8 Role of the Departmental(DH)

Regarding the management of discipline of learners from child-headed families, participants revealed that some of our management teams need training on how to manage these learners. Hence, Marongwe (2016) recommended that higher learning institutions should develop modules to equip teachers with necessary skills on how to manage discipline of learners from child-headed households. The DH is the head, leader and the co-ordinator of the phase in the school who works as a link between class teacher and the principal in the management of discipline of learners and the learners from child-headed families. Any matter or case in the phase is reported to the DH in the phase who will report to the principal. In highlighting the above, DH is also responsible for administrative work like supervision of curriculum, attendance registers as well as other tasks. This study requires of all the DHs that though they know their normal role routine but must be mindful of learners from child-headed families and the atrocities they encounter at home. Hence, Simuforosa and Wiseman (2016) remind us that the child-

headed family is a global matter which needs a holistic approach from the teachers when dealing with the discipline of the learners from child-headed families.

5.2.9 Role of the class teacher

Class teachers indicated that they are aware of their roles. However, they were more concerned about the management of the discipline of learners from child-headed families. A class teacher is the manager of his/her class including management of discipline of learners in the class and the learners from child-headed families. Everything in the class revolves around the class teacher who is the accounting person in her/his class and a manager of his/her class. Furthermore, a class teacher is responsible for the drafting of the class rules which will be applicable to every learner in the class in the management of the discipline of learners. As mentioned in the previous findings, this is a new family structure. It is crucial for every person in the teaching profession among his/her role be conscious of this family as Marongwe et al. (2016) argue that this family is increasing and teachers should know that learners are coming from different families and be managed in a more holistic manner. In the study, it has been discovered that educators have not been adequately trained to manage learners from child-headed families. Hence there is a call for need for skills on management of discipline of learners.

5.2.10 Principal empowerment

The participants' responses regarding the empowerment of principals revealed that principals need training regarding the management of discipline of learners from child-headed families. Hence, Mashologu (2016) in a study conducted in South Africa, affirmed what participants in the study said that teachers were not trained to deal with learners from child-headed families resulting in some mishandling those learners. Therefore, principals need to be trained on how to deal with the behaviour of learners and manage the discipline of learners from child-headed families. This finding concurs with those of Marongwe (2016) who discovered that teachers are frustrated and irritated by lack of experience in managing and teaching children from child-headed households raised without parent or guardian. A child-headed family structure is new in the teaching profession since before extended families use to take full responsibility of the children

who lost their parents. There is a need for principals to be capacitated and made aware of these learners and use skills and approach that will assist in the management of the behaviour of learners from child-headed families. In addition, principals need to be friendly, flexible and caring regarding the management of learners from child-headed families since they live in difficult conditions at home. Those conditions negatively affect learners' behaviour from child-headed families.

5.2.11 Lack of school support

There is poor support of teachers regarding the management of discipline of learners from child-headed families. It is evident that there is no training of teachers regarding the management of discipline of learners and the learners from child-headed families. The majority of the teachers in schools have never been trained on the management of the discipline of learners from child-headed families. Out of five schools, only one school which was a full-service school (FSS) under pilot programme has been trained regarding learners with barriers to learning, but not regarding the management of learners from child-headed families. This statement agrees with the literature review where Mhlakwana (2013) argues that it appears as if teachers are not provided with adequate support in their profession to effectively manage discipline of learners from child-headed families. Moreover, a need of support for teachers with necessary skills to manage learner behaviour is essential especially from the ECDBE.

Many schools indicated that they did not receive support from the ECDBE. Furthermore, the ECDBE did not train schools except one full-service school (FSS) which was on pilot project and another one which is also a full-service school (FSS) did not receive training or support from the department. Many schools indicated that the ECDBE is not doing enough to support schools since they come once in a school in three years and never come back for feedback or support. All the schools indicated that they were never trained or have a workshop on the management of discipline of learners from child-headed families. From the literature study, some researchers indicated that there is lack of support from the ECDBE officials as Mamotshane (2016) agrees with the participants by saying there is a limited role played by the ECDBE in the district in guiding teachers on how to manage the behaviour of learners from child-headed families.

5.2.12 *Inadequate policies on management*

Almost all the schools indicated that they never saw a policy regarding the management of behaviour of learners from child-headed families. It had been revealed that there was neither training nor workshop regarding the management of discipline behaviour of learners from child-headed families. The findings of this study resonate with those of Kurebwe and Kurebwe (2014) who recommended the introduction of policies related to alternative care for children from child-headed families. There is a need for the policy which can be used by all schools irrespective of the category the school is, be mainstream school or full-service school. Furthermore, teachers need a policy which will serve as a guide on how manage the behaviour of learners from child-headed families as they have been problematised by schools.

