ROLE OF SCHOOL MANAGEMENT TEAMS IN MAINTAINING LEARNER DISCIPLINE IN KING CETSHWAYO DISTRICT USING INTEGRATED MANAGEMENT APPROACH

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Article Info	Abstract
	This study explored the role of School Management Teams (SMTs) in using an integrated management approach to maintain learner discipline in King Cetshwayo District. A qualitative research method was employed in this study while data were collected data six SMT members by using semi-structured interview schedules. The participants were selected through a purposive sampling technique from schools in King Cetshwayo District. The collected data were analysed by following a thematic approach. The findings revealed significant challenges faced by School Management Teams (SMTs), indicating a lack of adequate training in handling disciplinary issues. Additionally, schools struggling with insufficient resources, such as counsellors and materials, found it difficult to implement effective disciplinary measures. Collaborative decision-making emerged as a key strategy within the Integrated Management Approach (IMA) for maintaining learner discipline in schools in the King Cetshwayo District. Based on the findings, regular team meetings were recommended for discussing and refining discipline policies grounded on comprehensive data insights. This can foster a collaborative and inclusive school environment.

INTRODUCTION

The United Nations' Sustainable Development Goals (SDGs) call on educational leaders in member states to ensure their education systems meet societal needs effectively. This

is because management and leadership play crucial roles in the smooth functioning of schools. Key responsibilities of school leaders include creating secure, disciplined, and encouraging learning environments. School Management Teams (SMTs) have historically been recognized as primary forces behind school success and effectiveness (Myende, 2020). Consequently, Chikoko (2018) suggests that leaders must assess how the context affects the school and exercise leadership that strengthens the school's capacity to perform despite contextual challenges.

It can be learned from Mpuangnan et al., (2021) that the principal's leadership is a key component in determining a school's success or failure. School principals are supported by School Management Teams (SMTs) for the successful execution of their roles. This highlights the significant role of SMTs in ensuring resilience and success in schools. However, it is increasingly recognized that SMTs have often relied on traditional policies, such as rigid adherence to rules of conduct and punitive measures like out-of-school suspension. This approach has exacerbated disparities based on race, gender, class, and sexual orientation in maintaining discipline in schools (Belle, 2018).

The traditional approach used by SMTs has highlighted the challenges they face in fulfilling their responsibilities. Despite these challenges, a few of them have demonstrated an understanding of their role in addressing discipline in schools (Khanyile & Mpuangnan, 2023). While SMTs have demonstrated success in roles such as facilitating curriculum implementation (Mosala et al., 2019) and enforcing policies (Mosoge & Mataboge, 2021), the specific strategies employed by SMTs to maintain learner discipline in King Cetshwayo have not been extensively examined in the literature. Consequently, there is a pressing need to enhance learner discipline in the King Cetshwayo District of South Africa.

RESEARCH QUESTIONS

1. What challenges do Management Teams (SMTs) face in maintaining learners' discipline in schools in King Cetshwayo District?
2. How can SMTs maintain learner discipline in schools in King Cetshwayo District using an integrated management approach (IMA)?

LITERATURE REVIEW

The concept of integrated management approach refers to the collaboration of key performers who are responsible for the supervision of school programmes like ensuring that learners uphold positive discipline in a school. These performers could include the SGB, the parents, the school principal and top management, educators, prefects, and the

learners (Bagama, 2000). Therefore, an integrated management approach is possible where there is the involvement of the whole school's personnel, students, and parents to work collaboratively to articulate policies and develop preventive strategies to address the issue of discipline in schools and work towards their shared objective (Botha, 2015). It is imperative to understand that in the context of an integrated management approach, leadership is not basically what a school principal or any other individual or group of leaders knows and does. Rather, it is about the actions engaged in by leaders, in interaction with others, in particular contexts around specific tasks (Spillane, Halverson, & Diamond, 2015). Ibhukun, Oyewole and Abe (2011) suggest that SMTs are regarded as the main agents in maintaining good discipline. Thus, an SMT member in South Africa has the day-to-day responsibility of professional and operational management of the school (DoE, 2002) and, therefore, is expected to pave the way as a leader so that subordinates can follow.

