"Examining the Role of Trust in Collaborative Efforts in the Management of Learner Substance Abuse Issues in Schools: Perspectives of Parents, Teachers, and School Principals in Cape Town"

Amanda Manqoyi-Ouamba

(MNQAMA001)

Supervisor: Dr Khosi Kubeka

Thesis Presented for the Degree of Doctor of Philosophy

In the Department of Social Work and Social Development

Faculty of the Humanities

University of Cape Town

October 2024

I **Amanda Manqoyi-Ouamba** hereby declare that the work on which this thesis is based is my original work (except where acknowledgements indicate otherwise) and that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree in this or any other university. I authorise the University to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever

Signature: Signed by candidate Date: 24 March 2025

ABSTRACT

Background: Substance abuse is a growing issue among learners in South Africa. It has been found that one in three learners between the ages of 13 and 18 have either used or experimented with substances. Consequently, learners who engage in substance abuse at school often display disruptive behaviour in the classroom, which hinders teaching and learning. As a result, schools have become increasingly difficult to manage. To fight this growing problem in our schools, the Department of Basic Education has implemented the following strategies: random drug tests, drug searches, and the educational component under life orientation in high schools and life skills in primary schools (Department of Basic Education, 2011a, 2011b; Department of Education, 2007). The Policy Framework for the Management of Drug Use, Misuse, and Abuse in Public Schools acknowledges that parents play an important role in the recovery programme of the learner (Department of Education, 2002). The policy encourages schools to publicise information and educational sessions on substance use, misuse, and abuse with parents (Department of Education, 2002). What is not mentioned is how parents are expected to be involved in these initiatives. Given this concern, the goal of this study was twofold: firstly, to understand how collaboration between parents, teachers, and school principals unfolds; the behaviours of these various stakeholders; and the different elements that affect these cooperative partnerships in schools. Lastly, to examine collaboration in schools by focusing on the role of trust in managing learner substance abuse. To frame this investigation, Blau's (1986) Social Exchange Theory and the Collective Trust Theory developed by Forsyth, Adams and Hoy (2011) were employed. Blau's work was essential for understanding how behaviours, roles, expectations, and relationship dynamics are negotiated among school principals, teachers, and parents. Meanwhile, the work of Forsyth, Adams and Hoy provided a deeper exploration of shared perceptions and feelings regarding the trustworthiness of individuals or groups, within the norms and cultural contexts of schools where these working relationships are established.

Methods: Two methodological approaches were used in this study. The first method was a qualitative systematic review of 13 articles from various scholarly databases. A PICo search framework guided the search process, and a PRISMA flow diagram was utilised to track and screen the articles. The qualitative synthesis provided a foundational insight and exploration of collaboration in school by zooming in on how these relationships unfold, the behaviours of these various stakeholders, and the different elements that affect these working relationships. The second method was an exploratory qualitative research design. In this design, 19

respondents were purposefully selected from five quintile 5 schools in Cape Town. Data was collected through in-depth interviews and focus group discussions with parents, teachers, and school principals. Using these two methods helped the researcher to determine consistencies in the behaviour of these stakeholders and to identify the unique factors brought about by managing learner substance abuse. Over and above, the researcher got a richer and more holistic understanding of collaboration between parents, teachers, and school principals in schools.

Findings: Trust in schools is a complex and challenging process. While this study has demonstrated the significance of trust in relationship building, the evidence indicates that collaboration among school staff, including teacher-to-teacher relationships and teacher-to-school principal relationships does not necessarily depend on trust. Trust and collaboration within the school context are influenced by several factors, including role interdependency, power dynamics, one's position, events, and context. In terms of managing learner substance abuse, teachers and school principals are doing their best to identify learners suspected of abusing substances and notify the parents. However, parental involvement poses a major obstacle as many parents are hard to reach or non-responsive. The government and the Department's lack of support also undermines the efforts made by the schools to manage learner substance abuse. For the learners that manage to get diverted to the rehabilitation and treatment services, many of their services are fee-based and many parents cannot afford the fees charged by these rehabilitation and treatment centres. As a result, many of these learners remain in the system and continue to disrupt the learning and teaching environment. The school staff feel helpless and believe they are being set up to fail. Both parents and school staff feel let down by the lack of support from the Department and the government.

Recommendations: Given the lack of parental involvement in schools, particularly when it comes to addressing learner substance abuse issues, one proposed solution is to diversify outreach strategies. Currently, efforts made by school staff are ineffective because identified learners do not receive immediate assistance that could greatly aid in their rehabilitation if caught early. Appointing professional therapists on school premises would reduce the burden and pressure on school staff, allowing them to focus on the educational needs of the learners. While learners are identified, there are challenges in referring them to rehabilitation and treatment centres as parents are expected to cover the costs. However, not all parents can afford these services. Therefore, it would be beneficial for the government to establish centres across Cape Town to cater to the needs of the schooling communities.

ACKNOWLEDGEMENT

This thesis is dedicated to everyone who stood by me and believed in my dreams. To my loving and supportive husband and son Rufin and Rufin Jr, I appreciate you being there for me during those late nights spent working until dawn. Thank you for being my source of strength and resilience. You were with me through the ups and downs of this journey, and your love and support never wavered. To Ayanda Boy-boy Manqoyi, *enkosi kakhulu* Bhadela, Tshibase, noNunu for the love and support. Thank you for being my confidant and solace when I needed to vent and make sense of my feelings. To my supervisor Dr Khosi Kubeka, thank you for being a reflective sounding board throughout this journey. Without your support, I wouldn't have made it this far. *Ndiyabulela!* I would also like to thank my mom, Veronica Nontuthuzelo Manqoyi-Swartz, and dad, Mzwandile Hopewell Sondezi, for their prayers and kind words. To my day one, Vuyolwethu Tyakume, thank you for being my cheerleader. To sis'Nandipha Ntshongwana, thank you for giving me a chance to revive a dream I once thought was lost. *Ndiyabulela sisi kakhulu ngemisebenzi yakho*. To my extended families, the Manqoyi family and Sondezi family, *Ndiyabulela*!!! To my colleagues in the department, thank you for the support.

Most importantly, I would like to thank all the parents, teachers, and school principals who participated in this research and trusted me with their stories. To the Western Cape Education Department, thank you for allowing me to access the schools and conduct my research. I hope that my research findings will contribute in some way to improving efforts to address learner substance abuse in our schools.

TABLE OF CONTENTS

ABSTRACT ..... **I**

ACKNOWLEDGEMENT ..... **III**

LIST OF FIGURES ..... **IX**

LIST OF TABLES ..... **IX**

CHAPTER ONE **1**

INTRODUCTION **1**

1.1 BACKGROUND AND INTRODUCTION 1

1.1.1 Learner substance abuse in South African schools 1

1.1.2 Strategies to manage learner substance abuse in schools 2

1.1.3 Collaboration between school principals, teachers, and parents in schools 3

1.2 STATEMENT OF THE PROBLEM 7

1.3 CONTEXT OF THE STUDY 9

1.4 RATIONALE AND SIGNIFICANCE 11

1.5 POLICY AND LEGISLATION 11

1.5.1 Management and treatment of drug use, misuse and dependence in public or independent schools and further education and training institutions (FET) (2002) 11

1.5.2 School-parent-community engagement framework 13

1.6 RESEARCH TOPIC 14

1.7 main research goals and objectives 15

1.8 REVIEW RESEARCH QUESTION 15

1.9 review research aims 15

1.11 QUALITATIVE RESEARCH QUESTIONS 15

1.12 QUALITATIVE RESEARCH OBJECTIVES 16

1.13 MAIN ASSUMPTIONS 16

1.14 CLARIFICATION OF TERMS 16

1.15 ETHICAL CONSIDERATIONS 17

1.15.1 Ethical consideration for the review design 17

1.15.2 Ethical considerations for the qualitative design 19

1.16 OVERVIEW AND STRUCTURE OF THE THESIS 21

CHAPTER TWO **22**

THEORETICAL FRAMEWORK **22**

2.1 INTRODUCTION 22

2.2 THEORETICAL FRAMEWORK 22

2.2.1 The Social Exchange Theory 23

2.2.2 Collective Trust Model 24

2.3 THE INTERPLAY OF THEORETICAL MODELS 28

2.4 CHAPTER CONCLUSION 29
CHAPTER THREE 30
METHODOLOGICAL CONSIDERATIONS 30
3.1 INTRODUCTION 30
3.2 METATHEORETICAL POSITION: INTERPRETIVISM 30
3.3 RESEARCH DESIGN 31
3.3.1 Systematic Literature Review Protocol 32
3.3.1.1 The search and selection process 32
Table 1: PICo framework in relation to the study 32
Table 2: Inclusion criteria 33
Table 3: Keywords for search strategy 34
..... 35
3.3.1.2 Data extraction and analysis 35
3.3.1.3 Data verification 36
3.3.2 Exploratory Qualitative Research 37
3.3.2.1 Study population and sampling 37
3.3.2.1.1 Study population 37
3.3.2.1.2 Sampling characteristics 37
3.3.2.1.3 Sampling technique 38
3.3.2.1.4 Sampling procedure 38
3.3.2.2 Data collection approach 39
3.3.2.2.1 Data collection tools and instruments 40
3.3.2.3. Data analysis method 40
3.3.2.4. Data verification 41
3.4 REFLEXIVITY 42
3.5 LIMITATIONS OF THE STUDY 43
3.6 CHAPTER CONCLUSION 44
CHAPTER FOUR 45
UNDERSTANDING SCHOOL-PARENT COLLABORATIVE RELATIONSHIPS: INSIGHTS FROM THE SYSTEMATIC LITERATURE REVIEW 45
4.1 INTRODUCTION 45
4.2 PRESENTATION OF THE FINDINGS 46
Table 4: Qualitative systematic literature review matrix table 46
Table 5: Framework for analysis 51
4.2.1 Understanding the nature of the working relationships between parents, teachers, and school principals 51
4.2.1.1 Experiences and perceptions of cooperative relationships 51
4.2.1.1.1 Teacher perspectives on parental involvement 52

4.2.1.1.2 Parental experiences of school cooperation 53
4.2.1.1.3 Professional relationships between teachers 54
4.2.1.1.4 School principal-teacher working relationships 54
4.2.2 Experiences and perceptions of communication 55
4.2.2.1 Modes of communication 55
4.2.2.1.1 Platforms and forms of communication 55
4.2.2.1.2 English language barrier 56
4.2.2.1.3 Notices of meetings 57
4.2.2.1.4 Open communication versus withholding of information among teachers 57
4.2.3 The relational dynamics between parents, teachers, and school principals 58
4.2.3.1 Experiences and perceived support 58
4.2.3.1.1 Teacher-to-teacher support 58
4.2.3.1.2 Principal-to-teacher support 60
4.2.3.1.3 School-to-parent support 60
4.2.3.1.4 Parent-to-school support 61
4.2.3.2 Experiences and perceptions of goodwill 61
4.2.3.2.1 School intolerance towards poor and uneducated parents 62
4.2.3.2.2 Gender bias 63
4.2.3.3 Perceptions of competencies 63
4.2.3.3.1 Teacher competencies 63
4.2.3.3.2 Parental competencies 64
4.3. CHAPTER CONCLUSION 65
CHAPTER FIVE 67
UNDERSTANDING SCHOOL-PARENT COLLABORATIVE RELATIONSHIPS AND TRUST IN MANAGING LEARNER SUBSTANCE ABUSE: INSIGHTS FROM THE EXPLORATORY QUALITATIVE FINDINGS 67
5.1 INTRODUCTION 67
5.2 DEMOGRAPHIC PROFILE OF THE RESPONDENTS 68
Table 6: Demographic characteristics of parents 68
Table 7: Demographic characteristics of teachers and school principals 69
5.3 FRAMEWORK FOR ANALYSIS 71
Table 8: Framework for analysis 71
5.4 PRESENTATION OF FINDINGS 72
5.4.1 Experiences and perceptions on working together in managing learner substance abuse 72
5.4.1.1 Roles and responsibilities 72
5.4.1.1.1 Defined roles and responsibilities 72
5.4.1.2 Experiences and perceptions of cooperative relationships 76
5.4.1.2.1 Reaching out strategies 76
5.4.1.2.2 Experiences and perceptions of interaction 79

5.4.2 Experiences of trust between parents, teachers, and school principals in managing learner substance abuse issues in schools 85
5.4.2.1 Experiences and perceived support received/offered 85
5.4.2.1.1 Perceptions of social support received/offered 85
5.4.2.1.2 Perceptions of emotional support received/offered 90
5.4.2.2 Perceptions of effectiveness in managing learner substance abuse 97
5.4.2.2.1 Evaluating the effectiveness of managing learner substance abuse 97
5.4.3 The challenges hindering collaborative efforts in managing learner substance abuse issues in schools. 98
5.4.3.1 The resources and capabilities 98
5.4.3.1.1 Lack of time and resources 98
5.4.3.1.2 Lack of competencies 103
5.4.3.1.3 Language barrier 104
5.4.3.2 Operational issues 105
5.4.3.2.1 Work-related stress 105
5.4.3.2.2 Bureaucracy, legal requirements, protocols and accountability 106
5.4.3.2.3 Mismanagement issues 107
5.4.3.3 Apathetic approach 111
5.4.3.3.1 Parental naivety 111
5.4.3.3.2 Lack of interest 114
5.4.3.4 Leadership issues 116
5.4.3.4.1 Feeling abandoned 116
5.4.3.4.2 Nepotism 119
5.4.4 The recommendations on the management of learner substance abuse issues in schools 121
5.4.4.1 Provision of developmental programmes 122
5.4.4.1.1 Awareness programmes 122
5.4.4.2 Encouragement of parental involvement in schools 123
5.4.4.2.1 Diversifying reaching out strategies 123
5.4.4.3 Active involvement of the Department of Basic Education and government in schools ... 124
5.4.4.3.1 Provision of resources 124
5.4.4.3.2 Legislative measures on the role of involvement 126
5.5 CHAPTER CONCLUSION 127
CHAPTER SIX 128
DISCUSSION OF THE FINDINGS FROM THE SYSTEMATIC LITERATURE REVIEW AND EXPLORATORY QUALITATIVE INQUIRIES USING A DATA TRIANGULATION METHOD 128
6.1. INTRODUCTION 128
6.2 A FRAMEWORK FOR DISCUSSION 128
6.3 DISCUSSION OF FINDINGS 129
6.3.1 Experiences and perceptions of parents, teachers, and school principals on working together and managing learner substance abuse in schools 129

