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## ARTICLE TITLE

POLICY DEVELOPMENT FOR EFFECTIVE SCHOOL  
MANAGEMENT AMIDST DETERIORATING DISCIPLINE IN  
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AND STRATEGIES

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# POLICY DEVELOPMENT FOR EFFECTIVE SCHOOL MANAGEMENT AMIDST DETERIORATING DISCIPLINE IN SECONDARY SCHOOLS IN KWAZULU-NATAL: CHALLENGES AND STRATEGIES

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## ABSTRACT

The current increasing indiscipline in the secondary schools undermines the overall management of schools hence the importance of proper school management for the achievement of the set objectives is critical important(Daka, 2021). Another problem that has come to light is eroding discipline among students in KwaZulu-Natal, South Africa: the issues under the management of misbehaviour disrupt school administration and jeopardize the educational process. In this paper, I discuss the numerous multifaceted causes of the difficulties that current secondary schools encounter in establishing discipline. Through a review of literature, coupled with interviews with educational administrators personally encountered by the researcher, important areas of consideration, among which include the socio-economic conditions, poor school policies, and a bad influence from the community have been found to be among the important factors that contribute to the current disciplinary crisis.

The study employs Bronfenbrenner's Ecological Systems Theory as a framework to analyse the interconnected systems influencing school discipline, including the microsystem (family and school environments), mesosystem (interactions between school and community), exosystem (external policies and socio-economic conditions), and macrosystem (cultural and societal norms). The findings highlight the need for comprehensive and multi-faceted strategies to address these challenges effectively.

Some of the key suggestions include providing practical, effective and clear disciplinary measures to be taken, enhancing school community relations, and providing teachers with training and focusing on the socio-economic factors leading to indiscipline. The study also highlights the practical recommendation as ethical leadership and inclusion of the African philosophy, specifically Ubuntu, in developing the better-discipline school climate.

This study provides a valuable contribution to the literature on educational management in South and provides practical research that may be useful for policymakers, educators, and school administrators who want to improve school discipline and management. The strategies put forward present an opportunity for schools in KwaZulu-Natal to foster appropriate environment that would facilitate learning and ensure that learners gain improved education outcomes, and instil discipline insisting on accountability among llearners.

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## KEYWORDS

Policy development, School Management, Indiscipline, Leadership, Challenges and Strategies

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### **Introduction.**

Education is a fundamental pillar of societal development, playing a crucial role in not only imparting knowledge and skills but also in nurturing values and shaping the future of communities (Uzoagu & Oriji, 2022). In this respect, it remains an effective tool of change, defining the identity of individuals and their vision of the world. But the attainment of educational objectives is highly contingent on the existence of favourable learning conditions (Okpara, 2023).

This issue appears most relevant to the secondary schooling in KwaZulu-Natal, South Africa, where cases of students' disciplinary conducts have now dwindled. This deterioration in discipline threatens the overall effectiveness of school management and poses serious challenges to the educational progress within the region. There have been so many cases out of discipline that disrupt Educational process, which affects students or academic performance and even the health of lots of students or the teachers.

This research aims at examining the factors that have contributed to difficulties in achieving disciplining in secondary school in KwaZulu-Natal. The research therefore seeks to assess the factors that contribute to these difficulties and further to seek ways of finding appropriate procedures in formulation of policies that can improve school management and learning conditions. This research proposal will explore the various social, cultural, economic and historical dimensions involved as they produce the current state of discipline in such schools. Further, the function of school administrators who are the frontline in managing these challenges will seek a critical assessment.

### **Policy Development for Effective School Management Amidst Deteriorating Discipline in Secondary Schools in KwaZulu-Natal: Challenges and Strategies.**

The issue of deteriorating discipline in secondary schools in KwaZulu-Natal has become a significant concern for educators, policymakers, and communities alike. In the course of this literature review on the factors leading to this decline in discipline and its implications for school management, Consequently, punishment loses its efficacy and school administrators are incapable of ensuring an effective learning environment; this resulting in the need for the creation of sound and cultural policies to deal with these issues (Mekoa, 2020; Murungu, 2024).