5.2.13 *Managing behavioural problems of learners from child-headed families*

The findings revealed that we mishandle the behavioural problems of learners from the child-headed families. Marongwe (2016) further explains that teachers are not adequately trained to manage behaviour of learners from child-headed families, which increases the chances of mishandling the learners. Lack of training frustrate teachers and end up becoming harsh and treat them unfairly. Handling the behavioural problems of learners from child-headed families requires a variety of skills. Counselling skills are needed in managing the behaviour of learners. In addition, a teacher needs to deal with a child in a holistic manner whereby good attitude, friendliness and flexibility can enhance the management of discipline of learners from child-headed families. Furthermore, one-on-one approach can be of the advantage, where a teacher will deal with a learner aside of other learners and classmates to develop trust and openness for a learner to disclose her/his social problems.

5.2.14 *Teacher capacitation and support*

The study findings highlighted a need to equip teachers with skills to manage the behaviour of learners from child-headed families. Teachers need training skills on how to manage the discipline of learners in general and the learners from child-headed families. Furthermore, a skill on how to approach learners with behavioural problems, which

includes communication, is essential. Mohlakwana (2013) notes that there should be training programmes to develop teachers skills to manage the behaviour of the vulnerable children. Marongwe (2016) added that institutions of higher learning should develop modules to equip teachers with skills to manage learners from child-headed families. In many cases, disciplinary committees end up dealing with a teacher who acted carelessly in handling the behaviour of a learner and learners from child-headed families. In a nutshell, the approach of the teacher plays a very important role in the manner she/he manages or handles the discipline of a learner.

5.2.15 *Missing link in the family*

The findings indicated that children from child-headed families in their lives have psychological gaps which needs to be amended by a teacher which is also a parent to a learner at school. Learners from child-headed families face a psychological trauma because they lost their parents and other learners are rejected by their parents. Bronfenbrenner (2004), one of the theorists on ecology system, discovered that the missing link noted by participants that socialisation of a child depends on the environment surrounding a child characterised by interrelationship and relationship which is affected by the death of parents. Therefore, teachers in managing the behaviour of a child should be conscious of a broken system in the life of a child and that creates chances of indiscipline in a child. Hence it is important for teachers to be trained on skills to manage behaviour of learners from child-headed families. In the lives of learners from child-headed families, there is a gap and a missing link. Nkomo (2006) concurs with Bronfenbrenner (2004) regarding a broken system when revealing that child-headed children are exposed to antisocial behaviour since the system is broken. Hence, there is a need for change in approach from teachers when managing the discipline of learners from child-headed households. The broken relationships, interconnectedness with the family expose children into risk and feel unsafe and insecure. It means no one is taking care of their needs and no shoulder to cry on since no adult cares about them. The child welfare system is broken and a child is stressed. According to Bronfenbrenner and Ceci (1994) in ecology system theory, there is no fulfilment of children's needs since there is a broken interaction with the immediate environment of a child by the death of parents. In

conclusion, the healthy parent-child relationship is broken and that result in misbehaving of a child owing to psychological trauma a child is going through.

5.3 Recommendations

School principals should formulate policies which will deal with the management of the discipline of learners from child-headed families. Principals and school management team should be friendly, flexible, caring and practise pastoral care in dealing with learners from child-headed families. Principal and school management team need to organise a psychologist within the ECDBE or outside from Department of Social Development who will regularly visit the school every term during the year for support in the management of the discipline of learners from child-headed families. Formation or strengthening of the structures which deal with the welfare of learners from child-headed families. HoDs should support teachers regarding the management of learners from child-headed families in the collection and update of the statistics of learners from child-headed families from class teachers on monthly basis. Training of teachers and class teachers in the management of behaviour and support of teachers regarding learners from child-headed families is urgently needed. HoDs should supervise attendance registers regularly to be able to make a follow-up regarding attendance of learners from child-headed families. Class teachers should be kind, loving, emotional supporting and caring to learners from child-headed families. It is teachers responsible to do counselling to learners from child-headed families and learners in general with similar situations. Class teachers should mark registers regularly and properly to monitor their school attendance and academic performance of learners from child-headed families. Teachers should be polite and respect the privacy of learners and learners from child-headed families.