6.3.2 Perceptions of trust and the management of learner substance abuse in schools 140
6.4 CHAPTER CONCLUSION 151
CHAPTER SEVEN 152
CONCLUSION, IMPLICATIONS FOR SOCIAL WORK PRACTICE AND RECOMMENDATIONS 152
7.1 CONCLUSION 152
7.2 IMPLICATIONS FOR SOCIAL WORK PRACTICE 159
7.3 RECOMMENDATIONS 160
7.3.1 Recommendation for the Western Cape Education Department (WCED) regarding the management of learner substance abuse in schools 160
7.3.1.1 Addressing parental role and responsibility ambiguity in managing learner substance abuse in schools 160
7.3.1.2 Increasing parental involvement 160
7.3.1.3 Developmental programmes 161
7.3.1.4 Implementing practical response strategies 161
7.3.1.5 Addressing scarcity of school social workers and school psychologists in schools 162
7.3.1.6 Accessible rehabilitation and treatment centres for children and adolescents 162
7.3.2 Recommendations to schools regarding management of learner substance abuse schools 163
7.3.2.1 Encouraging parental involvement 163
7.3.3 Recommendations for future research relating to the management of learner substance abuse in schools 163
7.4 FINAL CONCLUSION 163
BIBLIOGRAPHY 166
APPENDICES 175
Appendix A: Ethics Approval from the University of Cape Town (UCT) 175
Appendix B: Consent Approval Letter from the Western Cape Department of Education 176
Appendix C: Informed Consent Forms 178
Appendix D: Structure of the Systematic Review Process 182
Appendix E: Semi-structured Interview Guide 183

LIST OF FIGURES

Figure 1: Theoretical Framework 22
Figure 2: PRISMA 2009 Flow Diagram 35
Figure 4 1: Integration of the systematic review and exploratory qualitative data.....128
Figure 3: Step-by-step systematic review process 182
Figure 4 1: Integration of the systematic review and exploratory qualitative data……128

LIST OF TABLES

Table 1: PICo framework in relation to the study.....332
Table 2: Inclusion criteria 343
Table 3: Keyword for search strategy 4634
Table 4: Qualitative systematic literature review matrix table 46
Table 5: Framework for analysis 51
Table 6: Demographic characteristics of parents.....69
Table 7: Demographic characteristics of teachers and school principals 718
Table 8: Framework for analysis…….....70

CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND AND INTRODUCTION

1.1.1 Learner substance abuse in South African schools

Substance use and abuse among school-going adolescents is a growing problem in South African schools. One in three learners between the ages of 13 and 18 use substances within the school premises (Nzama & Ajani, 2021). To illustrate, a study by Mohale and Mokwena (2020) conducted in four high schools in Johannesburg reveals that learners between the ages of 16 and 18 make up the largest user base (72.83%), followed by learners between the ages of 13 and 15 (17%), and learners between the ages of 19 and 21 (9.8%). Another study by Walton, Avenant and Van Schalkwyk (2016) capturing the accounts of high school teachers shows that a fifth of the learners begin using substances in primary school, and many of the learners in the study confirmed having experimented with substances before they finished primary school. The prevalence by gender shows that 52% of the learners who use substances are male and 48% are female (Peltzer & Phaswana-Mafuya, 2018). The age of first initiation is also dependent on gender; for instance, male learners tend to start drinking alcohol between 13 and 15 years old, while female learners begin between around 16 and 18 years old (Makgopa & Mokhele, 2013).

The prevalence of smoking behaviour also shows a similar picture with 36% of learners who confirmed having participated in smoking being boys and 22% of them being girls (Motamedi et al., 2016). The grade distribution reveals a concerning picture: learners in grades 8 and 11 make up 4.9% of the users, while 4.6% of the population are learners in grades 0 and 7, and 4.1% of learners are in grade 12 (Mohale & Mokwena, 2020). Gauging what the evidence tells us, it appears that the highest prevalence of use is among learners between 16 years and 18 years, and these learners are usually between grades 8 and 11. Male learners are also more at risk than their female counterparts. Evidence also shows a growing trend among learners using illicit drugs such as methamphetamine, mandrax, cocaine, ecstasy, and heroin. A study conducted in various schools in Cape Town discovered that 9% of learners confirmed methamphetamine use in their lifetime, while 3% have tried either mandrax, cocaine, ecstasy, or heroin (Carney et al., 2013). The use of these hardcore drugs in schools is exclusive to Cape Town schools (Chetty, 2015), while marijuana use is more prevalent in rural schools (Mokwena & Setshego, 2021). The evidence above paints a concerning picture of substance abuse in South

African schools. In response to this problem, the Department of Education has implemented various strategies to address the increasing issue of learner substance abuse in South African schools, and these will be discussed in detail in the following section.

1.1.2 Strategies to manage learner substance abuse in schools

Managing learner substance abuse in South African schools focuses on three areas: drug testing, drug searches, and education (Department of Education, 2002). The Department of Education mandates these strategies, thereby defining the parameters of engagement. For instance, according to the Department of Education (2002), drug testing can be conducted when use or possession within the school premises is suspected. It must be conducted as an intervention strategy to deter learners from engaging in substance use, misuse, and abuse (Department of Education, 2002). The testing should ensure the privacy and dignity of the learner is protected at all costs (Department of Education, 2002). Da Costa, Thobane and Jansen van Rensburg (2018) say even though this method is well-intended, it can have negative effects such as stigma and victimisation of learners. They contend that to stop unethical behaviour that can put learners and their parents in danger, schools must take extreme caution (Da Costa, Thobane & Jansen van Rensburg, 2018). This can be achieved by sorting out informed consent from both the learner and the parent (Da Costa, Thobane & Jansen van Rensburg, 2018). Relevant information on the consequences of a positive result should be discussed before conducting the test (Da Costa, Thobane & Jansen van Rensburg, 2018).

Drug searches, on the other hand, should be conducted by individuals of the same gender as learners (Department of Education, 2002). An adult of choice should be present during the procedure to support the learner and be a witness to verify the results (Department of Education, 2002). Drug searches can be conducted if there is a suspicion of use and possession in school (Department of Education, 2002). The Department of Education (2002) prohibits random searches in schools. However, evidence from Makgoke and Mofokeng (2020) study shows that random drug searches by the South African Police Services (SAPS) in areas deemed as hot spots for illegal drug use were conducted (Makgoke & Mofokeng, 2020). The participants also said that implementing crime-prevention strategies in schools helps to reduce drug abuse among learners, making schools safe for both teachers and learners (Makgoke & Mofokeng, 2020). The researcher acknowledges the success identified in this study but believes that drug searches can be harsh and potentially traumatising for learners. Da Costa, Thobane and Jansen van Rensburg (2018) think that supportive approaches that foster positive relationships will be more effective in redirecting negative behaviour.

Substance abuse education in schools is delivered under two learning areas: life orientation in high schools and life skills in primary schools (Department of Basic Education, 2011a, 2011b). It is covered in the following grades: 5, 7, 8, 10, and 12 (Department of Basic Education, 2011a, 2011b; Department of Education, 2007). Teachers play a crucial role in the delivery of the content in schools. Instead of focusing exclusively on substance abuse content, the goals, objectives, and outcomes listed in the National Curriculum Policies of Life Orientation and Life Skills address more general topics. Not having specific goals and objectives that speak to the learning area could be argued to undermine the efforts because how will they adequately assess if the intended efforts have been addressed? To meet the demands placed by a diverse context in our schools, schools are encouraged to collaborate with various stakeholders in their communities, such as the Department of Health, SAPS, Social Development, and non-governmental organisations (NGOs), (Department of Education, 2002). A major programme implemented in schools is the Safer Schools Programme (Makgoke & Mofokeng, 2020). Some of the major stakeholders include the "Metropolitan Police, local ward councillors, social workers, and Community Police Forums" (Makgoke & Mofokeng, 2020:92).

According to Makgoke and Mofokeng (2020), it is unclear if this programme improves the working relationship between schools and these stakeholders in efforts to reduce the prevalence of substance abuse among learners in schools. Unfortunately, due to limited knowledge in this area, the researcher could not delineate the roles and responsibilities, and the level of involvement of various stakeholders in managing learner substance abuse problems at the school level. By examining the collaborative dynamics and the roles and responsibilities of the first responders within the school, including school principals, teachers, and parents, the current study aims to close this gap. Although there seems to be a knowledge gap when it comes to collaborative efforts to address the increasing issue of substance abuse among learners. It seems that comprehending the daily collaboration among school principals, teachers, and parents will establish a fundamental understanding of their unique roles, responsibilities, and expectations. The following section will explore collaborative efforts among school principals, teachers, and parents in schools.

1.1.3 Collaboration between school principals, teachers, and parents in schools

School principals are important role players in the successful and efficient operation and direction of the school and its administrative functions (Khaleel, Alhosani & Duyar, 2021). According to Khaleel, Alhosani and Duyar (2021), they are supposed to be exemplary role

models to the teachers and the schooling community through their moral principles and developing teachers professionally. A positive school climate is largely created and facilitated by their leadership style, communication, attitudes, and expectations (Roman, Makwakwa & Lacante, 2016). They help the teachers and make the parents feel included (Roman, Makwakwa & Lacante, 2016). When working with teachers, they should not be afraid to share power with the teachers (Balyer, Karatas & Alci, 2015). Balyer, Karatas and Alci (2015) argue that teachers under good leadership are not afraid to challenge their own and other teachers' assumptions and beliefs when a safe environment is created for them to do so. According to Coban, Ozdemir and Bellibas (2023), this collegial support is important for teacher development because it allows them to resolve problems they may be struggling with in teaching or their school. One area which seems to be of contention between teachers and school principals is parents.

Often school principals prioritise parents because of their clientele status, and this makes the teachers feel insecure and unprotected because most of the time the school principals tend to side with the parents (Weinstein, Raczynski & Peña, 2020). School principals need to support teachers and, more importantly, pay attention to how they go about creating those conditions that will make teachers feel cared for and supported in their work (Weinstein, Raczynski & Peña, 2020). Another equally important system is the teacher-parent collaboration. This partnership helps determine parents' satisfaction with teachers and the school (Bang, 2018). Teacher-parent collaboration requires accountability from both parties involved (Lekli & Kaloti, 2015). Some of the most effective collaborative practices between teachers and parents include "approachability, honesty, listening, developing relationships, sharing information, providing support and resources, and working together" (Ellis, Lock & Lummis, 2015:165). When teachers practice approachability, the parents become comfortable reaching out to them. It facilitates the sharing of information between teachers and parents and can also have a positive influence on the levels of support for the learner (Ellis, Lock & Lummis, 2015). Honesty is another important practice of collaboration between teachers and parents. There needs to be some level of truthfulness from both parties (teachers and parents) concerning the child's capabilities as this helps determine the level of support that is required for the learner. This then leads to another important practice that of listening. Attentive listening is a very important skill as it allows teachers to gather important information that could help them understand the concerns of parents better (Symeou, Roussounidou & Michaelides, 2012) .

Once the information is gathered, the teacher should allow and encourage the parent to express their feelings and ideas freely by providing a safe and secure space to do so; this helps

with openness and trust (Symeou, Roussounidou & Michaelides, 2012). Parents are important stakeholders in schools. Parental involvement involves a commitment to regular communication with teachers regarding the progress of their children, awareness of and success in schoolwork, and an understanding of the relationship between parenting skills and learner success in the classroom (Okeke, 2014). "It comprises five dimensions which include parenting, helping with homework, communicating with the school, volunteering at school, and participating in school decision-making" (Okeke, 2014:2). Parents' involvement in their children's learning is determined by "behaviours, values, attitudes, and activities they do to promote their child's academic development, ability to learn, and educational outcomes" (Roman, Makwakwa & Lacante, 2016:2). In South Africa, parents can assist with homework, read to their children at home, teach songs or nursery rhymes, serve as governors in the school, and assist in the classroom or during lunch breaks (Okeke, 2014). Learners whose parents are involved in their studies have demonstrated increased communication, reading, and mathematics skills (Roman, Makwakwa & Lacante, 2016). Roman, Makwakwa and Lacante (2016) believe that parents become more involved in their children's academics when schools set high expectations of their support. Teachers are encouraged to be empathetic towards parents as this helps to facilitate a good working relationship (Ellis, Lock & Lummis, 2015). In a qualitative study conducted in four primary schools in Western Australia investigating teachers' and parents' relationships, the results show that when parents have a good relationship with teachers, they tend to open up more about their children's progress or behaviour at school (Ellis, Lock & Lummis, 2015). The teachers, on the other hand, feel that developing relationships with parents helps them form good channels of communication with the parents. When teachers and parents converse with each other and share knowledge, this sharing can provide a supportive space for the learner.