There are several obstacles to maintaining discipline in second-level schools in KwaZulu-Natal, and one of the major ones is the absence of effective and specific rules and regulations appropriate to the area's socio-cultural realities. According to Daka (2021), with the absence of such policies, management finds it extremely difficult to manage schools and hence there is anarchy in learning. This gap in effective policy frameworks further compounds the challenges that school leaders go through finding it hard to be able to apply discipline consistently and fairly (Mahaye, 2022).

In addition, the prevailing socio-economic factors in KwaZulu-Natal make it difficult to address discipline issues in school settings. Problems like poverty, joblessness, and gang incidences in the community spill over into the schools, compounding discipline and management system challenges (Gcelu et al., 2020). These external pressures compounded challenges to maintaining discipline, understanding that it is critical for schools to address socio-economic factors in addition to traditional discipline methods (Qwabe et al., 2022). The recent COVID-19 pandemic revealed shortcomings in the management of schools as the changes in learning infrastructure exposed policy and structural limitations as well as weakened discipline (Masath et al., 2022).

Teacher-related issues are also imperative in the analysis of the escalated cases of indiscipline among the KwaZulu-Natal secondary school students. There is a current dearth of appropriately qualified and enthusiastic teachers in the region, which has a negative bearing on discipline implementation. Lack of proper support, professional development, and proper guidance significantly leaves teacher incapable of handling students' behaviour issues thus exacerbating discipline deterioration (Padayachee & Gcelu, 2022).

Cultural and linguistic diversity in KwaZulu-Natal adds another layer of complexity to the issue of discipline. Due to the multilingual nature of the region, there can be cases of language misunderstanding and barriers between the teachers and the learners which may cause disciplinary issues (Padayachee, 2021). Also, the absence of culturally sensitive policies that consider the multicultural nature of students can cause them to disengage and become rebellious, making it even more challenging to enforce discipline (Qwabe et al., 2022).

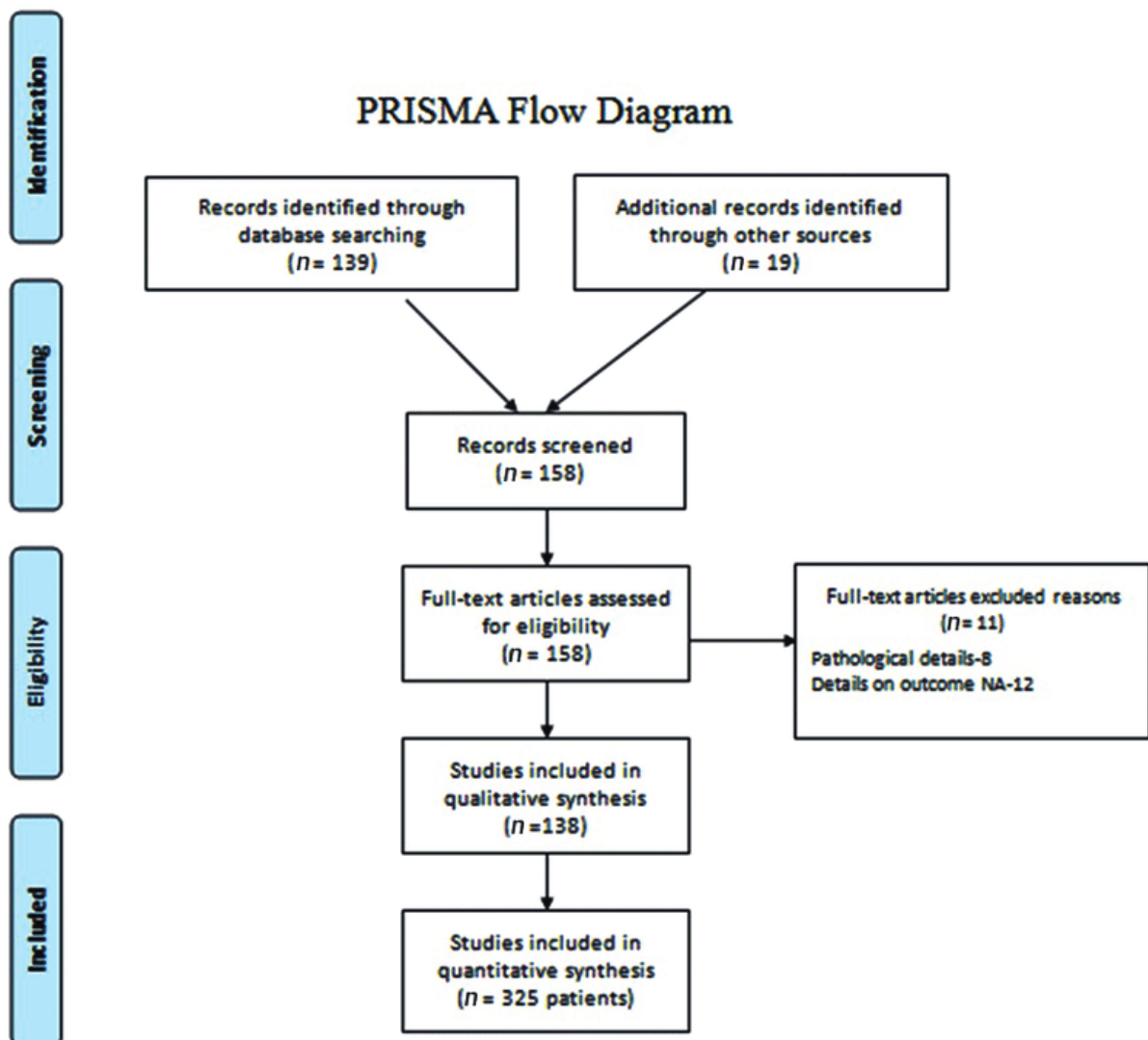
Solving these issues calls for the formulation of stringently implementable and pro- KwaZulu-Natal socio-cultural policies. It is crucial to implement policies that will enhance facilitators and learners' quality performance by embracing the socio-economic status of the society and promote learner and teacher accountability and respect (Daka, 2021). These remedies are crucial to reintroduce order and also to sustain discipline, all of which has further improved the school administration in KwaZulu Natal.