Remedial teachers should do screening of learners on a quarterly basis. They should have the statistics of learners from child-headed families for the whole school. They should conduct counselling sessions with learners from child-headed families. Remedial teachers should arrange visit to the homes of the learners from child-headed families quarterly. They should conduct trainings within the school on how to manage and handle the discipline of learners from child-headed families. They should look at the welfare of learners from child-headed families. In consultation with the principal they should arrange

and facilitate constant visit of social workers and the section of schools special needs for learners' referrals. SBSTs should give learners from child-headed families love, emotional support as well as warmth, strengthen the identification processes and screening work of learners from child-headed families and learners with barriers to learning. SBSTs should do everything in more respectful manner using one on one approach.

The ECDBE should have well-structured and comprehensive programme for management of discipline behaviour as well as counselling in schools for learners from child-headed families. It is suggested that ECDBE should employ professional counsellors per school for professional counselling of learners from child-headed families in the schools. Moreover, the ECDBE should train teachers to do counselling and guidance to learners from child-headed families and have proper support programme and training of teachers in skills in schools on how to deal with the behaviour of learners from child-headed families and learners in general. Visiting of schools by the ECDBE should be done on quarterly basis with the provision of the feedback from the department regarding the schools.

5.4 Conclusion

This research was undertaken to investigate the experiences of teachers in managing the behaviour of learners from child-headed families in primary schools of the OR Tambo Coastal District in the Eastern Cape in South Africa. The researcher was more concerned about the interpretation of experiences of teachers that do face in managing learners' behaviour as well as the challenges teachers do face and how do they address them. The study revealed that teachers have challenges in dealing with the behaviour of learners from child-headed families owing to various factors including lack of skills to deal with learners from child-headed families since in the school situation this phenomenon or family structure is new. Hence, Mthiyane (2015) explains that this can be managed by introduction of psycho-educational programmes to address the behavioural challenges of learners from child-headed families. In the society, a child who lost parents through death were taken care of by the extended family which is an outdated.

The study indicated that learners from child-headed families owing to psychological trauma reflect various behavioural problems including aggressiveness, anger, frustration, stress, depression and violent behaviour. In addition, at school, some they perform badly owing to absenteeism, lack of parental guidance, poor performance, late coming to school and use of drugs and other anti-social behaviour. The findings revealed that these learners from child-headed families do not misbehave intentionally but owing to psychological trauma in their lives of living in difficult situation after death of both parents. Bronfenbrenner and Ceci (1994) revealed that the healthy parent-child relationship according the systems theory that interrelationship is broken, the parental alliance and relationship is broken owing to the death of a parent and that leads to misbehaving of a child from child-headed households.

It is recommended therefore in the school environment that teachers regarding learners from child-headed families should act as parents forming strong co-parenting alliance because of disconnection and the isolation from day to day experiences. Hence Maphalala and Ganga (2014) recommended the designing of psycho-educational programmes like seminars and workshops capacitating teachers with skills and strategies in managing the discipline of learners from child-headed families. During the study, it has been revealed by the participants in their responses that teachers in managing the discipline of learners from child-headed families love, friendliness, flexibility, polite, and positive attitude regarding these learners is needed. Hence, teachers pointed out that using one-on-one approach develops trust between the teacher and the learners from child-headed families. The respondents indicated that these learners have a tendency to hide themselves at school during the identification of learners with barriers to learning and learners from child-headed families.

5.5 Recommendations for further research

The main purpose of the study was to explore the perceptions of teachers regarding the management of the discipline of learners from child-headed families in the OR Tambo District in the Eastern Cape. Owing to the number of few selected schools in the district, the discipline of learners from child-headed families can be examined and extended to other districts and provinces since it has been conducted in one district and four circuits.

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APPENDIX A



STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4691/4773 • Fax: +27 (0)86 742 4942 • Website: www.ecdoe.gov.za

Enquiries: B Pamla

Email: babalwa.pamla@ecdoe.gov.za

Date: 30 September 2019

Mr. Eric Mpolase

Tombo Administrative Area

Port St Johns

5120

Dear Mr. Mpolase

**PERMISSION TO UNDERTAKE A MASTERS STUDY: EXPERIENCES OF TEACHERS IN
MANAGING DISCIPLINE OF LEARNERS FROM CHILD-HEADED FAMILIES APPLICATION TO
CONDUCT RESEARCH**