The SMTs are expected to focus on democratic educational leadership that improves learning; one path towards this is an integrated management approach. The Minister of Education, Angie Motshekga (2010), on the importance of the role of leadership and management in schools indicated that schools face a variety of challenges of which ill-discipline is one. Leaders must participate in programmes that permit them to meet the challenges of the 21st century (Mncube et al., 2010). Many challenges that they face can only be combatted if they work with other stakeholders in the school as a team. The battle of indiscipline cannot be fought by an SMT alone; their victory rests on a collaborative effort with the SGB, educators, and learners in their tug-of-war. It is therefore important for the SMTs to create for the school a shared vision, and to ensure that they facilitate individual and group efforts in accomplishing such a vision, irrespective of the location of the school. Van der Merwe (2011) claims that it is the responsibility of the SMTs to articulate structures within their schools and inspire teamwork, but this should begin with the SMT itself. Furthermore, Madondo (2016) suggests that school leadership necessitates the distribution of power among SMT members and post-level 1 teachers. This has been echoed by Grant and Singh (2009) when suggesting that any educator has the potential to lead, even if they are not in managerial positions at school. In this regard, educators have a huge role to play in ensuring discipline in schools.

Educators are regarded by the South African Council for Educators (SACE) as professionals; they are responsible for managing discipline in schools. The code of professional ethics emphasises that educators need to be disciplined to be able to manage learner discipline. Furthermore, Hunter (2004) and Jones and Jones (1998) suggest that learners learn a great deal through imitation, so it is vital for every educator to be a good role model as learners will mirror their behaviour. Badenhorst and Scheepers (1995) aver that a role model generally lives in such a manner that his or her way is worthy of imitation in both lifestyle and the underlying value system. Educators should therefore instil acceptable morals in all learners by giving guidance and cautioning them against wrong activities. However, educators cannot work alone – they need parents to support the promotion of sound discipline, and take responsibility for their children's behaviour

(Friedman, 1998). Lenman (1992) asserts that many authorities suggest that learners should be permitted to take part in the formulation of classroom rules. In so doing, the educators display self-assurance and confidence in their learners. Having realised the importance of including learners in disciplinary matters, it is the responsibility of an educator to ensure the feasibility of the rules formulated. Schools should therefore adopt a firm approach to correct indiscipline and advance the expansion of self-discipline in all learners. There is therefore a need for schools' codes of conduct to which all stakeholders involved in teaching and learning should adhere.

The stakeholders involved in teaching and learning, who are learners, parents, and educators, should be aware of the consequences of misconduct that disturbs teaching and learning (Lekalakala, 2007). This implies that the SGB has the responsibility to establish a Code of Conduct, sanctions, or punishment for the transgression of rules. Therefore, a well-organised school must be branded by decent discipline, a culture that is favourable to teaching and learning, professional behaviour by educators, respectable management practices and governance, and a complete absence of crime and misbehaviour (Mthiyane, 2013). In the South African context, and as part of the transformational procedure, the South African Schools Act indicates that all public schools in South Africa should have constitutionally voted SGBs encompassing parents, learners (in secondary schools), non-educator staff, and the principal of the school (Clarke, 2009). These members of the governing body are democratically elected, parents form the main component, and the Chairperson is a parent. The SGB is expected to perform its roles by developing school policies which include learner safety and discipline (Joubert & Prinsloo, 2009); maintaining quality education for learners; promoting the best interests of the school, and policies regarding the determination of school fees (Mncube, 2007). However, as the SGB has the role of constructing the school Code of Conduct the definite execution of the Code is left with the principal, the SMT, and educators, who are at the school daily. Hence, the SGB must support the principal, educators, and staff members of the school in the performance of their professional functions by providing a Code of Conduct to ensure good discipline.

Ndamane (2008) suggests that discipline in schools should be the responsibility of everyone (all stakeholders). Not only the SMT, SGB, and educators but parents should also be involved. Parents are obliged by law to partake in school activities. They have the capacity and the right to govern what is in the best educational interest of their children. Schools, for example, are tasked with addressing the challenges encountered when collaborating with external stakeholders, particularly parents (Bhengu & Myende, 2016). However, effective school principals understand the importance of community power structures and upholding positive relations with parents. Schools should develop with parents a written plan that includes shared responsibility for high performance and make the plan available to parents of participating children to assist schools in maintaining good discipline. Furthermore, schools should convene a parents' meeting annually to inform them of the school's plan. This formal power of parents to partner with the schools is provided by Section 8 of the Schools Act. Therefore, parents need not