Loss of discipline impacts not only the learning process but also violates the rights of learners to receive quality education, as stipulated in the Constitution of South Africa, as well as the South African Schools Act of 1996 (Hunter & Morrell, 2021). These legal frameworks urge discipline to be upheld to allow teaching and learning to take place without interruptions (Matsebele, 2020). However, despite these provisions, surveys show that parents, teachers, and students are all involved in the process causing difficulty in enforcing discipline in school (Mahaye, 2022).

As educators who are delegated with the responsibilities to act in loco parentis, teachers play a fundamental role in enforcing discipline. Nonetheless, due to poor implementation of policies, their disciplinary power in classrooms and the overall management of schools is reduced and compounded by additional issues (Mnini, 2023). Policy formulation must therefore equip teachers with the necessary resources, capacity and guidance to exercise discipline in a coherent yet sensitive way as would be expected of schools in KwaZulu Natal region.

### Research Methodology.

This study employs a systematic literature review methodology, integrating the authors' lived experiences with the challenges of managing discipline in secondary schools in KwaZulu-Natal. The approach merges the methodological rigor of published systematic reviews with the experience of working as the P5 principal and 10 ten years at head office in the province of KwaZulu-Natal. Based on the PRISMA guidelines, the study conducts a systematic literature review of the articles published between 2018 and 2024, emphasizing policy development and school management in the context of declining discipline (Mathebula & Runare, 2021).



Beller et al. (2013) emphasize that systematic literature reviews are essential for synthesizing existing knowledge and identifying gaps that can be addressed through new policy initiatives.

In order to develop the search strategy, the following criteria was considered – school discipline, management of student behaviour and the socio-economic situation in KwaZulu Natal. In order to present a range of views and data, both peer-reviewed academic publications and grey literature were integrated into the analysis (Gul et al., 2021). Inclusion criteria were set to involve articles, reports, and policy papers that provide a direct focus on school management and discipline in KwaZulu-Natal, while exclusion criteria excluded articles that did not fit the research relevance and quality criteria (Lopez, 2021).

The data was collected purposefully and with focus on obtaining materials on policy as well as disciplinary sanctions and socio-economic characteristics of KwaZulu-Natal. The research used thematic synthesis to analyse literature and depict recurring concepts and structures that helped in establishing findings for this study (Teper et al., 2020). The authors' own experiences of practice were incorporated where possible, injecting useful suggestions and firsthand information into the analysis in a way that enriched the scope and credibility of the review beyond that which might have been accomplished by an academic or theoretical study alone. This was done to ensure that the outcomes of the study were indeed theoretically coherent and directly relevant to the issues experienced by school management in KwaZulu-Natal.