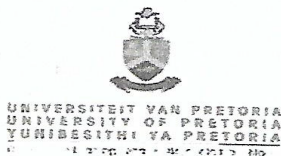
1. Your application to conduct the above mentioned research involving 5 educators in 5 Schools and 5 support staff in the jurisdiction of OR Tambo Coastal District in the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. you will make all necessary arrangement concerning your research;
 - c. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - d. all ethical considerations are adhered to;
 - e. you seek parents' consent for minors;
 - f. it is not going to interrupt educators' time and task;
 - g. the research may not be conducted during official contact time, including school breaks, but an arrangement to do research at the school after school hours may be arranged and agreed upon in writing with the Principal and the affected teacher/s;
 - h. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;



- i. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;
 - j. your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - k. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - l. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - m. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - n. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - o. you comply with your ethical undertaking (commitment form)
 - p. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation
2. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 3. The Department will publish the completed Research on its website.
 4. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nelisa.kanjana@ecdoe.gov.za should you need any assistance.


NY KANJANA
DIRECTOR: STRATEGIC PLANNING POLICY AND RESEARCH
FOR SUPERINTENDENT-GENERAL: EDUCATION

APPENDIX B



The Principal
Department of Basic Education
OR Tambo Coastal District
Eastern Cape
18 May 2019

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

My name is Eric Thandisizwe Mpolase, a Masters student at the University of Pretoria, Faculty of Education, in the Department of Education Management and Policy Studies. The research I wish to conduct for my Master's thesis is titled "Experiences of teachers in managing discipline of learners from child-headed families". The purpose of my study is to investigate the experiences of teachers in managing the discipline of learners from child-headed families.

Semi-structured interviews will be conducted after school hours so that there will be no disruption of teaching and learning time or the daily management of the school. Participation in this study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences to them. All participants will be given letters of informed consent which will explain the nature, the purpose and the objectives of the study. The letter will also include the title of the study as well as details of the researcher. Confidentiality of all participant responses will be guaranteed as no

3

identifiable information will be disclosed in the research report or transcripts. There are no known risks to participants resulting from their participation in the study. To minimise any risk that may arise, one on one interview will be conducted.

The project will be conducted under the supervision of Dr NI Jaca and the co-supervisor of Dr Marishane (University of Pretoria). I hereby seek your permission to approach the educators in your schools to ask for participant consent.

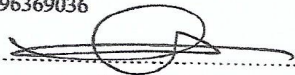
Upon completion of the study, I undertake to provide the school with information about the availability of the research report. If you require any further information, please do not hesitate to contact me on Cell: 0721491771 & Email empolase12@gmail.com or the supervisor Dr NI Jaca nosipho.jaca@up.ac.za.

Thank you for your time and consideration in this matter.

Yours sincerely

Eric Thandisizwe Mpolase

Student number 96369036

Signature:.....

Supervisor's Signature:.....

APPENDIX C



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

INVITATION AND INFORMED CONSENT TO PARTICIPATE IN RESEARCH PROJECT

Dear Participant

You are cordially invited to participate in research for my Master's Degree titled "Experiences of teachers in managing discipline of learners from child-headed families". The purpose of my study is to investigate the experiences of teachers in managing the discipline of learners from child-headed families.

Semi-structured interviews will be conducted after school hours so that there will be no disruption of teaching and learning time or the daily management of the school. Your participation in this study is voluntary and confidential. You will not be asked to reveal any information that will allow your identity to be established, unless you are willing to be contacted for individual follow up interviews if they are necessary. Should you declare yourself willing to participate in an individual interview, confidentiality will be guaranteed and you may decide to withdraw at any stage should you not wish to continue with an interview.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from this research project at any time. Participation in this phase of the study does not obligate you to participate in follow-up interviews, your participation is still voluntary and you may withdraw at any time. Furthermore, confidentiality will be guaranteed.

The research will be conducted in English. However, I shall provide a translator if participants feel more comfortable communicating in another language. If you have any questions about this research


project, please contact Eric Thandisizwe Mpolase at Cell: 0721491771 & Email empolase12@gmail.com or the supervisor Dr NI Jaca nosipho.jaca@up.ac.za.

Thank you for your time and consideration in this matter.

Yours sincerely

Eric Thandisizwe Mpolase

Student number 96369036

Signature: 

Supervisor's Signature: 

CONSENT: I have read the information on this page and I understand that I am not waiving any of my legal rights by signing this form.

OFFICE OF THE DISTRICT DIRECTOR
S. M. COASTAL DISTRICT
Name: 
Signature:  02/09/2019
DEPARTMENT OF EDUCATION
EASTERN CAPE PROVINCE

APPENDIX D



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Expanding Horizons • Teaching Adults • Inkqubocho Fes Ekhuleni

Principal

A. Biographical

1. How long have you been a school principal?
2. How long have you been a principal at this school?
3. Were you a teacher before you become a principal? (if yes, what subjects did you teach?)
4. What is your experience being a principal at this school?