Another important practice is sharing information. Sharing information is about open communication and exchange of information which allows the teachers and parents to understand each other's needs as well as those of the learners (Ellis, Lock & Lummis, 2015). When teachers share information with parents or families about the child's academic progress and development, this allows them to work together to provide better learning opportunities for the child (Bang, 2018). Therefore, it is always encouraged that teachers and parents "share their knowledge and interests, understand each other's different perspectives, and acknowledge and support each other's roles in supporting children's education" (Bang, 2018:1788). From these practices, teachers and parents' understanding of trust is also elevated and improved (Ellis, Lock & Lummis, 2015). Even though these collaborative practices have been proven to be

effective, teacher-parent collaboration can be very messy and unpredictable at times. For instance, when parents place unrealistic demands on teachers such as expecting teachers to provide comprehensive feedback on the child's behaviour throughout the day or in class (Bang, 2018). Such demands have been argued to be off-putting and overwhelming for the teachers to handle and in most cases can hinder teacher-parent collaboration. Some teachers expressed finding it very challenging to draw professional boundaries, especially when the sharing of personal information has been crossed (Ellis, Lock & Lummis, 2015). Another issue that has been noted by some scholars is the parents' passive behaviour. Teachers struggle to work with these parents because they barely try to engage or respond to the teachers' communication and requests (Bang, 2018). Bang (2018) discovered that these parents' intentions are usually misunderstood. He argues that they do not want to be seen as demanding and aggressive; they rather agree with whatever the teachers say so that their children do not suffer the consequences should they be perceived as being difficult parents.

Another issue that was noted was parents who did not follow school procedures when expressing their dissatisfaction with teachers. Some parents choose to bypass the teachers and go to the school principal when they have issues or are not happy with the teacher (Bang, 2018). Unfortunately, such cases rarely get resolved collaboratively as school principals are more concerned about pleasing the parents; teachers then end up being placed in a compromising position of having to apologise. The teacher's self-esteem becomes severely affected; when this happens, Bang (2018) argues that all efforts to provide better support to the learner through collaborative work will be lost because the teacher will have lost trust in the parent who failed to trust the teacher in the first place. Hence the way school principals treat the teachers as their subordinates must make them feel valued as this will cultivate a positive relationship, and in turn will foster trust in the school principal (Nelson et al., 2019). The biggest issue some school principals struggle with is sharing power. A qualitative study was conducted in four primary schools in the United States exploring the development of trust and its role in facilitating teacher collaboration among professional learning communities. The results show that teachers who are given the freedom to make decisions are likely to get the job done because they feel that their school principals trust them to do their job (Hallam et al., 2015). As a result, these teachers expressed satisfaction with their work, teaching commitments, motivation, self-efficacy in the classroom, and collaboration (Hallam et al., 2015; Price, 2015). In contrast, those who feel that they are being micromanaged by their school principal express feelings of frustration and are likely to feel overwhelmed by getting the job done on time (Hallam et al., 2015). The collaboration provides an opportunity for the teacher to voice their ideas, share their

material, talk about the issues they are facing, and receive support from their colleagues (Coban, Ozdemir & Bellibas, 2023).

1.2 STATEMENT OF THE PROBLEM

Learners who are under the influence of substances tend to exhibit behaviour that makes schools ungovernable. For instance, problematic behaviours such as lack of attention, disruptive behaviour, truancy, poor performance, aggression, and disrespectful behaviour in the classroom have all been found to make teaching and learning difficult (Walton, Avenant & Van Schalkwyk, 2016). According to Nzama and Njani (2021), learners who are abusing substances are defiant to authorities; and engage in criminal activities and other problematic behaviours (Hlomani-Nyawasha, Meyer-Weitz & Egbe, 2020). The behaviour of these learners also affects other learners in class and school. According to Letuma (2023), teachers often spend a significant amount of their teaching time dealing with disruptive behaviour, which takes away from other learners who genuinely want to learn. The school staff who work in such an environment often experience heightened stress, annoyance, exhaustion, and psychological challenges, all of which are associated with burnout (Letuma, 2023). According to Letuma (2023), the morale of teachers who deal with these learners is low. Some teachers quit their jobs, while others are hesitant to enter the field (Letuma, 2023). It is clear from the evidence that the disruptive behaviour of learners who are under the influence of substances causes serious problems in schools.

Government efforts to curb this problem by random testing learners, conducting drug random drug searches, and education have, unfortunately, failed to restore a conducive learning environment in schools. Even with involvement from various stakeholders, including the government, the Department of Basic Education, school staff (school principals and teachers), the parents, the police, the Department of Health, non-governmental organisations, and communities where these schools are situated, addressing the issue of substance abuse among learners in our schools remains a challenge. This is one of the main reasons why the researcher was eager to explore this issue, examining it from the perspectives of first responders: parents, teachers, and school principals. The researcher believes that collaboration between various stakeholders is crucial if we want to turn things around. Given that there is a collaboration happening between schools (school principals and teachers) and families (parents and guardians) regarding day-to-day responsibilities in schools; the researcher believes that the starting point to resolving this problem is understanding the behaviours of these different stakeholders and the intricacies of their working relationships. With learner substance abuse,

the role parents play is an important one in socialising their children (Xie et al., 2020), and are best placed to take proactive measures. Evidence shows that parents who are actively involved in their children's lives, know what their children are getting up to, and monitor their children's daily activities, help to reduce substance abuse risks in those children (Xie et al., 2020). The role of school principals and teachers is not only limited to equipping learners with knowledge and skills for their future but also includes providing crucial support to learners facing various stressors (Walton, Avenant & Van Schalkwyk, 2016). According to Walton, Avenant and Van Schalkwyk (2016), this support is essential for nurturing a positive learning environment and ensuring the wellbeing of all learners. Evidence indicates that positive and nurturing relationships between school principals and teachers and their learners can serve as protective factors for at-risk learners (Walton, Avenant & Van Schalkwyk, 2016).

Since working relationships are built on trust, it was also important to understand how trust helps to facilitate these working relationships between the schools (teachers and school principals) and the families (parents and guardians) in managing this growing problem of learner substance abuse in our schools. Trust and collaboration are intertwined. Tschannen-Moran (2001:315) "believes that trust and collaboration have this give-and-take process, they depend upon and foster one another." She believes that for collaboration to work successfully, a level of trust must be negotiated somehow (Tschannen-Moran, 2001). This sentiment is also shared by Sloan and Oliver (2013) who say that trust acts as a lubricant in ensuring a symbiotic system. It can be argued that fostering an atmosphere of trust within schools helps to enhance sincere and open forms of collaboration between school principals, teachers, and parents (Tschannen-Moran, 2001). A perfect example of this trusting relationship between the school staff (school principals and teachers) and families (parents and guardians) is captured by Krage (2018) in her study. Her findings show that when the school staff is welcoming, approachable, and trustworthy, these values contribute towards trust and a strong working relationship with the parents.

Similar findings were also observed in another study conducted in Philadelphia looking at teacher-parent relational trust, where teachers who went out of their way to engage in a dialogue with parents were perceived to be welcoming and were likely to gain the parents' trust (Chang, 2013). Gauging from the evidence presented above, there is no way to dispute that "trust is the glue that holds most cooperative relationships together" (Adams, Forsyth & Mitchell, 2009:6).

1.3 CONTEXT OF THE STUDY

This study was conducted in schools within the Western Cape. The researcher interviewed school principals, teachers, and parents to explore their collaborative efforts in managing this growing problem of substance abuse among learners within the school environment. The schools that were considered for the investigation were both public schools and independent schools. The independent schools are free from the influence and control of the Department of Basic Education (Hiss & Peck, 2020). According to Hiss and Peck (2020), the constitution of a school governing body (SGB) in independent schools ensures their independence. The SGBs are comprised mainly of parents, teachers, and learners, and play a crucial role in making decisions that impact the school. The public schools, on the other hand, depend on government funding, which limits their autonomy in decision-making (van Dyk & White, 2019; Sayed & Motala, 2012). In this study, the public schools were chosen based on their quintile ranking. The quintile ranking of South African schools was implemented to end the racial divide in the government's educational spending in schools (van Dyk & White, 2019). According to Sayed and Motala (2012:675), "the school size, age of the population, the number of learners enrolled in ordinary public schools, the distribution of capital needs, the size of the rural population in each province, and the size of the population dependent on social security grants were used to ensure equitable distribution, provincial uniqueness, and adaptability." The policy instrument had no financial benchmarks set out other than ranking schools from the least poor to the poorest (Sayed & Motala, 2012).

A poverty indicator including the following dimensions: income, employment, and reading and writing ability rate of the community where the school is situated was introduced to rank schools into five quintiles: quintile 1 being the poorest schools and quintile 5 being the affluent schools (van Dyk & White, 2019; Sayed & Motala, 2012). The quintile ranking of the schools helps the government to determine the amount of government subsidy schools receive (Sayed & Motala, 2012). For instance, schools ranked as quintile 1, quintile 2, and quintile 3 are no-fee schools and receive a larger government subsidy than quintile 4 and quintile 5 which are considered fee-charging schools (Sayed & Motala, 2012). In the current study, the researcher limited her selection of schools to those in quintiles five from the City Bowl, Southern Suburbs, and Western Suburbs, assuming they are better resourced to respond appropriately to the growing problem of substance abuse among learners. The use of the ranking system in public schools remains a huge debate which has sparked mixed feelings. The no-fee paying schools appear to be welcoming of the ranking policy as many of these schools have seen an increase in learner enrolment, and parents have also experienced significant relief

from the financial burden, especially those who are struggling to pay school fees (van Dyk & White, 2019). Some school principals have also expressed relief from financial administration (van Dyk & White, 2019). For instance, in 2009, the National Norms and Standards for School Funding allocation for a learner was R807 for quintile 1 schools, R740 for quintile 2 schools, R605 for quintile 3 schools, R404 for quintile 4 schools, and R134 for quintile 5 schools (Sayed & Motala, 2012). These figures have not changed much since then (van Dyk & White, 2019).

Contrary to the enthusiasm expressed by those in lower-ranked schools, the highly-ranked schools express dissatisfaction with their allocated status. To take a case in point, a primary school in KwaZulu Natal is currently rated as a quintile five school because of its location but this rating fails to consider that 80% of its learner population comes from poor areas (van Dyk & White, 2019). Many of these learners come from poor communities whose ranking might have prevented them from paying school fees but choose to commute because of better quality education (Sayed & Motala, 2012). According to van Dyk and White (2019), many parents in poor communities move their children to highly-ranked schools because of the idealistic associations of elitism. These schools are considered more functional compared to those in the lower quintiles. However, this is far from the truth as many of these fee-paying schools struggle to maintain daily operations and financial sustainability (van Dyk & White, 2019). In 2018, the primary school in KwaZulu Natal discussed earlier received R86 000 from government subsidy and only R40 000 from school fees (van Dyk & White, 2019). The school has been facing difficulties in covering utility bills, including water and electricity (van Dyk & White, 2019). Another example is illustrated in a study by Maistry and Africa (2020) where school principals in quintile 5 schools feel that the ranking system works against them because it does not consider the economic status of the learners in these schools.

The school principals feel that the state subsidies are insufficient to cover all their school expenses. Some school principals were recorded expressing their frustrations about unsuccessfully getting their rankings changed with the Department of Education. It is evident from these cases that the inaccurate ranking of these schools leads to reduced funding and ineffective resource allocation. According to van Dyk and White (2019), using the location is not a sufficient measure to rank schools because most of the learner population in these schools are learners who do not reside where their schools are situated. Moreover, the financial status of these learners is often ignored by these poverty calculators. What implications does this incorrect ranking have in the management of substance abuse in schools? As mentioned earlier, many of these fee-paying schools host almost 80% of their learner population from poor communities. The incorrect ranking of these schools creates an illusion of functionality and

adequate resources, whereas they could be as poorly resourced as those in lower quintiles. The limited funding and resources could be argued to hinder their ability to effectively address the escalating issue of substance abuse among learners in these schools.

1.4 RATIONALE AND SIGNIFICANCE

This zooming into the role of trust within these interactions, the researcher hopes that we can improve the working relationship and effective communication channels between schools, parents, and communities. Moreover, to improve intervention, treatment, and management efforts aimed at curbing learner substance use and abuse in our schools. The study may help shed light on the broader implications of learner substance use and abuse to the schooling community and expose the ability of schools to manage this growing problem effectively. The implications of this study could be far-reaching as they could inform statutory efforts aimed at facilitating collaboration and support with various stakeholders within the schooling system.

1.5 POLICY AND LEGISLATION

1.5.1 Management and treatment of drug use, misuse and dependence in public or independent schools and further education and training institutions (FET) (2002)

The policy aims to prevent learners from using, misusing, and abusing substances in schools (Department of Education, 2002). The primary goal of this policy is to support learners who use and abuse substances and those who are impacted by their use, including other learners, the school staff, and other service providers engaged in the practice of treatment and rehabilitation (Department of Education, 2002). Before the national curriculum review in 2005, substance abuse content was covered in schools' curricula from grades R through 9 (van Deventer, 2009). The updated national curriculum states that drug abuse education is only required for learners in grades 5, 7, 8, 10, 11, and 12 (Department of Education, 2007).

When it comes to providing substance abuse education in schools, teachers are crucial (Department of Education, 2002). This policy places a strong emphasis on training teachers so they can effectively manage and support learners who are affected by drug use, abuse, and dependency (Department of Education, 2002). In order to create substance abuse course content that is pertinent to the teacher's school context, the policy promotes teacher development training for pre-service and in-service teachers (Department of Education, 2002). It is recommended that educational institutions provide parents and guardians of learners with information and policies regarding substance use and abuse, starting from the day of registration (Department of Education, 2002). Regular workshops and meetings on substance

abuse issues with parents and guardians are also encouraged in schools (Department of Education, 2002). Additionally, schools are encouraged to use outside agencies and institutions that specialise in drug abuse (Department of Education, 2002). Schools are also encouraged to take into account "the nature of the incident, the learners' school and family history, cultural background, mental health and intellectual ability, as well as any other relevant information" when handling cases involving substance use and abuse (Department of Education, 2002:7). For learners who encounter issues stemming from substance use, abuse, or dependency, appropriate support based on "restorative and supportive approaches" is provided (Department of Education, 2002:7).