be silent partners but are expected to be meaningful partners in school governance (Singh, Mbokodi, & Matsila, 2004). In this regard, parents need to be empowered to be fully and actively involved in the education of their children. For schools to be fruitful all individuals should be called on to assist in shaping future policies and practices. The shared contributions of all individuals will be far greater than any single individual's effort. The idea of shared contributions is supported by the South African Schools Act which mandates that secondary school learners who are members of the RCL should be part of school governance through participation in the SGB. It mandated all the public state schools in SA to have democratically elected school governing bodies made up of teachers, non-teaching staff, parents, and learners'', and made it compulsory for every secondary school to have an RCL, democratically elected by learners at the school. Learner representatives as members of the SGB are expected to execute their functions, of which discipline is one.

The educational dispensation is becoming increasingly accountable to the public, and learners are expected to play a huge role as they constitute a major stakeholder group. This mechanism of learner involvement in school governance is employed globally as a form of democratising education (Mncube, 2005). In South Africa before 1994, the apartheid government excluded the mainstream of the inhabitants from equally participating in education, as in everything else, and it used education to mingle young people into the status *quo* of inequalities through conformity to authoritarian structures (Harber & Trafford, 1999). After 1994 the democratic South African government saw a need to address the turmoil of apartheid by involving learners to ensure equality in education. There is still an outcry from other SGB members as some of them feel that learners are immature and thus unable to make sound decisions (Mncube, 2001). Mncube (2008) asserts that learner involvement in educational discussions will lead to improved functioning of the school and the promotion of democratic values which are emphasised in an integrated management approach. Therefore, if learners' representatives are treated fairly by the members of the SGB and educators they will understand their responsibility to ensure discipline in the school. This suggests that there is a need for SMTs and those they lead such as learners, parents, SGB members, elected officials, businesses, agencies, and all other stakeholders to be inspired and encouraged to roll up their sleeves and offer an assisting hand to address accomplishment gaps and deficiencies in the maintenance of good discipline (Jazzar & Algozzine, 2007).

METHODOLOGY

Research method

This study employed a qualitative method. This method allowed the researchers to gain a comprehensive understanding of the participant's experiences and perceptions (Seaman, 2008) through interactions with various stakeholders, including school management

teams, teachers, and learners. The data that were collected through this method were rich, detailed, and crucial for providing practical solutions that are necessary to the unique needs and challenges of the schools in this area.

Research Design

The design of this study is phenomenology. This design focuses on understanding the lived experiences and perceptions of the participants (Wang, 2015). Through this design, the researchers got the opportunity to explore how SMTs experienced and interpreted their discipline strategies, capturing the essence and meaning of their practices. This is in line with the assertion Wang (2015 that phenomenological research can reveal the underlying beliefs, attitudes, and values that influence their approach to discipline.

Setting and Participants

This study was conducted in King Cetshwayo District in South Africa. The population of the study include SMTs, school principals, teachers, parents, and learners. Therefore, six SMTs in the study setting were selected by using a purposive sampling technique. Purposive sampling is ideal for selecting SMTs because it allows researchers to deliberately choose participants who possess expertise and experience related to learner discipline. Also, considering SMTs across the district brought a variety of perspectives from different schools, which was a comprehensive view of the integrated management approaches used across the district.

Data Collection Method(s) and Analysis

To collect data for this study, a semi-structured interview schedule was employed to gather insights from SMTs on the challenges of maintaining learner discipline and their perspectives on using the Integrated Management Approach (IMA). To validate the instrument, it was reviewed by three experts in educational management. These experts assessed the content validity, grammar, and reliability of the instrument. Based on their feedback, the instrument was revised accordingly to ensure its accuracy and effectiveness.

Analysis

To collect data, a letter was sent to the King Cetshwayo District Director of Education requesting permission to conduct the study. Once permission was granted, participant consent was obtained. Participants were briefed on the study's purpose and assured that their responses would be used solely for research purposes. They were also given the opportunity to review the interview questions beforehand. Each interview lasted

approximately 45 minutes, and with the participant's consent, the sessions were recorded and later transcribed for analysis.