B. About the school

5. How many teachers do you have in the school?
6. How many learners do you have in the school?
7. How many learners are there in each grade?
8. How many of the learners in the school come from child-headed households?

C. Behaviour of learners

9. How would you describe the learners' behaviour in your school?
10. Have you noticed a difference in the behaviour from learners who come from child-headed households?
11. If yes, please explain (elaborate) what the differences are?

D. Discipline

12. If there are discipline issues with learners, how are these handled?
13. What is your role in disciplining learners?
14. What is the role of the HOD in handling discipline?

15. How do you expect teachers to manage discipline in the classroom?
16. Do you think learners from child-headed household with behavioural problems are treated differentially, please explain?

E. Training

17. What kind of skills do you think principals should have or be trained in to manage discipline in schools?
18. What kind of skills do you think teachers should have or be trained in to manage discipline in schools?
19. What training does the school provide teachers with to deal with discipline?
20. If none, what stops you from offering training to the teachers?
21. Have you attended any kind of workshop or seminar on dealing with discipline?
If yes,
Describe what the training covered and how it helped you with your role as a principal in the school?
Did the training include anything on dealing with discipline issues from learners in child-headed families? Explain
22. Does the school provide training on how to support learners from child-headed households? Explain

F. Policy issues

23. Do you know of any policies that deal with disciplining learners from child-headed families? Explain
24. What kind of support does your school receive from the Department of Education regarding these learners?
25. Is there anything that you want to say regarding the management of discipline of learners from child-headed households?

Thank you for your time.



Teacher/Support team Transcript

A. Biographical

1. How long have you been in the profession?
2. How long have you been teaching at this school?
3. What is your experience in the teaching profession at this school?

B. Background

4. How many learners do you have in the class that you teach?
5. What are the ages of the learners in your class?
6. How many are the boys? How many are girls?
7. How many learners are from child-headed households?

C. Behaviour of learners

8. How would you describe the learners' behaviour in your class?
9. Have you noticed a difference in the behaviour from learners who come from child-headed households?
10. If yes, please explain (elaborate) what the differences are?

D. Discipline

11. If there are discipline issues with learners how are these handled?
12. What is your role in disciplining learners?
13. What is the role of the HOD is in handling discipline?
14. Explain what the role of the principal is in handling discipline?

15. Do you think learners from child-headed household with behavioural problems are treated differentially, please explain?

E. Training

16. What kind of skills do you think teachers should have or be trained in to manage discipline in schools?
17. What kind of skills do you think principals should have or be trained in to manage discipline in schools?
18. What training does the school provide teachers with to deal with discipline?
19. If none, do you think it is important to receive training on how to deal with discipline? Why?
20. Have you attended any kind of workshop or seminar on dealing with discipline? If yes, Describe what the training covered and how it helped you with your role as a teacher in the school? Did the training include anything on dealing with discipline issues from learners in child-headed families? Explain
21. Does the school provide training on how to support learners from child-headed households? Explain

F. Policy issues

22. Do you know of any policies to deal with disciplining learners from child-headed families? Explain
23. What kind of support does your school receive from the Department of Education regarding these learners?
24. Is there anything that you want to say regarding the management of discipline of learners from child-headed households?

Thank you for your time

APPENDIX E

RESEARCH SUB-QUESTIONS	THEMES
1. What are perceptions of teachers regarding the causes of discipline behaviour of learners from child-headed families?	<ul style="list-style-type: none"> ✓ Behaviour of learners in general ✓ Late coming ✓ Lack of parental guidance
SUB-QUESTIONS	THEMES
2. How do teachers manage the behaviour of learners from child-headed families?	<ul style="list-style-type: none"> ✓ Handling discipline of learners from child-headed families. ✓ Role of the principal ✓ Role of the HOD ✓ Role of the class teacher
SUB-QUESTIONS	THEMES
3. What are challenges teachers do face in managing the discipline of learners from child-headed families?	<ul style="list-style-type: none"> ✓ Principal empowerment ✓ Lack of school support ✓ Lack of Departmental support ✓ Adequate policies on management of child-headed families.
SUB-QUESTION	THEMES
4. How do teachers address the challenges they experience in discipline of learners from child-headed families?	<ul style="list-style-type: none"> ✓ Managing behavioural problems of learners from child-headed families. ✓ Capacitation and support ✓ Missing link