The policy also provides guidelines for drug testing, screening, and searches. Regarding drug testing and screening, the policy recognises that administering tests may infringe upon learners' constitutional rights (Department of Education, 2002). Although the policy states that this should not be the first course of action, teachers are encouraged to use their judgment if there is any reason to believe that a learner may be under the influence (Department of Education, 2002). Drug tests cannot be administered to learners at random in schools unless they are part of an intervention or relapse prevention programme (Department of Education, 2002). They should follow school policy and be carried out in a secure setting that guarantees learners' rights are upheld (Department of Education, 2002). Schools must keep the test results private and distribute them only to the learner's parents (Department of Education, 2002). A learner who is experiencing problems with substance abuse has a right to get the help they need, and their right to an education should not be compromised (Department of Education, 2002). The policy also supports random searches in schools, but only if they serve as preventative and intervention measures (Department of Education, 2002). The only situation in which the schools may search is if there is a plausible suspicion of possession (Department of Education, 2002). The people who can perform searches have to be the same gender as the students, and they have to be done in a structured way (Department of Education, 2002).

Until proof of enrolment and compliance in a rehabilitation or relapse prevention programme is submitted to the school, the management (including the governing body) may suspend or expel the learner if they refuse to accept the assistance or are found guilty of drug possession or dealing (Department of Education, 2002). Parents' involvement is thought to increase programme compliance, so schools are encouraged to include both guardians and learners in the recovery programmes (Department of Education, 2002). Despite the perception that schools have the final say over a learner's fate, the policy still upholds the student's right to an education (Department of Education, 2002). The policy states that learners should not be

prevented from attending the same school unless the administration determines that doing so would compromise the school's safety and order (Department of Education, 2002). In these situations, the school is urged to assist the student in locating another school (Department of Education, 2002). The National Drug Master Plan 1999-2004 and the Regulations for Safety Measures at Public Schools complement this policy (Department of Education, 2002).

The question to ask then is whether the policy makes adequate provision for the management and treatment of learner substance use, misuse, and abuse in schools. The researcher is of two minds: she endorses the advocacy for guidance and support for the learners who are struggling with substance use, and those affected by their use, but disagrees with the approach and use of terminology. For instance, calling learners who are using or found with substances 'offenders' and 'guilty' automatically criminalises these learners, which could be argued to contribute to a punitive approach.

1.5.2 School-parent-community engagement framework

The framework was established to assess and monitor the causes and perpetuating factors contributing to the low parental involvement in schools as well as to offer solutions to this ongoing problem in our schools (The National Education Collaboration Trust (NECT), 2016). It aims to promote effective communication between schools, parents, and communities, promote an effective learning environment for learners and increase parental and community involvement and decision-making in schools (NECT, 2016). It is based on the following principles: "participation by equal partners where parents and the community are seen as equal partners in the learner's development and educational experience and output, evidence-based and build on existing successful initiatives through identifying and extending initiatives that enhance best practice in schools, flexibility and respect for diversity of communities, and contextually appropriate through employing strategies that are culturally sensitive and appreciate the uniqueness of schools and their communities" (NECT, 2016:11).

This framework is based on the Epstein Framework of Involvement as it targets six major areas, being communication, parenting, learning at home, decision-making, volunteering, and partnership with the community (NECT, 2016). This can be done by improving "communication through the use of appropriate strategies to facilitate genuine communication, parenting through helping families establish home environments that are supportive to their children as learners, learning at home by helping families to assist their children with homework and to recognise other learning-at-home opportunities, involving parents, learners, and community members in the school's decision-making processes, volunteering, and

partnering with the community in identifying and integrating resources and services from the community" (NECT, 2016:11). This framework targets a range of audiences from schools to education officials (NECT, 2016). "The schools and education officials at district level are seen as primary audience and the education officials at provincial and national level are seen as secondary audience" (NECT, 2016:10). However, it is the schools that bear the burden of facilitating effective collaboration between schools, parents, and communities (NECT, 2016). Schools must create an enabling environment for this collaboration to exist through "legal and policy mandate, empowered and effective governance, management and support structures, capacity development, programme planning, monitoring, evaluation and reporting, and indicators or success" (NECT, 2016:14).

This framework understands the importance of collaboration between schools, parents, and the community in the learner's development (NECT, 2016). According to this framework, these three spheres have the potential to yield a positive impact if all work together. For learners, when these three spheres working together can enhance academic performance and school attendance, improve learner attitudes towards the school, and increase self-efficacy (NECT, 2016). At the school level, staff morale can be enhanced, and it can help teachers and the school management gain a sense of community, cultural sensitivity, and a better understanding of family views (NECT, 2016). The parental level and the views of teachers can be improved, which can help parents gain a better understanding of the schooling system and its operations. Their confidence to help their children will thus be increased, leaving parents feeling empowered (NECT, 2016). At a community level, if the schools become part of the community and gain a sense of oneness, this can help to enhance service delivery. Impacting the schools, families, and communities can promote a homogenised and comprehensive approach between the schools, parents, and communities, and it can help families access services easily (NECT, 2016). This framework makes provision for collaboration between schools, parents, and the community.

1.6 RESEARCH TOPIC

"Examining the Role of Trust in Collaborative Efforts in the Management of Learner Substance Abuse Issues in Schools: Perspectives of Parents, Teachers, and School Principals in Cape Town"

1.7 MAIN RESEARCH GOALS AND OBJECTIVES

The goal and objective of the study is to explore the role of trust in facilitating the working relationship between school principals, teachers, and parents in managing the growing problem of learner substance use and abuse in our schools. The goal and objective of this study were twofold: firstly, to understand how collaboration between parents, teachers, and school principals unfolds; the behaviours of these various stakeholders; and the different elements that affect these cooperative partnerships in schools. The second goal and objective of the study was to understand how parents, teachers, and school principals work together in managing learner substance use and abuse in schools. The researcher was also interested in understanding how these working relationships influence trust in managing learner substance use and abuse in their schools.

1.8 REVIEW RESEARCH QUESTION

What are the experiences and perceptions of parents, teachers, and school principals on working together in South African schools?

1.9 REVIEW RESEARCH AIMS

To systematically review the qualitative studies and literature reporting the experiences and perceptions of working relationships between parents, teachers, and school principals in South African schools.

1.10 REVIEW RESEARCH OBJECTIVES

- To identify, locate and synthesise qualitative studies and literature on experiences and perceptions of parents, teachers, and school principals' collaboration in South African schools by zooming into the actions, reactions and behaviours that facilitate or hinder these collaborative relationships.
- To gain a foundational insight into trust – the actions, behaviours, and beliefs that shape it within the school environment.

1.11 QUALITATIVE RESEARCH QUESTIONS

- What are the perceptions and experiences of parents, teachers, and school principals on working together in managing learner substance abuse in schools?

- How do these perceptions and experiences influence the trust between parents, teachers, and school principals in managing learner substance abuse in schools?
- What do parents, teachers, and school principals think are the challenges that hinder trust in their collaborative efforts in managing learner substance abuse in schools?
- What do parents, teachers, and school principals think needs to be done to facilitate trust in their collaborative efforts in managing learner substance abuse in schools?

1.12 QUALITATIVE RESEARCH OBJECTIVES

- To explore the perceptions and experiences of parents, teachers, and school principals on working together in managing learner substance abuse in schools.
- To understand how these perceptions and experiences influence trust between parents, teachers, and school principals in managing learner substance abuse issues in schools.
- To find out what kind of challenges the parents, teachers, and school principals think hinder trust in their collaborative efforts in working together in managing learner substance abuse issues.
- To ascertain what parents, teachers, and school principals think needs to be done to facilitate trust in their collaborative efforts in working together in managing learner substance abuse issues.

1.13 MAIN ASSUMPTIONS

The researcher adopted an interpretive stance using two qualitative research methods: the systematic literature review and the exploratory research design. The researcher believes that the qualitative approach was the most suitable for this inquiry, as the aim was not to replicate her findings, but rather to inform practices and theories that can help manage this growing problem of learner substance abuse in our schools (Walters, 2001).

1.14 CLARIFICATION OF TERMS

Trust: was defined as “a state in which individuals and groups are willing to make themselves vulnerable to others and take risks with confidence that others will respond to their actions in positive ways, that is, with benevolence, reliability, competence, honesty, and openness” (Forsyth, Adams & Hoy, 2011).

Collective trust: was defined as "a stable group property rooted in the shared perceptions and affects about the trustworthiness of another group or individual that emerges over time out of multiple social exchanges within the group"(Forsyth, Adams & Hoy, 2011).

Collaboration: was defined as "a process in which autonomous or semi-autonomous actors interact through formal and informal negotiation, jointly creating rules and structures governing their relationships and ways to act or decide on the issues that brought them together as well as shared norms and mutually beneficial interactions" (Thomson, Perry & Miller, 2009:3).

Parent: was defined as "the biological or adoptive parent or legal guardian of a learner" (South African Schools Act No. 84 of 1996, as amended, 2011:4)

Parental involvement: was defined as the "active and willing participation of parents in a wide range of school-based and home-based activities, which may be educational or non-educational" (Matshe, 2014:94), which also extended to the management of substance abuse issues in schools.

Schools: referred to "a public or an independent school which enrols learners in one or more grades from grade R (reception) to grade twelve" (South African Schools Act No. 84 of 1996, as amended, 2011:5)

Substance use: This term was defined as the use of mood-altering chemicals for social purposes with no valid medical need (Doweiko, 2009).

Substance abuse: This term refers to the use of mood-altering chemicals over and above socially acceptable standards with no valid medical need (Doweiko, 2009).

1.15 ETHICAL CONSIDERATIONS

1.15.1 Ethical consideration for the review design

Ethical considerations in systematic reviews are not tabled out and this can be attributed to the flexible nature of the approach which seldom requires institutional ethical approval before commencement (Suri, 2020). This, however, does not mean that systematic reviews do not follow the philosophical guide in decision-making. In this study, the philosophical approach adopted is interpretivist systematic review, which speaks to teleological ethics as the aim was to gain a holistic understanding of the phenomena from different views of the study subjects from existing literature about the phenomenon being studied (Suri, 2020). Here are the ethical issues that were considered in this study.

- **Consideration of quality and relevance of evidence**

Consideration of quality and relevance of evidence speaks to the analysis of the "epistemological, pedagogical orientation, and assumptions that correspond with that of the original study" (Suri, 2020:47-48). Interpretative studies aim to capture the true representation of diverse perspectives from existing research and literature about the phenomenon; therefore, such studies should strive for transferability, credibility, dependability, and confirmability (Suri, 2020). This can be achieved through "reflexivity, collaborative sense-making, eliciting feedback from key stakeholders, identifying disconfirming cases and exploring rival connections, and using multiple lenses" (Suri, 2020:49). In the current study, the researcher worked closely with a supervisor as this allowed reflective practice as well as collaborative sense-making of the whole process. Moreover, working with the university supervisor allowed for diverse perspectives during data analysis and the writing up of the findings.

- **Eliminating biases**

This speaks to any biases that might influence the search for relevant literature (Suri, 2020). According to Suri (2020), many biases may arise with literature searches, such as deciding whether to include grey literature in searches. Some scholars advocate for inclusion to minimise bias, while some feel that this may compromise the quality of the research (Suri, 2020). In the current study, the researcher purposefully excluded grey literature because she did not want to compromise the quality of the data due to its unreliability. The researcher used a purposive search strategy using scholarly database platforms.

- **Avoiding perceived ethical dilemmas arising from conflicts of interest**

According to (Suri, 2020:45), "researchers should scrutinize their personal, professional or financial interests which may influence the review findings in a specific direction." He argues that researchers should consider the following question before accepting funding for their systematic review: is the agenda of the funder aligned with the goal of the review? The researcher should also consider how the funders can influence the review process and findings. How will the integrity of the findings be preserved? (Suri, 2020). The current study was conducted in fulfilment of academic progress. The researcher's academic tuition was sponsored but the financial donors had very limited influence in the review process.

- **Communication of findings**

This speaks to the thoroughness and quality of the reporting of findings (Suri, 2020). In this review, the researcher worked closely with the university supervisor. Throughout the supervision relationship, the researcher had regular consultations with the supervisor and submitted three drafts before the final report was submitted for assessment. This extensive process allowed for thoroughness and quality reporting of the research process and findings.

1.15.2 Ethical considerations for the qualitative design

The consideration of ethical issues in social research allows the researcher to evaluate the benefits, trade-offs, and conflicts of the study (Babbie & Mouton, 2001; Creswell, 2014). There are many ethical issues to be considered when conducting research; for this study, only seven were considered.

- **Voluntary participation**

Voluntary participation refers to the respondents' free will in deciding to be involved in the study (de Vos et al., 2005). All schools and individuals that took part in the study did so at their discretion. The researcher had introductory sessions with the school principals. The school principals facilitated the recruitment process of teachers and parents. Teachers and parents who expressed interest were recruited and interviewed. All respondents had to sign a consent form. Before conducting the individual interviews and focus group discussions, a few minutes were dedicated to reviewing their rights to participate.

- **Informed consent**

In social research, informed consent refers to the process of ensuring that respondents fully understand the benefits and risks associated with participating in the study (de Vos et al., 2005). The researcher obtained permission to access the schools from the Western Cape Education Department (see Appendix A for the letter). At the school level, consent was obtained from both the school principals and the heads. Individual consent was then sought from potential respondents during the introductory session, and each person completed a consent form. The consent form detailed the study objectives and the rights of the respondents in terms of voluntary participation, anonymity, confidentiality, and privacy concerns. The respondents were given the opportunity to review the terms and conditions and ask any questions before signing the form to indicate their willingness. The consent forms were written in simple English

to facilitate understanding and, where necessary, additional clarification was provided. For a copy of the consent form, please refer to Appendix C.