The systematic review was followed by an analysis of the major findings that led to the synthesis of recommendations on policy implications for developing better management approaches to deteriorating discipline in KwaZulu-Natal secondary schools. This was made possible by the integration of the authors' personal experiences, making the need for policies within the context of the province to be solution-oriented. Issues of ethical nature were considered carefully in the conduct of this study and in the presentation of the results.

### **Presentation and Discussion of Findings.**

The implications for practitioners arising from the present study are discussed in relation to the multifaceted nature of the factors that can hinder discipline in secondary schools in KwaZulu Natal, South Africa. These are obstructions to learning and impact a school's leadership and operations profoundly. The discussion is organized around several major topics, which focus on various aspects of the issue and possible approaches to the formation of effective policy and intervention.

#### **1. The Current State of Discipline in KwaZulu-Natal's Secondary Schools.**

The research findings show a lamentable appraisal of decreasing discipline among students in secondary school levels in South Africa. This degradation is evident in various ways, truancy, rudeness to the teachers, and violence in students, fights between students among others (SADTU, 2019). These occurrences have led to uncertainty and chaos, and the conventional roles of educators and students are often questioned and the entire academic climate polluted. The officials of teaching and learning, including teachers and school administrators, state that addressing disciplinary problems takes much time and energy; time that could otherwise be used on teaching and learning (Daka, 2022).

Such levels of discipline have resulted in poor performance as a direct cost of education in the region. Some schools with high matriculation pass rate have recorded slump, some to as low as half their previous value within 3-8 years (Sore, 2021). Link between disciplinary problems and achievement is clear, as students cease engaging in learning activities in disorganised setting. In addition, the disruption created by multiple disciplinary events decreases the overall time of teaching and learning that is an issue on its own (Nhambura, 2020).

The problems related to managing declining discipline standards have also affected the morale of the teachers. According to the findings of the present study, teachers in the region are frequently overwhelmed and lack adequate support resulting in high burnout rates (Mahaye & Ajani, 2023). This is made worse by the fact that there are limited professional development and support services for teachers. Thus, some teachers pretend to be sick and miss classes, while others decided to quit the job and abandon the underfunded schools in which they work (Chemutai et al., 2020).

#### **2. External Factors Influencing School Discipline.**

Findings of the study reveal that socio, economic factors such as community violence and other socio, economic issues negatively influence discipline in schools in KwaZulu Natal. Stakeholders also note that many students are from violent regions characterized by poverty and high unemployment rates (Gul et al., 2021). Such external pressures make students carry the agitation and behavioural patterns seen 'outside the classroom'



into the classroom. In schools with high incidences of gangs, students are in high risks of being involved in violent behaviours at school and even beyond the compound (Everald, 2023).

The socio-economic conditions in these communities contribute to the instability seen in schools. The student's unemployment and poverty levels influence their criminal activities because they seek ways to meet their needs (Mahaye, 2022). Besides, there is no parental monitoring because parents spend a lot of time at work or do not live with their children, making students vulnerable and lacking proper guidance and support apart from drug addiction (Jackson II, 2022).

It also examines how family factors play out to facilitate or hamper the student's behaviour. Many of those children who act poorly within a classroom environment have one or both parents who are either unemployed or involved somewhere around school during the day (Nhambura, 2020). Since many of the children lack proper homes with adequate care and supervision, they end up developing behavioural issues they exhibit at school. In addition, parents and schools do not show positive attitudes towards communication; thus, such problems are never detected prior to their worsening (Aymelo, 2022). The schools are the microcosm of what is actually existing in the society.

### **3. Challenges to Effective School Management.**

#### **3.1 Inconsistent Enforcement of Disciplinary Policies.**

One of the major challenges identified in the study is the inconsistent enforcement of disciplinary policies across schools. While in some schools, there is clearly a workable policy and procedure in managing discipline, there are schools where there are no appropriate structures, or they do not adhere to the existing discipline policies (Welsh & Little, 2018). This inconsistency contribute to confusion among the students as well as erosion of the standard of school management. Another effect of the disparity in the manner in which policies are implemented is that students feel that they are being treated unfairly, which can make disciplinary issues worse (Hunter & Morrell, 2021).