The data analysis followed a thematic approach. This also supports the inductive analysis approach adopted by Boru (2018). The steps involved in the thematic approach are presented below.

i. Data Coding: Initially, the collected data were meticulously categorized into broad sections, which could include words, sentences, paragraphs, or pages conveying conceptual understanding. Each segment of data was encoded with descriptive labels to facilitate organization and analysis.

ii. Determination of Themes: Subsequently, the coded data were systematically examined to identify recurring patterns and themes. Each category of code bundles was scrutinized, and themes were derived from these bundles, with each theme focusing on a general concept emerging from the data.

iii. Organizing and Describing Data According to Codes and Themes: The various categories of generated themes and codes were organized and presented coherently. This involved describing the themes and their respective codes in a manner that was understandable and reflective of the data.

iv. Interpretation of Findings: Finally, the identified themes and codes were interpreted and discussed by the researcher. This phase involved exploring the significance of the themes, and their implications, and drawing conclusions based on the interpreted findings.

FINDINGS AND DISCUSSION

Findings

During the data analysis process, two themes surfaced, each comprising two sub-themes. Here are the specifics of these themes along with their corresponding sub-themes:

1. Challenges facing SMTs in maintaining learner discipline at schools in King Cetshwayo District.
   a. Inadequate training for SMTs
   b. Resource constraints
2. The use of an integrated management approach (IMA) in maintaining learner discipline in the King Cetshwayo District.
   a. Collaborative Decision-Making
   b. Data-Driven Interventions

Theme 1: Challenges facing SMTs in maintaining learner discipline at schools in King   Cetshwayo District

Within this overarching theme, several emerged sub-themes represent significant challenges that School Management Teams (SMTs) encounter in maintaining learner discipline across schools in the King Cetshwayo District. The table provides a structured overview of these sub-themes, presenting participants' responses alongside them to offer valuable insights into the challenges faced.

Table 1.

Emerged sub-themes on the facing SMTs in maintaining learner discipline

Sub-themes	Respondents' Responses
Inadequate training for SMTs	SMT1: I often feel like am navigating disciplinary issues without proper training.
	SMT2: It's challenging when we are unsure about the best approaches to handle discipline effectively
	SMT3: We really need more ongoing professional development
	SMT4: Without adequate training, it's hard to implement the Integrated Management Approach smoothly
	SMT5: It's tough for those of us in schools with fewer resources to keep up
	SMT6: I believe more tailored workshops and mentorship would really benefit us
Resource constraints	SMT1: We often feel the strain of not having enough resources like counsellors and materials
	SMT2: Budget cuts have hit us hard, affecting our ability to provide essential support programs
	SMT3: Our facilities are ageing, and we are short-staffed, which makes it tough to create a positive learning environment
	SMT4: Schools with more resources can offer better support services
	SMT5: Investing in our classrooms would help us create more effective learning experiences
	SMT6: we are not always up to date on the best ways to handle discipline

It can be seen from Table 1 that the responses from the school management teams (SMT) members reveal a significant concern about their lack of adequate training in handling disciplinary issues. SMT1 mentioned feeling like they are navigating these issues without proper training, highlighting a sense of unpreparedness. Similarly, SMT2 noted the difficulty of being unsure about the best approaches to manage discipline effectively, pointing to a need for more structured guidance. Both SMT3 and SMT4 emphasized the importance of ongoing professional development and adequate training, which they believe is crucial for the smooth implementation of the Integrated Management Approach. SMT5 added that schools with fewer resources face additional challenges in keeping up with disciplinary demands. SMT6 suggested that more tailored workshops and mentorship programs would be highly beneficial, indicating a strong need for continuous and specific training interventions.

Resource constraints are another major sub-theme identified by the SMTs. SMT1 discussed the strain caused by a lack of essential resources such as counsellors and materials, which hampers their ability to support students effectively. SMT2 highlighted the impact of budget cuts, which have severely affected their capacity to provide necessary support programs. SMT3 brought up the issue of ageing facilities and being short-staffed, emphasizing the difficulty in maintaining a positive learning environment under such conditions. SMT4 noted the disparity between schools with varying levels of resources, with those having more resources able to offer better support services. SMT5 mentioned that investing in classrooms would significantly enhance the effectiveness of learning experiences. SMT6 acknowledged that they are not always up to date with the best disciplinary practices, further stressing the need for adequate resources to support ongoing training and the implementation of effective discipline strategies.

Theme 2: The use of integrated management approach (IMA) in maintaining learner discipline in the King Cetshwayo District

This theme entails the efforts of SMTs in using the Integrated Management Approach (IMA) to maintain learner discipline at schools. The strategies utilized under this approach to achieve their goal emerged as sub-themes which are detailed in Table 2.