- **Avoidance of harm**

Harm in research can manifest itself in both physical and emotional forms, and it is highly recommended that researchers make every effort to avoid it (de Vos et al., 2005). In the current study, no physical harm was posed to the respondents. However, minimising emotional harm is challenging since individuals perceive experiences differently (de Vos et al., 2005). All respondents were encouraged to share information only if they felt comfortable doing so. To determine if any unwanted emotions were elicited during the interviews, the researcher conducted quick debriefing sessions with those who were willing. The researcher also provided contact information and information on accessing professional help to all respondents.

- **Violation of privacy or anonymity or confidentiality**

Ensuring the privacy of the respondents was a top priority during the interviews. Fortunately, all the schools that were visited had vacant offices where the researcher could conduct the interviews with minimal disruptions. To further safeguard the privacy of the respondents, the researcher specifically requested secluded and less disruptive rooms to conduct the interviews. A sign indicating a meeting in progress was also hung outside the venue. Equally important in this process was protecting the identity of each respondent (Wiles et al., 2008). To achieve this, the researcher used pseudonyms during data collection, transcription, and reporting of the findings (Wiles et al., 2008). The personal information obtained from the consent forms was kept separate from the data to ensure that it was not traceable back to the respondents (Wiles et al., 2008). It was also crucial for the researcher to guarantee that any information shared in confidence by the respondents would not be deliberately misused for any purpose other than academic research. The data was securely stored and only accessible to the researcher. Both the researcher and the supervisor were granted access to the data, and the respondents were informed of this.

- **Deception of respondents**

Misleading or deliberately withholding information from respondents in order to conceal the true nature of the study is considered an ethical violation in social research (de Vos et al., 2005). In this study, all research objectives were clearly stated in the consent form and thoroughly

explained to the respondents during the introductory sessions. Additionally, respondents were encouraged to read and fully understand the conditions of their participation before agreeing to take part in the study.

- **Analysis and reporting**

According to Babbie and Mouton (2001), it is essential to avoid any form of plagiarism and the publication of falsified findings. To guarantee the originality of the report, the researcher utilised the Turnitin online Plagiarism Checker. Furthermore, the report underwent a thorough review by the researcher's supervisor to ensure its compliance with academic standards.

1.16 OVERVIEW AND STRUCTURE OF THE THESIS

This report has seven chapters:

- Chapter 1 provides the background and introduction of the study, the statement of the problem, the research topic, the research main questions and objectives for both research designs, the clarification of terms, and ethical considerations for both.
- Chapter 2 will present the theoretical framework underpinning the study.
- Chapter 3 will discuss the methodological approaches and their process of application.
- Chapter 4 will present the systematic literature review findings.
- Chapter 5 will present the exploratory qualitative research findings.
- Chapter 6 will discuss the findings from the systematic literature review and exploratory qualitative investigations using a data triangulation method.
- Chapter 7 will present the study's conclusion, implications for the social work practice, and recommendations.

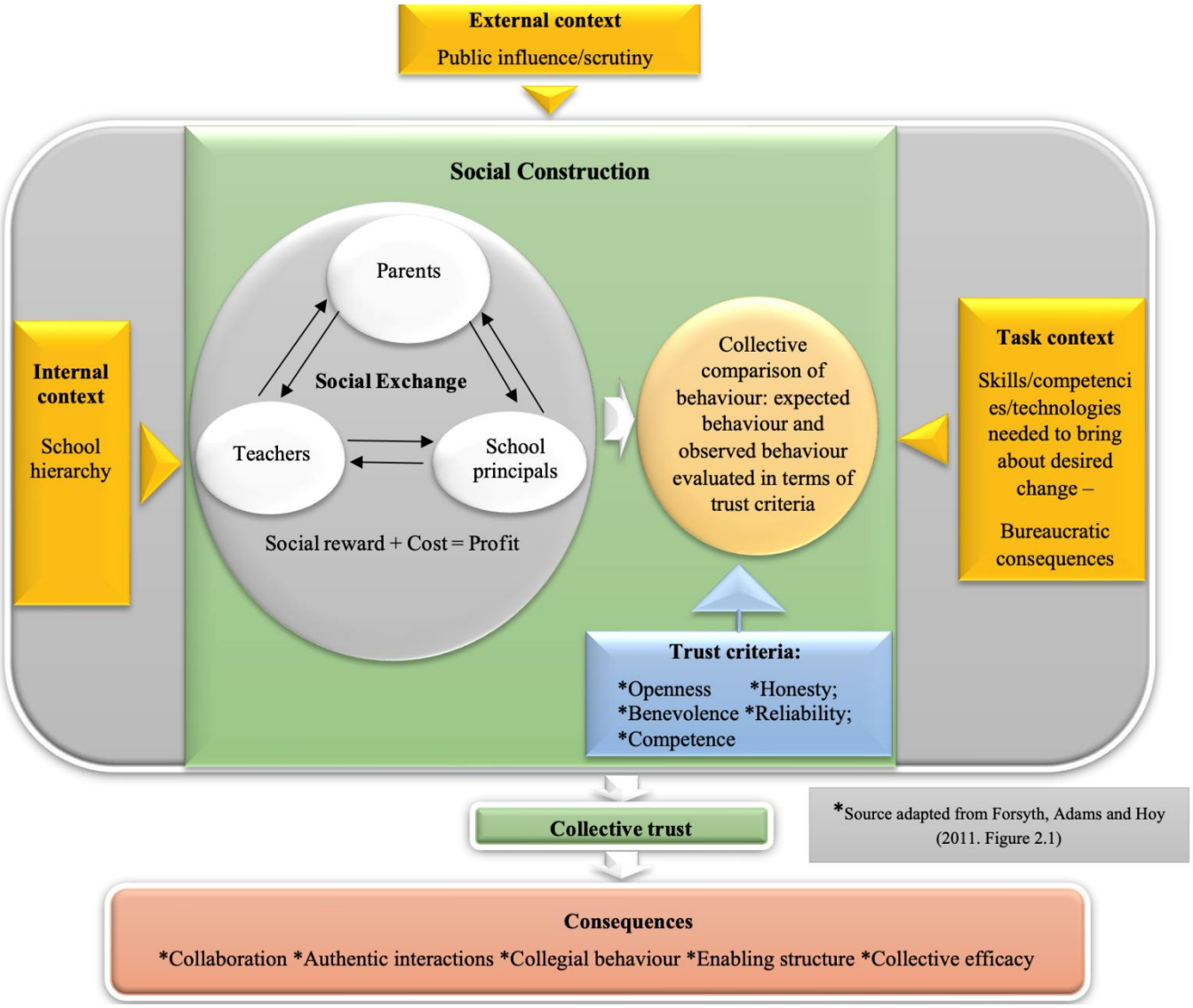
CHAPTER TWO
THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter presents the theoretical framework that was used as a lens to understand trust and collaboration between parents, teachers, and school principals in managing learner substance abuse in schools. Two theoretical models were identified for the study. The first model is Blau's (1986) Social Exchange Theory; the second model is Forsyth, Adams, and Hoy's (2011) Collective Trust Theory, which has been used to understand the formation of trust in schools.

2.2 THEORETICAL FRAMEWORK

Figure 1: Theoretical Framework



2.2.1 The Social Exchange Theory

To understand the interactive experiences between parents, teachers, and school principals, the researcher used Blau's (1986) Social Exchange Theory. Peter Blau was an American sociologist who contributed immensely to Social Theory with his work on Exchange Theory. Blau's work was inspired by George Homan's "explanation of social behaviour as the exchange of attitudes, sentiments, and activities — the laws of this exchange being a combination of simple 'supply and demand' and Skinnerian psychology" (Eisenstadt, 1965:333). From these laws, Homan emphasises a psychological reductionism approach in the analysis of interpersonal and institutional interactions (Eisenstadt, 1965). Where Blau's analysis differs from that of Homan is that he included an exploration of the social structure, organisation, and bureaucracy. He felt that placing too much emphasis on psychological concepts limits understanding of these complex relations. In his book 'Exchange and Power in Life', he makes assumptions about the role of social subjects and activities in their negotiation with social rewards, costs, and profit. He suggests that social subjects engage in activities to obtain social rewards; more so, all activities carry costs in the form of expended resources, time, and energy. Therefore, social subjects want to maximise their profits from activities by minimising the costs. He argues that the desire for social rewards attracts social subjects to interact with one another, and through the reciprocal social exchange social bonds and trust can develop between those involved. He proposed the following social rewards that facilitate social exchange: social attraction, social acceptance, social approval, power and obedience, instrumental services, and respect or prestige. The discussion that follows explains the assumptions of Blau's theory about the negotiation of social interaction.

According to Blau (1986), rewards can be intrinsic — things that we find enjoyable and satisfying or extrinsic — such as engaging with others to advance oneself and not because one cares about relationships. He asserts that closely linked to the negotiation of social rewards, costs, and profits, is the exploration of power dynamics. Additionally, he believes that power relations come to be because of interpersonal exchange processes. He argues that, when individuals or groups monopolise resources, an unequal exchange is bound to happen and this is where power comes from. Furthermore, he does not see power as a negative thing, but rather he argues that power differences are part of the organisation. He believes that a fair exercise of power yields obedience or tolerance, and if all subordinates collectively support the superior's exercise of power, this will legitimise their power. On the contrary, if there is an oppressive exercise of power, this can evoke a resistance movement against the oppressor (Blau, 1986). This analysis provides an important understanding of the sensitivity and uniqueness of

organisations, which may influence how these dilemmas are negotiated depending on their institutional and structural organisation, norms and standards, and interpersonal relationships. Blau (1986) does not limit his analysis only to similarities but rather goes beyond to reveal the meeting and transition points of these social exchanges both at a behavioural level and at the structural, organisation, and institutional level.

2.2.2 Collective Trust Model

Forsyth, Adams and Hoy (2011:18-19) define trust in the context of schools as "a state in which individuals and groups are willing to make themselves vulnerable to others and take risks with confidence that others will respond to their actions in positive ways, that is, with benevolence, reliability, competence, honesty, and openness." This definition looks at trust from a sociological perspective which considers trust at the macro and/or meso level of social relationships between individuals, groups, and institutions. Unlike the interpersonal trust that functions at micro-level, where actions of the actors are reduced to psychological processes and observation of dyadic relationships and experiences, collective trust is seen as a "social phenomenon rooted in multiple social exchanges among members of a group" (Forsyth, Adams & Hoy, 2011:22).

The discussion presented next explains Forsyth, Adams and Hoy's (2011) model concerning the current study. The Collective Trust Model to understand trust within the school environment. Collective trust is defined as "a stable group property rooted in the shared perceptions and affects about the trustworthiness of another group or individual that emerges over time out of multiple social exchanges within the group" (Forsyth, Adams & Hoy, 2011:22). In terms of this model, collective trust goes beyond understanding interpersonal trust by studying the norms and cultural conditions of social institutions as this provides a better understanding into their social workings. Shared beliefs that have been socially constructed determine how open a group is to becoming vulnerable to an individual or other group (Forsyth, Adams & Hoy, 2011).

While differences can be noted between interpersonal trust and collective trust, these models agree on the attributes of trust. According to Forsyth, Adams and Hoy (2011), the first attribute consists of many levels, because trust can be observed in social relations between individuals, groups, and institutions or organisations. The second attribute of trust, they argue, is different referent roles, and within the school environment, these will be the parents, teachers, school principals, students, and other colleagues. The third attribute speaks to the vulnerability to others (Forsyth, Adams & Hoy, 2011). Thus, according to Forsyth, Adams and

Hoy (2011), gaining trust means that one must make themselves vulnerable to others and believe that they do not have any ill intentions or feelings that may put them in harm's way. They argue that people who are trusting demonstrate a confident expectation to those they trust that they will not disappoint them, and this addresses the fourth attribute of trust. The fifth attribute of trust is the risk. Similarly with vulnerability, taking a risk is one of the crucial elements of trust because it shows that one is willing to place positive confidence in the other person to fulfil their end of the bargain. This is considered a risk because one may not truly know the intentions of the other person. Therefore, whichever way we look at it, risk is necessary for creating and strengthening trust. The sixth attribute of trust is interdependence. Individuals, groups, and institutions rely on one another, and without these social relations trust will not exist. Mutual relations must be nurtured for trust to grow. The last attribute speaks to the five facets of trust: benevolence, honesty, reliability, competence, and openness (Forsyth, Adams & Hoy, 2011).

These will be explained in greater detail, starting with benevolence. Benevolence can be described as confidence or goodwill placed on others that one's vulnerability will not be taken advantage of when the opportunity presents itself to do so. Reliability speaks to predictability, benevolence and the extent to which one is willing to place confidence in the other person's actions and goodwill. According to Forsyth, Adams and Hoy (2011), most interactions happen over time and there is always a delay between when a promise is made and when it is fulfilled, hence the degree to which a person believes in the outcome is the true reflection of the extent of trust one has. It simply means that the other person or group can be relied on to deliver on what they had promised; one should not have to resort to wasting their energy worrying whether the other person or group will come through for them or make other plans. Another important feature of trust is competence. Having the right skills needed to fulfil an expectation is very important for the formation of trust, especially in organisations and institutions because most of their tasks rely on competence. Honesty is considered by many scholars and researchers as the most vital feature of trust. It is about one's "character, integrity, and authenticity" (Forsyth, Adams & Hoy, 2011:19). Forsyth, Adams and Hoy (2011) argue that honesty is synonymous with trust, therefore when individuals demonstrate dishonest behaviour, it reflects more about their character and integrity. Openness speaks to actions, transparency, and the degree to which appropriate and applicable information is distributed. According to Forsyth, Adams and Hoy (2011), when one chooses to open up about something personal, they are putting themselves in a vulnerable position, which displays a level of confidence that whatever they are sharing will not be exploited. They argue that just as

openness helps to build trust between a trustor and trustee, withholding information and being secretive can lead to suspicion and distrust.