#### **3.2 Lack of Resources and Support for School Administrators.**

School administrators in KwaZulu-Natal area are under a lot of pressure because they are working in unfavourable conditions and are not supported by the education authorities. These findings show that schools have scarce resources which hampers their efforts in the establishment of effective disciplinary measures and inadequate professional development of teachers and leaders (Mnini, 2023). Further, there is poor psychological and counselling student service which could tackle other issues that cause disciplinary concerns (Huynh et al., 2023).

The scarcity of resources also equally affects the physical setting of learning institutions in terms of safety and environment. For example: most schools have no perimeter fencing, surveillance cameras and security personnel to ensure that cases of violence and vandalism are well contained (Matsebele, 2020). Lack of such resources not only poses a threat to the lives of students but also reduces the probability of achieving the intended outcomes of disciplinary measures.

#### **3.3 The Role of Leadership in Addressing Discipline.**

School management and leadership bear a significant responsibility to foster and maintain the disciplinary culture of a school. The paper identifies schools with robust leadership that is not passive to new issues as the ones with low levels of disciplinary issues (Sore, 2021). Authoritative leaders tend to be more responsive to the issues covering with the community, participating parents in the educational process, and enforcing consistent and fair disciplinary measures (Murungu, 2024). These leaders also make sure to attend to the welfare of their subordinates, including professionals and staff members, to guarantee that teachers are prepared to deal with disciplinary problems (Okpara, 2023).

In contrast, schools with weaker leadership often struggle with maintaining order and discipline, leading to a more chaotic and less effective learning environment. The study suggests that the leadership style of school principals and administrators has a direct impact on the overall school climate and the behavior of students. Leaders who fail to address disciplinary issues in a timely and effective manner often see a decline in both student behavior and academic performance (Masath et al., 2022).

#### **4. Strategies for Policy Development and Intervention.**

##### **4.1 Development of Comprehensive Disciplinary Policies.**

In regard to the challenges of deteriorating discipline, the study suggested that there is need for formulating and implementing structural disciplinary policies that are universal in all the schools of the region. Such policies should be developed in collaboration with educators, parents, students, and other key community members to make them culturally informed and sensitive to the local milieu (Mahaye & Ajani, 2023). The policies should follow outlines for enforcement and penalties in case of change or violation so that all the stakeholders have equal understanding regarding discipline.

Moreover, the study recommends that these policies should be revised frequently to check their efficiency in handling the other emergent issues affecting schools. This implies that there must be some level of commitment from the education authorities to support these policies with the necessary resources and monitoring mechanisms (Lopez, 2021).

##### **4.2 Strengthening School-Community Partnerships.**

One of the conclusions based on the observations of the given study is the necessity to enhance the collaboration between schools and contexts. Thus, developing partnerships with community leaders, the police, and social services can help schools build a positive culture that contributes to the prevention of violence (Aymelo, 2022). Efforts such as community policing, safe routes to school, and after school activities can go a long way in protecting student from the negative impacts of the outside world.

Stakeholder involvement is also important in the identification of possible causes of disciplinary issues. Perhaps the most beneficial aspect of the increased parental and community involvement is how it positively impacts the overall behaviour as well as academic performance of the students within the learning institutions (Chemutai et al., 2020). It is recommended that schools should develop more formal linkages, for example a community advisory board that identifies issues on behalf of the community to the school and vice versa (Mamaile & Omodan, 2023).

##### **4.3 Enhancing Teacher Support and Professional Development.**

Owing to the fact that teachers are central to disciplinary process in schools, the findings underscore the need for staff development initiatives for teachers. This entails courses in classroom management, handling of disputes, and sensitivity to students' feelings and moods (Tshabalala et al., 2024). Teachers should also be offered counselling and psychological services to enable them to handle the tasks they are assigned and to reduce the rate of burnouts (Mamaile & Omodan, 2023).

Besides, the study suggests there should be setup of mentorship and peer support systems for teachers to enhance their professional development. Such networks can offer a common forum through which teachers can freely share experiences, successes, and pitfalls, and support one another. In this way, schools can contribute to improving the morale and practical abilities of teachers to address organizational disciplinary procedures (Abakah et al., 2022).