Table 2.
Emerged sub-themes on using IMA in maintaining learner discipline

Sub-themes	Respondents' Responses
Collaborative Decision-Making	SMT1: It's important that everyone feels heard and that we're all working together to create a positive learning environment.
	SMT2: With IMA, we regularly gather as a team to discuss discipline policies and strategies
	SMT3: We bring together teachers, counsellors, and administrators to brainstorm solutions to discipline challenges
	SMT4: Through IMA, we engage stakeholders in shaping our rules and consequences
	SMT5: We make it a priority to keep parents informed and involved in the decision-making process
	SMT6: IMA allows us to blend different perspectives into cohesive strategies
Data-Driven Interventions	SMT1: We closely study disciplinary data to spot trends and patterns
	SMT2: Using IMA, we keep a close eye on student behaviour data
	SMT3: We analyze attendance records, grades, and behaviour logs to get a full picture of each student's needs
	SMT4: IMA encourages us to collaborate with teachers to track classroom behaviour trends
	SMT5: This feedback loop helps us refine our methods
	SMT6: Data is at the heart of our decision-making

Table 2 presents responses from the school management team (SMT) members highlighting the importance of collaborative decision-making in maintaining learner discipline through the Integrated Management Approach (IMA). SMT1 emphasized the need for everyone to feel heard and work together to create a positive learning environment. SMT2 highlighted that IMA promotes regular team meetings to discuss discipline policies and strategies, fostering a unified approach. According to SMT3, IMA brings together teachers, counsellors, and administrators to brainstorm solutions to discipline challenges, encouraging a collaborative atmosphere. SMT4 noted that IMA involves stakeholders in shaping rules and consequences, enhancing the relevance and acceptance of disciplinary measures. SMT5 stressed the importance of keeping parents informed and involved in the decision-making process, reinforcing the connection between home and school. SMT6 pointed out that IMA allows for the integration of different perspectives into cohesive strategies, ensuring a holistic approach to discipline. The use of data-driven interventions within the IMA framework is another key sub-theme identified by the SMTs. SMT1 mentioned that they closely study disciplinary data to identify trends and patterns, enabling targeted interventions. SMT2 highlighted the continuous monitoring of student behaviour data within IMA, ensuring responses are informed by real-time insights. SMT3 explained that analyzing attendance records, grades, and behaviour logs provides a comprehensive understanding of each student's needs, allowing for tailored support. SMT4 noted the collaboration with teachers to track classroom behaviour trends, facilitating early identification of issues. According to SMT5, this feedback loop helps refine methods, ensuring strategies remain effective and relevant. SMT6 concluded that data is central to their decision-making process, underscoring the critical role of evidence-based practices in maintaining learner discipline.

Discussion

This study sought to explore the role of school management teams in maintaining learner discipline in King Cetshwayo District using an integrated management approach. Data about challenges facing SMTs in maintaining learner discipline at schools in King Cetshwayo District reveal a lack of adequate training for SMTs on handling disciplinary issues. Many SMT members feel unprepared and uncertain about effective disciplinary approaches that could be employed to maintain learner discipline at schools. The data therefore highlight a strong need for more structured guidance and ongoing professional development for the SMTs. Schools with fewer resources struggle to meet disciplinary demands. Many such schools emphasized the necessity for regular workshops and mentorship programs to provide continuous and specific training interventions. This finding is in line with Mathebula and Runhare (2021) indicating that inadequate training is a major obstacle affecting effective discipline management. Mahaye (2023) expanded the discussion by highlighting not only the lack of training but also the complexities of navigating disciplinary policies within existing educational frameworks. Reyneke (2021) provided another perspective by revealing that inadequate training could lead to unlawful

disciplinary actions, resulting in potential legal and financial repercussions for educators and schools. The focus on legal accountability highlights the critical need for well-informed and well-trained SMTs to manage discipline without exposing themselves to legal risks. This suggests that disciplinary committees stressed the need for a comprehensive understanding and application of disciplinary policies, mirroring the sentiments from the King Cetshwayo District regarding the importance of professional development.