The literature covers different forms of collective trust in schools — between multiple groups and different relational pairs. The first form depends on the trustor — this is a group evaluating the trustworthiness of another group. The trustor group is comprised of the key members of the schools such as the parents, teachers, school principals, and students. There is also the trustee — "this is a group or an individual who is the object of the trust" (Forsyth, Adams & Hoy, 2011:22). The trustees include all the members mentioned above as well as the school as a collective unit. Most of the research work conducted in schools focused on the nature and function of faculty. These studies define the teaching faculty the trustor group, with trustees comprising of clients as parents and students, the teaching colleagues as the school group, the school principals as the individuals, and the schools as institutions. "There are four forms of faculty trust: faculty trust in the principal, faculty trust in colleagues, faculty trust in clients, and faculty trust in schools" (Forsyth, Adams & Hoy, 2011:23). When evaluating a specific form of trust, a trustor group and a trustee is identified.

For instance, in many studies that looked at parent trust, the parent group were identified as trustors and the teacher group, school principals, and the school were identified as trustees. "These trustor-trustee patterns lead to three forms of parent trust: parent trust in the principal, parent trust in teachers, and parent trust in schools" (Forsyth, Adams & Hoy, 2011:23). The level of a group's interdependency on another group or individual is very critical to understanding collective trust. According to Forsyth, Adams and Hoy (2011), public schools have very interdependent role groups, and hence they are complex and unpredictable. As an example, a teacher who demonstrates unpredictable behaviour is a source of vulnerability for the parents because the teacher is responsible for their children's development. It can also be argued that this could be vice versa because teachers also rely on parents to play their part, and when they fail to do so, the teachers' support is dampened. The school, like many other institutions, is made up of role or functional groups that need other groups or individuals for their success and that of the organisation or institution. Hence, collective trust is the best approach to understanding trust within schools because different groups share beliefs from socially constructed perceptions about another group or individual's trustworthiness.

The elements and process of collective trust formation will now be discussed. There are three types of contexts within an institution that affect the formation of collective trust. The first context is the external context. This is when mutual experiences and contextual feelings are shared by many members within an institution. This speaks to the unique assumptions,

expectations, and coping patterns that everyone brings into the group. The second context is the internal context. It refers to the conditions within the institution which may affect the group's capacity to trust another group or an individual, such as the structure of the organisation, its leadership, the systems used to evaluate employees, the organisation's history, facilities, and clarity of goals. Here are some of the assumptions that have been put forward by researchers of intra-groups: they assume that the group's homogeneity increases trust; similarly, when an institution allows social exchange within groups trust increases; they also assume that trust decreases when the size and complexity of the institution increases, and when social change and volatility in the institution increases (Forsyth, Adams & Hoy, 2011).

The last context is the task context – it looks at the nature of the task. According to Forsyth, Adams and Hoy (2011), the nature of the institution's task depends on the skills, competencies, and technologies to bring about a desired change. They argue that schools use intensive technologies because teachers receive learners from diverse backgrounds whose levels of knowledge and skills vary to such an extent that teachers are required to respond to the needs of the learners rather than relying on the standardised process. The criterion for the tasks depends on the efforts made by two or more members working together. According to Forsyth, Adams and Hoy (2011:6), "one group will want to predict the cooperation, expertise, and efficacy of another group because the other group's success is essential to the first group's success and ultimately that of the organisation." This predictability in groups will often be strengthened by formal and informal institutional structures, rules, and regulations which make the task outcomes predictable. This does not suggest that such organisations do not need trust but rather the conditions for goal achievement are stipulated, creating little uncertainty among the group members. In contrast to standardised tasks, complex tasks rely on trust. While schools may come across as organised and structured, Forsyth, Adams and Hoy (2011) argue that schools are very complex because they provide service to a variable clientele, which requires a diverse way of responding. In such institutions, they argue, the rules and regulations which would normally standardise the execution process do not apply because the teachers have to respond to the varying needs of their learners, which then puts schools in a complex task category.

The process of collective trust as a social construction is discussed next. According to Forsyth, Adams and Hoy (2011), the best way to understand this process of social construction is to look at a new member in the organisation trying to join an existing group whose group trust is already established. They argue that the new member's acceptance into the group will depend on shared norms and beliefs concerning another group's trustworthiness. These beliefs

are usually expressed to the newcomer as they are socialised into the group. Through repeated social exchanges and socialisation, the norms and beliefs of the group become clear. The collective trust becomes more like a culture because of the "shared cognitive representations in the minds of the individuals" (Forsyth, Adams & Hoy, 2011:30). The more interaction between group members, the more they become alike. It is therefore normal to expect that when social exchanges happen naturally, especially between members of a group, stories, experiences, and opinions about another group's behaviour that were observed will be expressed. The group will evaluate the other group's observed behaviour based on the criteria of trustworthiness: openness, honesty, benevolence, reliability, and competence.

Within the school context, the collective trust of faculty in parents develops through numerous social exchanges with teachers, who also have social exchanges with their colleagues. According to Forsyth, Adams and Hoy (2011), usually, the shared perceptions of teachers about parental behaviour are mostly influenced by first or second-hand experience, and the norms guiding how teachers talk and feel about parents in their school. Therefore, over time, these become common sets of beliefs about the trustworthiness of parents. This eventually leads to the development of a level of collective faculty trust. The results of collective trust have been proven to have extensive consequences for schools and their success. Some of the consequences that have been observed in the literature include: "academic optimism, academic press, collaboration, authentic interactions, collegial behaviour, enabling structure, collective efficacy, student achievement, organisational citizenship, professionalisation" (Forsyth, Adams & Hoy, 2011:25).

2.3 THE INTERPLAY OF THEORETICAL MODELS

The researcher chose the theoretical models discussed above because both take on a macro and/or meso approach to social relationships between individuals, groups, and institutions (Blau, 1986; Forsyth, Adams & Hoy, 2011). The researcher chose to view the parents, teachers, and school principals as groups operating within an institution. Forsyth, Adams and Hoy's (2011) model, when applied to the school context, provides insight into the school's bureaucracy (task context), its hierarchical structure (internal context), and the public influence or scrutiny (external context) that affects the development of collective trust among parents, teachers, and the school principals. Blau's (1986) social exchange model was very instrumental in illuminating the power imbalances and the distribution of rewards that help facilitate the formation of trust in these interactions between parents, teachers, and school principals.

2.4 CHAPTER CONCLUSION

This chapter discussed the theoretical framework underpinning the study. The Collective Trust Theory and Social Exchange Theory were used as lenses to understand the nature and dynamics of the working relationships between school principals, teachers, and parents, especially within the context of learner substance abuse management in schools. Using these theories provided a richer understanding of the inner workings of the schooling system: the bureaucracy, hierarchies, and external factors. The researcher asserts that the different components of the framework function effectively together. However, one significant limitation of Forsyth, Adams and Hoy's model is its superficial examination of how trust fluctuates with the power dynamics and positionality of various stakeholders. In contrast, Blau's model addresses this gap by demonstrating that oppressed members within an organisation can collectively challenge power. Nonetheless, this analysis also falls short, as it fails to fully capture the complexities inherent in the schooling system. This is something that could be refined in future studies. The following chapter will present and discuss the research strategy followed in this investigation.

CHAPTER THREE
METHODOLOGICAL CONSIDERATIONS

3.1 INTRODUCTION

Babbie and Mouton (2001) define research as a systematic and rigorous investigation. According to Rubin and Babbie (2017:10), "scientific inquiry prevents the potential risks of relying solely on tradition, authority, common sense, or the popular media as sources of knowledge for guiding social work practice." Using scientific knowledge in social work helps practitioners avoid mistakes when planning interventions (Rubin & Babbie, 2017). The goal of using scientifically based knowledge in social work is to provide the field with the necessary information to alleviate human suffering and promote social welfare (Rubin & Babbie, 2017:16). By conducting this study, the researcher hopes that the findings will contribute value to the field of social work and the management of substance abuse problems in schools. This chapter begins by situating the study within the metatheoretical framework and then outlines the step-by-step research process.

3.2 METATHEORETICAL POSITION: INTERPRETIVISM

A metatheory is a set of presumptions employed to formulate research questions and direct the creation and improvement of theories (Finkel, 2014). It helps clarify the connections between societal variables (Finkel, 2014). Moreover, metatheories offer descriptions of the functions and characteristics of the constructs that researchers concentrate on (Finkel, 2014). The choice of research methodology for a study is influenced by the researcher's philosophical assumptions about the world around them (Rubin & Babbie, 2017). These assumptions can be oriented to disciplines, past research experiences, and inclinations of supervisors (Creswell, 2014). Each scholar defines their academic individuality based on the selected paradigmatic stance and is usually informed by their metatheoretical perspective (Mauldin, 2020). In this study, the researcher took on an interpretive approach, which is focused on detailed variables and context-related factors (Alharahsheh & Pius, 2020).

It assumes that human beings cannot be studied in a manner akin to that of physical phenomena, viewing humans as distinct from physical phenomena because they add depth to meanings (Alharahsheh & Pius, 2020). As a paradigm, "it assumes that reality is subjective and can differ considering different individuals" (Alharahsheh & Pius, 2020:42). Through the collection and analysis of qualitative data, the interpretivism paradigm offers a thorough

understanding of specific contexts, and factors influencing specific developments, leading to deep insight and conclusions that may differ from others (Alharahsheh & Pius, 2020). The research methodology "is concerned with the general research strategy followed to conduct research" (Alharahsheh & Pius, 2020:40). Research methodology helps the researcher identify the appropriate methods to be used in the research investigation (Alharahsheh & Pius, 2020). The research methods help clarify the data collection mechanisms (Alharahsheh & Pius, 2020). In this investigation, the researcher employed a qualitative method using a qualitative synthesis and interviews. The qualitative synthesis offered a foundational comprehensive overview of the nature and dynamics of the working relationship between school principals, teachers, and parents in schools by appraising relevant research. The interviews with parents, teachers, and school principals offered an insider perspective.

3.3 RESEARCH DESIGN

In the current study, the researcher employed a qualitative research design. Qualitative studies are used to explore and understand the meaning individuals or groups attach to their experiences or social problems (Creswell, 2014). The researcher looks for "complexity of views rather than narrowing meanings into few categories or ideas" (Creswell, 2014:37). The researcher used two qualitative research designs: a qualitative systematic literature review design and a phenomenological research design, which were carried out separately. The systematic literature review design provides a complete and transparent approach for searching, screening, evaluating, and establishing the similarities and differences in qualitative studies (Birnbaum & Saini, 2012). This study employed a qualitative synthesis, "a methodology whereby study findings are systematically interpreted through a series of expert judgments to represent the meaning of the collected work" (Birnbaum & Saini, 2012:252). Since meaning and the data are intrinsically linked, qualitative synthesis is arbitrary and its conclusions are derived from qualitative studies, making it non-generalisable (Bearman & Dawson, 2013). In this study, the qualitative synthesis was carried out before the interviews, offering a foundational analysis of the working relationships between parents, teachers, and school principals in South African schools. Gaining this insight was crucial because it provided a fundamental understanding of the nature and dynamics of collaboration and trust in schools without the issue of substance abuse interfering. The second research design is an exploratory qualitative design. It allowed for a deeper understanding of these working relationships by zooming into the management of learner substance abuse problem in schools (de Vos et al., 2005) and why the problem persists (Babbie & Mouton, 2001). Some of the identifying features

of this design include studying people in their context, considering people's meanings and interpretations of the problem, and gaining a holistic view of the problem from multiple views (Creswell, 2014). In the current study, gaining these different perspectives from parents, teachers, and school principals provided a holistic understanding of how they work together in managing learner substance abuse in their schools. Moreover, to understand how these working relationships influence trust in managing learner substance abuse in their schools. Using these two methods helped the researcher to determine consistencies in behaviour and to identify the unique factors brought about by managing learner substance abuse in South African schools.

3.3.1 Systematic Literature Review Protocol

3.3.1.1 The search and selection process

Upon consulting with the university librarians, the researcher was advised to use the PICo framework for qualitative studies: Population, phenomenon of Interest, and Context were used to formulate the search strategy (Maribo et al., 2020). Table 1 presents the PICo as it pertains to the study.

Table 1: PICo framework in relation to the study

P	**I**	**Co**
Population	**phenomena of Interest**	**Context**
• School principals • Teachers • Parents	The experiences and perceptions of working together	South African schools

In terms of Table 1, the population was identified as parents, teachers, and school principals. The experiences and perceptions of working together were the phenomena of interest in this investigation. The context was the school environments in South Africa where these social interactions take place. Once this step was completed, the researcher had to decide on the studies to include or exclude in the review (Newman & Gough, 2020; Higgins et al., 2019). The selection criteria refer to the transparency of the inclusion and exclusion process of the studies to be selected for the review (Newman & Gough, 2020). This is usually "shaped by the review question and conceptual framework" (Newman & Gough, 2020:8). According to

Newman and Gough (2020), this process provides consistency across the studies. The inclusion criteria used in this study included the following selection criteria: type of publication, study design, population, phenomena of interest, context, and language (Maribo et al., 2020). Please see Table 2 below for a clear breakdown.

Table 2: Inclusion criteria

Selection criteria	Inclusion criteria
Type of publication	Peer reviewed, primary source document, full text, published between 2012 and 2022, open access.
Study design	Qualitative studies were considered for the review. The studies had to use the following approaches: interviews, ethnographic fieldwork, and casework. Where mixed methods were applied, only the qualitative data was extracted for analysis
Population	Parents, teachers, and school principals. Studies that included School Governing Bodies (SGB) and/or management teams and students where the experiences of parents, teachers, and school principals were extractable were considered.
Phenomena of interest	Experiences and perceptions/attitudes/views regarding working together
Context	Schools (primary schools and high schools) in South Africa
Language	English

*Source extracted from Maribo et al., (2020. Table 1)

The studies that were excluded from selection were those which focused only on students' experiences and perceptions on educational outcomes; studies that explored only teachers' experiences and perceptions on educational outcomes, development and job satisfaction; studies that were also looking at the experiences and perceptions of school principals on student educational outcomes, teacher appraisal and development, and their professional development; studies that only looked at parental skills; studies that focused on higher education; adult basic education outcomes; early development/preschool studies, and homeschooling studies; international studies; studies that were reported in any language other than the one used in the reporting of the findings in the current study; studies not available in full text; studies that used only quantitative research methods; studies that were not formally peer reviewed; studies not available on open access; and all studies that were published earlier than 2011. Please see Table 2 for the keywords used for the search. The next step was developing a plan for identifying

relevant studies used for the review (Newman & Gough, 2020). At first, the researcher used an exhaustive search to locate all primary studies related to the review question (Newman & Gough, 2020). The search was too general, and the researcher abandoned this approach.