##### **4.4 Implementation of Leadership Training Programs.**

School administration plays a critical role of ensuring discipline in schools by setting up efficient frameworks. According to the study, leadership training programs should be offered to the school principals and administrators (Howard & Maxwell, 2023). Ideally, these programs should explore aspects such as strategic management, relations with the community, and effective crisis management. By arming the school leaders with the right implements to run the institutions efficiently, the overall standard of discipline and performance can be elevated (Lopez, 2021).

The study also recommends that there should be additional teaching and training programs for leaders, for example, ethical leadership and promoting conducive school culture. Those leaders who demonstrate ethical behaviours and encourage others to be responsible and respect fellow citizens will create the corresponding community of students and employees (Anapey, 2024). This approach not only enhances discipline but also promotes better and suitable school climate.

##### **4.5 Addressing Socio-Economic Barriers to Education.**

Efforts that go to addressing the socio-economic factors that compound discipline deficiency are also very helpful. According to the study, schools should collaborate with local governments and NGOs to extend support to students from vulnerable backgrounds (Saud & Ashfaq, 2022). It can be foodstuffs, school apparel,

school stationery, monetary relief for fares and are other sundry incidental expenses among others. In this sense, by reducing some of the pressures originating from the environment, schools may foster more effective learning and discipline (Garcia Lopez & Kirk, 2022).

Another concern raised by the study is the aspects of substance use and gang membership among students. It further stated that schools should embark on educating students on these negative behaviours as well as providing them with necessary information and encouragement to abandon use of such unhealthy practices (Caarls et al., 2021). Furthermore, schools should engage in collaborations with local police and other community institutions to deal with these problems more efficiently (Ghavami et al., 2021).

## **5. Implications for Policy and Practice.**

### **5.1 The Need for Holistic Approaches.**

The findings of this study underscore the need for holistic approaches to policy development and school management. Discipline is not a standalone concept but is entwined with other facets of the school context such as teacher well-being, community dimensions, and socio-demographics (Bosman, 2022). It will be appreciated therefore that measures targeted at tackling indiscipline must go beyond the manifestation and address the cause.

The study suggests that education authorities should adopt a multi-disciplinary approach to policy development, involving experts in education, psychology, sociology, and community development. It is an effective approach that guarantees that policies prepared are contextual, relevant, balanced, and responsive to the multifaceted issues that affect learning institutions in KwaZulu-Natal (Huynh et al., 2023).

### **5.2 The Role of Government and Education Authorities.**

The government and education authorities have a critical responsibility to perform in assisting schools in the instance of pulling down discipline. This entails ensuring that schools are equipped with all the requisite tools, staff development, and overall support services (Stronge & Xu, 2021). Furthermore, there should be more emphasis on observing and analysing the application of disciplinary measures to understand their efficiency and to put pressure on schools regarding their usage (Nychkalo et al., 2022).

Of equal importance the study has emphasized the need for enhanced cooperation and coordination between federal and state government, as well as between other levels of government and education institutions in the region with regard to the implementation of set policies. This includes the development of a centralized database for tracking disciplinary issues and monitoring the effectiveness of interventions (Anapey, 2024). It would also help the education authorities to track trends, better distribute resources, and arrive at policy-level decisions (Lopez, 2021).

### **5.3 The Importance of Continuous Evaluation and Adaptation.**

Last, the study emphasizes the need for constant assessments and revisions of the policies and practices in place. The current challenges in KwaZulu-Natal schools are dynamic issues and may change in the future (Mahaye & Ajani, 2023). Hence, there is need for constant revision and updating of policies based on dynamic nature of society, and to accommodate empirical evidence and innovative practices (Daka, 2021).

The study recommends that education authorities establish mechanisms for regular policy review and stakeholder consultation. This ensures that policies remain relevant and effective in addressing the challenges faced by schools (An & Tang, 2020). This helps to make policies relevant for the challenges experienced in schools and enables them become effective again. Also, schools should embrace culture of permanent improvement and therefore accept suggestions from students, teachers, and the community to be incorporated into the official school policy and practice (Mamaile & Omodan, 2023).