Another significant challenge facing SMTs in maintaining learner discipline at schools in King Cetshwayo District was resource constraints. The lack of essential resources such as counsellors and materials hampered their ability to maintain learner discipline effectively. This was largely due to budget cuts which negatively impacted their capacity to provide necessary support programs in this study area. Mncube and Ngema (2023) highlight the critical importance of distributing resources fairly to ensure all schools, regardless of location, have access to the necessary tools and support systems. Mncube et al. (2023) agree that limited resources have negative effects on school management while Smit (2022) noted that schools with more resources can offer better support services. Therefore, it can be established that resource disparities at schools in King Cetshwayo district can significantly impact the effectiveness of disciplinary measures and overall school management.

The data showed that collaborative decision-making was a major IMA strategy for maintaining learner discipline at schools in the King Cetshwayo District. This strategy focuses on creating a positive learning environment by ensuring that all stakeholders' voices are heard and included in the decision-making process. Padayachee (2021) supports the effectiveness of collaborative strategies for maintaining learner discipline. However, this finding contradicts Mulwa and Kalai (2020), who found no significant impact of class meetings for collaborative decision-making on student discipline. This suggests that involving the appropriate decision-makers can be challenging. Khanyile and Mpuangnan (2023) emphasize the difficulties SMTs face in balancing discipline while addressing multiple deprivations among learners. Therefore, regular team meetings with experts, such as teachers, counsellors, and administrators, are essential for discussing discipline policies and brainstorming solutions.

The use of data-driven interventions within the Integrated Management Approach (IMA) framework is a crucial strategy employed by School Management Teams (SMTs) for maintaining learner discipline. By closely studying disciplinary data to identify trends and patterns, SMTs can implement targeted interventions that address specific issues effectively. McIntosh et al. (2018) support this approach, noting that analyzing disciplinary data helps identify disparities and biases, allowing schools to address these issues proactively. Dodman et al. (2021) add that data should not only inform decisions but also challenge existing practices and biases. Continuous monitoring of student behaviour data ensures that responses are informed by real-time insights, enhancing the accuracy and timeliness of disciplinary actions. Cech et al. (2018) argue that schools must

invest in building data competence among staff to fully leverage the benefits of data-driven interventions. This resonates with the experiences of SMTs in the King Cetshwayo District, who rely heavily on data to inform their decisions. Additionally, collaboration with teachers to track classroom behaviour trends facilitates early identification of issues, creating a proactive rather than reactive approach.

RECOMMENDATIONS

Based on the study's findings above, these recommendations can be proposed to enhance disciplinary practices and overall school management. Firstly, it is crucial to provide professional development programs for SMT members to address their current lack of training in handling disciplinary issues effectively within the Integrated Management Approach (IMA). These initiatives should focus on equipping SMTs with the necessary skills and knowledge to manage disciplinary challenges confidently.

Secondly, addressing resource constraints, such as the shortage of essential personnel like counsellors and adequate materials, should be prioritized. Ensuring equitable resource allocation across schools is essential to support effective learner discipline management. Thirdly, promoting collaborative decision-making among SMTs, teachers, counsellors, and administrators is vital. Regular team meetings should be encouraged to discuss and refine discipline policies based on comprehensive data insights, fostering a collaborative and inclusive school environment.

Lastly, integrating robust data-driven interventions within the IMA framework is critical. This involves continuous monitoring of disciplinary data to identify trends and patterns, enabling proactive interventions and the continuous improvement of disciplinary strategies. Implementing these recommendations can significantly enhance the ability of schools in King Cetshwayo District to manage learner discipline effectively and create a supportive learning environment for all students.

CONCLUSION

The study aimed to investigate how School Management Teams (SMTs) in King Cetshwayo District maintain learner discipline through the Integrated Management Approach (IMA). Findings indicate significant challenges faced by SMTs, particularly inadequate training in handling disciplinary issues, leaving many members feeling unprepared and uncertain about effective strategies. This highlights a critical need for structured guidance and continuous professional development to enhance their capacity in discipline management. Moreover, enforcing disciplinary policies within educational

frameworks was identified as complex, with potential legal implications for schools, emphasizing the importance of well-informed decision-making to avoid legal risks.

Resource constraints emerged as another major obstacle affecting learner discipline maintenance in King Cetshwayo District. Schools lacking essential resources like counsellors and materials struggled to implement effective disciplinary measures due to budget cuts, impacting their ability to support students adequately. The detrimental effects of resource disparities on school management further underscore the need for fair resource distribution to ensure equitable access across all schools. Addressing these challenges through targeted interventions such as workshops and mentorship programs is crucial to bolster SMTs' capabilities and mitigate the impact of resource limitations on learner discipline.

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