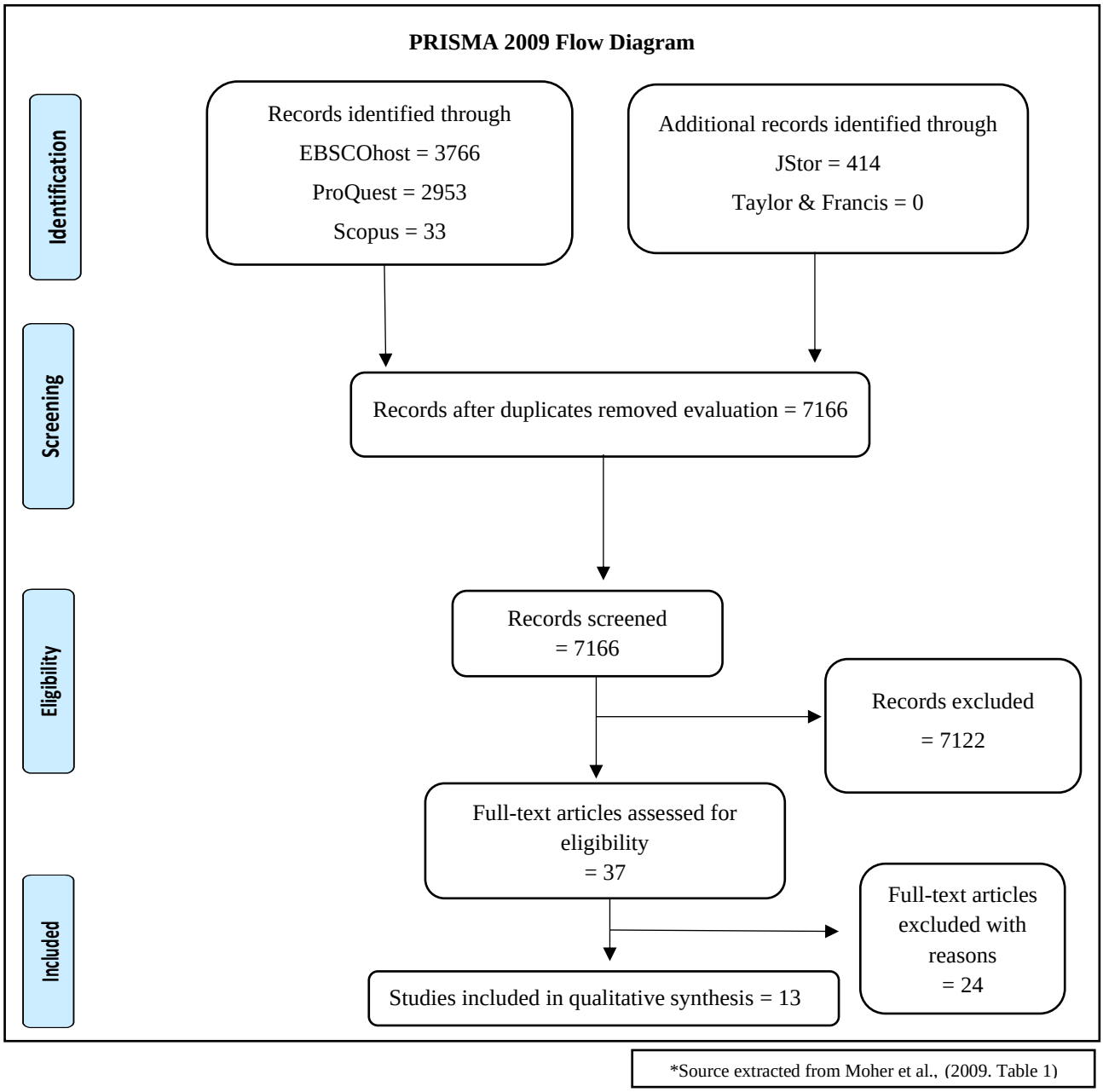
After consulting with the university librarians, the researcher was advised to try a purposive search. Purposive search is deemed the most appropriate search strategy for qualitative research studies when conducting a systematic review of qualitative studies (Higgins et al., 2019). Keywords, controlled terms, and the Boolean operators 'OR' and 'AND' were used to combine search terms (Newman & Gough, 2020). The purposive search included the following keywords: 'experiences of parents AND teacher collaboration AND schools in South Africa'; experiences of teachers AND school principals' collaboration AND schools in South Africa'; 'experiences AND perceptions of teachers AND school principals' collaboration AND schools in South Africa'; 'experiences AND perceptions of parents AND working together with teachers AND schools in SA'. Related words to the keywords were also used to broaden the search. The researcher used bibliographic databases such as the EBSCOhost, ProQuest, Scopus, and JStor using the following platforms – ERIC: Education Resources Information Centre, Education Database, APA PsycInfo, APA PsycArticles, SocINDEX with full text, Humanities International Complete, Academic Search Premier, e-Book Collection, Sociology, Social Work, Psychology, Education, and Human Science Research Council South Africa for the identification of relevant studies to the systematic review topic. The PICo framework was also used for identifying inclusion selection criteria for the study (Maribo et al., 2020). During the search, studies that matched the keywords were selected using relevant titles and abstracts. During the first round of screening, 7122 articles were excluded because they were too general. In the second round of screening, 23 articles were excluded for the following reasons: international studies, studies that focused on experiences of learners' educational outcomes, studies that only used quantitative design, studies not in English, higher education experiences, adult education experiences, home-schooling experiences and so on. The final synthesis included 13 articles. The purposive search took five months to complete from January 2020 until the end of May 2020.

Table 3: Keywords for search strategy

Concept 1:	Concept 2:	Concept 3:	Concept 4:
- Parents - Caregivers - Guardian	- Teachers - Educators	- School principals - Principals - School leaders	- Experiences

Concept 5:	Concept 6:	Concept 7:	Concept 8:
- Perceptions - Attitudes - Views - Opinions	- Schools	- Working together - Collaboration - Partnership - Interaction - Relationships	- South Africa

Figure 2: PRISMA 2009 Flow Diagram



3.3.1.2 Data extraction and analysis

Data extraction and analysis were conducted using the qualitative meta-ethnographic approach, a form of systematic comparison involving the translation of studies into a whole (Noblit & Hare, 1988). Interpretive research also uses this approach (Noblit & Hare, 1988). The meta-

synthesis approach used in this study is from Noblit and Hare (1988) seven-phase meta-ethnographic approach. The first phase involved deciding which studies to include in the analysis (Birnbaum & Saini, 2012; Noblit & Hare, 1988). This was achieved by using the PICo framework for qualitative studies. The researcher included qualitative studies published between 2012 and 2022, full text available on open access, peer-reviewed studies, and published in English. The second phase involved examining the relevant studies selected for inclusion in the analysis (Noblit & Hare, 1988). The researcher used the keywords relevant to the topic of the study by reading through the study titles and abstracts. The third phase involved reading through the detailed accounts and noting down identified similarities between the texts. The researcher first read through the texts just to get a sense of the readings. She then went back and read the texts carefully looking for the underlying meaning. During this process, she jotted down her thoughts in the margins of the texts. She then went back to the texts identified the themes and carefully labelled them under different topics. This process was repeated until similar themes were captured between the texts. The fourth phase involved examining the relationship between studies. The researcher took the list of themes identified in the previous phase and started looking for the connection between the studies. The fifth phase involved putting the texts side by side and translating the relation between the key themes in the texts. The sixth phase involved putting together the parts of the texts into one whole. The last phase involved presenting the synthesis in a written report. According to Noblit and Hare (1988), the phases overlap and can be repeated as the researcher progresses with the synthesis. The researcher repeated the phases until all themes related to the topic of the study were exhausted.

3.3.1.3 Data verification

The verification process of quality and relevance of studies used in the systematic literature review is referred to as critical appraisal (Shenton, 2004). According to Newman and Gough (2020), this process consists of the following dimensions: the researcher must determine the suitability of the study design in the context of the review question; evaluate how their study methods were executed, and how the study relates to the review question. The researcher selected peer-reviewed articles from reputable, high-quality databases. The researcher also performed preliminary evaluation by scrutinising the abstracts, methodologies, and conclusions of the selected articles. This assessment was aimed at determining the appropriateness of the studies included for the comprehensive review. The use of the PICo tool as well as the inclusion and exclusion criteria helped the researcher to ensure that the studies

selected were relevant to the review question (Tawfik et al., 2019). Please refer to Figure 3 in Appendix D for a step-by-step review process.

3.3.2 Exploratory Qualitative Research

3.3.2.1 Study population and sampling

3.3.2.1.1 Study population

The study population is a large group of people or entities that are the focus of the scientific inquiry (Lunsford & Lunsford, 1995). The study population in this inquiry included parents, educators, and principals of schools. The researcher limited the study population to these individuals because the goal of the study was to explore the relational dynamics of those who are involved in managing learner substance abuse and related issues in schools. Furthermore, she wanted to understand how these relations are interpreted and translated into a trust that allows or could potentially allow them to work together in managing learner substance abuse and related problems in their schools.

3.3.2.1.2 Sampling characteristics

During the sampling, the researcher considered parents who are 18 years old and older. They also had to be of a legal consenting age to voluntarily participate in the study. Parents had to be involved in either statutory (representatives in the Schools Governing Bodies — SGB) or non-statutory activities in the schools. Parents who are part of the schools' governing body participate in "planning, organising, leading, supervising, policymaking, decision-making, controlling, and coordinating management duties" (Duma, Kapueja & Khanyile, 2011:44). The parents serving in the SGB in their schools have first-hand collaboration relations with the teachers and school principals, and their responses may be biased in efforts to present the schools in good light. Hence, the researcher also included parents who are not involved in statutory activities to balance their views and opinions on the matter under investigation.

The teachers and the school principals were considered based on their period of service, a minimum of 18 months. The researcher felt that teachers and school principals with at least eighteen months of working experience in the schools would have gained more experience to share their views on the topic. She also considered their level of involvement in the management of learner substance abuse and related issues in their schools. This was highly important as the researcher was aware that not all teaching staff are actively involved in such efforts. There were no restrictions enforced because of race, gender, and class across all groups.

All respondents had to at least engage and express themselves in English and/or Xhosa. The researcher decided to limit her scientific inquiry to independent and public schools ranked quintiles 4 and 5 from the City Bowl, Southern Suburbs, and Western Suburbs. Quintile 4 and 5 schools are fee-paying schools, and they receive a small percentage of government financial support (Ogbonnaya & Awuah, 2019). Schools in quintiles 4 and 5 are better resourced compared to those in quintiles 1, 2, and 3 (Ogbonnaya & Awuah, 2019), and the researcher assumes that these schools are better resourced to respond to the problem of learner substance abuse. Therefore, mixing all quintiles could have created an imbalance in the findings, which may have shifted the focus of the inquiry from its original goal.

3.3.2.1.3 Sampling technique

Sampling in qualitative research can be defined as the selection of respondents based on the study objectives and characteristics of the study population (Mack et al., 2005). The sampling technique used in this study was non-probability sampling (de Vos et al., 2005). Non-probability sampling is defined as the deliberate selection of elements following the phenomenon being studied (Babbie & Mouton, 2001). This suggests that not everyone in the population stands an equal chance of being selected (Babbie & Mouton, 2001). The researcher used a purposive sampling technique. According to this technique, respondents are selected based on having similar characteristics and meeting the research criteria (de Vos et al., 2005). This sampling technique was suitable for this study because the researcher sought to understand the parents, teachers, and school principals' perspectives and experiences of working together in managing learner substance abuse and related issues in their schools. The researcher assumed that this select sample of individuals would be able to share their experiences and views on factors that contribute towards building trusting relationships which help facilitate effective collaborative work in managing learner substance abuse and related issues in their schools.

3.3.2.1.4 Sampling procedure

As soon as ethical clearance was obtained from the university, the researcher sought permission from the Western Cape Department of Education to access the schools. Twenty high schools (independent and public schools ranked in four and five) from the City Bowl, Southern Suburbs, and Western Suburbs were purposively selected from the Western Cape Education Department sampling frame using an online search. The researcher emailed all the schools inviting them to participate in the study. She also contacted the schools to follow up on her

previous electronic correspondence. She approached those who showed interest and secured meetings with the school principals to formally introduce the study. After the permission was granted at school level, the school principals took the initiative to inform both teachers and parents about the upcoming study. The selection of respondents was skillfully orchestrated by the school principals. The parents who were initially identified mainly comprised those who are serving as members of the school governing body (SGB). Utilising a snowball sampling technique, these parents were encouraged by the researcher to recommend other parents from their school communities who were not involved in the statutory activities of the schools. Having parents involved in both statutory and non-statutory activities in their schools provided a rich tapestry of insight and shared experiences in the study. The researcher had minimal interaction with the parents who were referred before the referral process. The referring parents (SGB members) stepped in as intermediaries, facilitating communication between the researcher and other parents until a connection was established. This ensured that the researcher complied with the Protection of Personal Information Act 4 of 2013 regarding the sharing of personal information without consent. Using parents serving as SGB members to recruit other parents in these schools gave the study an air of credibility and bolstered the study's legitimacy, in turn encouraging participation from other parents. A consent form outlining the study's objectives and the rights to participation was shared with the SGB parents and school principals to ensure that all potential respondents exercised their right to voluntarily participate in the study. The researcher used the purposive sampling and snowball sampling techniques through a referral system until nineteen respondents across the three groups were secured. Out of the twenty schools that were approached for the inquiry, only five schools showed an interest in being involved in the study. One was an independent school, and the rest were public schools ranked as quintile five.