## **Conclusions.**

Therefore the results of this research highlight the dynamism of issues with regards to declining discipline in secondary schools in KwaZulu-Natal. This is more than a question of students being rowdy or out of order; it lies within the social economical cultural and community crises that altogether cause and contribute to instability in learning environment. From this study, it is evident that the breakdown of discipline in schools greatly weakens efficient school governance which in turn begets interruption of education delivery and learning, high stress levels among teaching fraternity and learners.

School related disciplinary problems are made worse by elements from the outside such as violence, poverty, socio-economic status, and parenting which transmits into the schools (Chemutai et al, 2020).



However, lack of consistency in the implementation of disciplinary measures together with the general lack of sufficient resources and encouragement provided to educators and school administrators makes it nearly impossible to maintain order and ensure there is a conducive environment in learning institutions. Leadership emerges as one of the most significant factors in addressing of these challenges, indicating that the presence of strong, active leadership is beneficial in maintaining discipline and stability at schools.

In conclusion, the study stresses that to manage the issues of discipline in the secondary schools in KwaZulu-Natal call for an integrated approach. While developing policies to address discipline and management in schools, policy makers must consider internal and external dynamics that affect these institutions. Dealing with such challenges is not only important to enhance the school environment for learning but also to drastically influence learner's education and health in future.

### **Recommendations.**

The following are the recommendations that should be considered in order to tackle the problems of decreasing discipline and to improve school management in the secondary schools of KwaZulu-Natal. Firstly, there is a necessity to create and apply the adequate and non-contradictory disciplinary measures in all schools. Such policies should be developed in consultation with education stakeholders including educators, parents, students, and community stakeholders to make sure they are reasonable, fair, and practical. Strings and goals are understandable, and concomitant punishment for violation of the established rules and regulations is pivotal in shaping the responsible behaviour of individuals and groups within the territory of the school.

Another important recommendation is development of partnerships between schools and their communities. Schools should make efforts to work closely with police departments, child protective services, and local non-profit organizations to understand and, where possible, resolve the underlying issues contributing to disciplinary problems. This is why approaches like community policing, designing safe routes to school, installing facilities for after school activities, can go a long way in deterring external factors that may lead to indiscipline among students.

Teacher training and continuing professional development is also important. In order to conduct proper management of student conduct, teachers require training from time to time in areas such as classroom management, conflict resolution and teacher literacy of student emotions. To prevent the burnout of educators and enhance their ability to deal with disciplinary issues, it is crucial to ensure that they are offered counselling and psychological services. Furthermore leadership training is also useful in imparting the knowledge and techniques in disciplining the learners that school administrators should possess. Strategic management, community involvement, and crisis management with emphasizing on discipline and positive school climate are identified as important roles of school leaders.

Another recommendation is breaking the socio-economic factors that foster indiscipline. This policy should be implemented by engaging schools, local government, and NGOs to address the needs of deserving students by offering them scholarships and other necessities like clothing. These measures can go a long way in reducing some external factors that cause ragging and other disciplinary issues within the classroom.

Therefore, there must be some form of security features that have to be applied in schools for the safety of students and teachers. This involves putting barriers such as fences around the school and cameras, engagement of professional security personnel to avoid acts of violence, spits among other related vices. In addition, the establishment of structures that enhance entrepreneur and skill development within the school curriculum is encouraged to tackle the root causes of indiscipline including poverty and unemployment. Teaching and purpose are therefore important activities that can help diminish negative behaviours among students.

Initiating fresh exercises like Quality Teaching and Learning Campaign (QLTC) as well as advocating for Professional Learning Communities (PLC) will go a long way in combating the causes of indiscipline. The specific objectives of these initiatives should aim at raising the general standards of education, encouraging a progressive approach to the enhancement of educational systems and at enhancing a spirit of cooperation between faculty, learners, and the public.

Last, it is suggested that the policies and practices should be reviewed periodically in order to address random issues affecting school. There is also a need to ensure that after the formulation of a policy in education authorities that they put in place feeder structures in that there should be mechanisms put in place that the policies undergo regular reviews and consultations from stakeholders to update them. Creating and sustaining a culture of learning, ongoing improvement, and ethical conduct is also critical. School administrators should set an ethical standard and define the set values and priorities that include respect, empathy, and accountability among other features of a good school to foster students' positive behaviour and academic achievement.

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