3.3.2.2 Data collection approach

Data was collected using individual and focus group in-depth interviews. In-depth interviews can be defined as interviews that provide a comprehensive understanding by allowing respondents to talk freely about the topic being studied (Cook, 2008). Cook (2008) argues that even though respondents talk freely, the conversation needs to have some form of structure to ensure that the topic under investigation is fully explored. The researcher exercised some form of control by using a semi-structured interview guide comprising open-ended questions (Cook, 2008). Using in-depth interviews was advantageous as this allowed a mutual conversation between the researcher and the respondents, which made it easier to build rapport during this

process (Kvale, 1996). It also helped to create an atmosphere where the respondents were made to feel safe enough to talk freely in expressing their views and experiences (Kvale, 1996). Most importantly, using in-depth interviews allowed the researcher to enter the world of the interviewees, which could not be captured in numerical values (Kvale, 1996). Each interview lasted between 90 and 200 minutes. The data collection process was flexible in its approach, adapting to the availability of the respondents rather than adhering to a specific format.

3.3.2.2.1 Data collection tools and instruments

When entering the field of study, researchers need to use multiple data collection tools to ensure that all information is documented in its exactness (Creswell, 2014). Some of the data collection tools used in interviews include "handwritten notes, audiotaping, and videotaping" (Creswell, 2014:240). With the permission of the respondents, the researcher used an audio recorder as this allowed the researcher to capture the discussions in their exactness (Creswell, 2014). A semi-structured interview guide as a data collection instrument was used to lead the conversation. The interview guide was developed using Forsyth, Adams and Hoy's (2011) Collective Trust Model. According to this theoretical model, trust is determined by observations of others' competence, benevolence, reliability, openness, and honesty (Forsyth, Adams & Hoy, 2011). These themes were explored under the main research questions. She also jotted down notes to build on the next interviews (Creswell, 2014). These two methods of data collection were very instrumental because the researcher was able to build on the inquiry as it unfolded and compare the data, in turn allowing verification of information obtained (de Vos et al., 2005).

3.3.2.3. Data analysis method

Data analysis in qualitative research involves breaking down parts of the data into manageable units and organising them systematically into themes and categories to establish the relationship between them (Creswell, 2014). The researcher used a thematic analysis following Tesch's eight-step coding process for the exploratory qualitative research design as outlined in Creswell (2014). The steps that were followed by the researcher is presented next. Step 1: the researcher read all the transcriptions to get a sense of the material. Step 2: once she got a sense of the material, one interesting and short transcript was selected, and she read through it without looking for substance or underlying meaning. During this process, she jotted down notes in the margins. The researcher repeated the same process with the rest of the transcripts. Once this task was done, Step 3 followed in which she made a list of topics that emerged from the

interviews by clustering all similar topics together. Step 4: the researcher took the list and went back to the transcripts to code parts of the texts using abbreviations. This process was repeated until all possible categories and themes were exhausted. Step 5: the topics were turned into categories using descriptive words as this enabled the researcher to group topics that were alike to reduce the list of categories. Once this step was complete, Step 6 ensued, where the researcher refined the categories by alphabetising them into codes. The researcher arranged all data, conducted an analysis, and wrote up the findings according to the framework of analysis. This was achieved by extracting quotes from the interviews that reflected the themes, and then offering a critical interpretation to sum up the meaning of the findings. The last step, where new themes emerged, the researcher recorded the data (Creswell, 2014).

3.3.2.4. Data verification

Data verification in qualitative research refers to the trustworthiness of the data (Krefting, 1991). There are four elements to be considered in the pursuit of trustworthiness in qualitative studies, and these are credibility, transferability, dependability, and confirmability (Shenton, 2004). Credibility requires checking the coherence of the findings with reality (Shenton, 2004). In this study, credibility was achieved by providing thick descriptions of the phenomenon under investigation and peer scrutiny of the report (Shenton, 2004). Regarding the thick descriptions, in reporting of the findings the researcher used respondents' own words ensuring that their beliefs, emotions, and the context were captured in their experiences and views. Moreover, she was able to evaluate the authenticity of the data and to locate the applicability of the findings in other settings. Another method used was peer scrutiny of the report. The researcher was part of the developmental programme where up-and-coming academics review each other's work and give honest feedback on the strengths and weaknesses of the research design. Over and above this peer support, the researcher had an academic supervisor to review and evaluate the quality and standard of the report. Transferability, dependability, and confirmability highlight the step-by-step process of inquiry (Shenton, 2004). The research design, the sampling techniques and process, the data collection methods employed, and the data analysis were covered in detail in the previous sections. The findings are fully supported using direct quotes from the interviews to demonstrate to the reader that the views expressed are not those of the researcher.

3.4 REFLEXIVITY

The researcher's initial interest in the field of substance abuse among learners in schools began when she enrolled in the Clinical Social Work Honours (Substance Abuse) Programme. At that time, the project focused on intervention strategies in schools. Through this experience, she became aware of the inequality and limited resources within our public schools. From a perspective of social justice and equity, the researcher began asking herself how she could draw attention to the issues within our failing education system without appearing interrogative or judgmental. She knew this task would be challenging because she lacked the necessary knowledge in this subject area. She had to start from scratch and acquaint herself with the educational system, the different stakeholders, and the policies, among other things. The researcher can confidently say that she now has a good understanding of the hierarchies and power dynamics within the schooling system, especially between school principals, teachers, and parents. In cases where she sensed that respondents might feel compelled to participate in the study against their will, the researcher relied on her social work skills and intuition, gauging easily from their body language whether they were participating under duress or willingly.

Before conducting the interviews, the researcher made sure to explain and clarify any ethical matters to the respondents and emphasised the value and benefits of their participation. During this time, she often saw them become more comfortable and open to the process. As a researcher from a reputable institution like the University of Cape Town, she was aware that her presence could create a power imbalance in these spaces. Many of the schools visited are disadvantaged, and some automatically assumed that the researcher was there to solve their problems. In such instances, she took the opportunity to educate them about the purpose of the research and address any misconceptions or unrealistic expectations. As someone entrusted with the stories of those being observed, the researcher was always humbled and grateful, taking this role very seriously. She understands that she has a unique and privileged position where she can either cause harm or make a positive impact. The researcher therefore practiced mindfulness through critical reflection and being fully present in the moment, allowing her to identify any unsettling thoughts or feelings and be aware of any internal biases or conflicts that needed resolution. With the guidance of her supervisor, the researcher was able to accomplish all of this. She credits her supervisor as instrumental in her understanding and reflections on her thoughts and vision for this inquiry.

3.5 LIMITATIONS OF THE STUDY

Collecting data during the lockdown was a major frustration. The initial data collection had to be abandoned when the country went into full lockdown on the 26th of March 2020. This meant that the researcher lost a whole year. Commencing the data collection in January 2021 when lockdown restrictions were loosened made the initial sample size of forty respondents nearly impossible as schools were behind with their academic calendar. Many public schools were not operating at full capacity as they were using a rotational attendance schedule. Over and above, social distancing regulations were still being observed, which made securing in-person interviews even more challenging because people were cautious about being exposed to Covid-19. Even though learners were not at full capacity in schools, teachers reported that the workload was more than double because a lesson that would be covered in one day was extended to two days or more (depending on the number of learners in the class). As a result of these issues, many schools were not keen to participate, and this impacted the response rate for participation. The overall sample size ended up being nineteen, which did not compromise the data obtained as the researcher ensured that the topic was fully explored, and the data gathered was rich and detailed. Furthermore, a systematic literature review helped to supplement the richness of the data.

Another limitation related to the identification of respondents. The researcher relied on the school principals to identify potential candidates for the study, and this could have biased the selection. Although none of the respondents said anything directly suggesting this, in the beginning of the discussions many of the respondents were very cautious, so much so that the researcher had to assure them that the space was safe for them to share their experiences and views openly and freely without fear. The researcher relied on her social work skills and knowledge to establish rapport with each respondent before beginning the discussions. The researcher emphasised her status as independent from the schools, and this seemed to help.

The systematic review inquiry posed another limitation as the researcher had never conducted a systematic review before this inquiry, which might have affected the researcher's confidence at the beginning of the investigation. With the help of the faculty librarians through their remarkable guidance and support in formulating the research question, drafting the search methods, designing the search strategies, running the searches, saving and collating search results, and formulating storage tools, the researcher's confidence grew steadily. She was able to acquire 13 articles for the review, but are 13 articles sufficient to carry out this inquiry? Newman and Gough (2020) say that there is always a concern about the number of resources, but this is also subject to debates and disagreements. They say that "any review can be argued

to be insufficiently rigorous and explicit in the method in any part of the review process" (Newman & Gough, 2020:15). Whether this should be a concern or not, the systematic literature review part of this inquiry was used to provide background knowledge and to supplement the interviews. The supervisor played an instrumental role in ensuring that the data from both inquiries was synthesised and triangulated in a way that made sense and captured the goal and vision of the investigation.

3.6 CHAPTER CONCLUSION

This chapter presented and discussed the assumptions underpinning the formulation of the research questions and the strategies employed in the data collection and analysis process. The researcher used systematic literature review design and an exploratory qualitative design. The researcher firmly believes that conducting a systematic literature review was instrumental in gaining a comprehensive understanding of the working relationships between parents, teachers, and school principals. Additionally, the review design of the inquiry provided critical insights into trust – the actions, behaviours, and beliefs that shape it within the school environment. The exploratory qualitative inquiry using interviews offered the researcher an insider perspective into understanding these working relationships within a context of learner substance abuse by zooming in on trust. Both designs adopted a qualitative method. Using these designs offered a rich and holistic understanding of the collaborative relationships between school principals, teachers, and parents. The researcher acknowledges that no research design is without its inherent limitations; however, for the purposes of this inquiry, the researcher is satisfied with the methodological choices that have been implemented. The following chapter presents the findings from the systematic literature review investigation.

CHAPTER FOUR
UNDERSTANDING SCHOOL-PARENT COLLABORATIVE RELATIONSHIPS: INSIGHTS FROM THE SYSTEMATIC LITERATURE REVIEW

4.1 INTRODUCTION

Before 1994, the South African education system was characterised by authoritarian and hierarchical relationships, with school principals holding much authority (Williams, 2011). To include previously excluded stakeholders such as parents and teachers, there has been a push for decentralisation of power since 1994 (Williams, 2011). Numerous efforts have been undertaken to guarantee that principals, teachers, and parents work together in schools. Here are some of the areas that school principals, teachers, and parents work together in: "assisting learners with their academic development, helping with disciplinary management of learners, improving learners' attitudes towards school and increasing learners' commitment to schoolwork" (Mbatha, 2017:29); "developing a mission statement for the school, promoting the best interest of the school, ensuring quality education for learners, safety and security of learners, deciding on school uniform policy, school budgets, and policy regarding the determination of school fees" (Mncube, 2009:83). These collaborations with schools have been beneficial for parents whose voices were never considered in the past. Mncube (2009:97) argues that "parents are now more aware of their legal rights and responsibilities in schools." Similarly, teachers now have more freedom to contribute to decisions that affect their working environment (Williams, 2011).

The systematic literature review findings presented here answer the systematic review question: 'What are the experiences and perceptions of parents, teachers, and school principals on working together in South African schools?' The goal is to understand how these relationships develop and how the various stakeholders act. The researcher also wanted to explore how different factors influence collaborative relationships between school principals, teachers, and parents. The systematic literature review provides a rich understanding of what collaboration looks like in schools and how various stakeholders negotiate trust. In addition, the researcher obtained a "complete and up-to-date understanding of relevant research findings" (Higgins et al., 2019:3). This presents a matrix table outlining the thirteen publications used in the systematic review inquiry in Table 4. Table 5 shows the main themes, categories, and sub-categories that emerged from the data analysis. This will be followed by a presentation of the narratives extracted across the thirteen publications using the identified themes, categories, and sub-categories. It concludes with a summary.

4.2 PRESENTATION OF THE FINDINGS

Table 4: Qualitative systematic literature review matrix table

Author(s)	Research Question/Study Focus	Research Design and Data Collection Methods	Sample Population and Size	Data Analysis	Themes and Sub-themes
Akinyemi, A. F., Rembe, S., & Nkonki, V. 2020. Trust and positive working relationships among teachers in communities of practice as an avenue for professional development. *Education Science.* 10(136), 1-15.	How trust and positive working relationships among teachers in communities of practice are an avenue for professional development?	Mixed method: qualitative and quantitative. Face-to-face individual interviews and semi-structured questionnaires.	N= 79; school principals, teachers (head of departments, cluster leader, subject advisor), education district officials.	The qualitative data was analysed using the thematic method. Quantitative data was descriptively using univariate analysis such as frequency counts and percentages.	The relational dynamics between parents, teachers, and school principals: • Experiences and perceptions of support
Daniels, D. 2017. Initiating a different story about immigrant Somali parents' support of their primary school children's education. *South African Journal of Childhood Education* 7(1):1-8.	Understanding the experiences of immigrant Somali parents of giving educational support to their primary school children.	Qualitative — narrative voice. Individual interviews and focus group interviews.	N= not reported; parents and teachers.	Not reported	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships • Experiences and perceptions of communication The relational dynamics between parents, teachers, and school principals: • Perceptions of competencies
Jimmyns, C. A. & Meyer-Weitz, A. 2019. The influence of school contextual factors on educators' efforts in teaching sexuality education in secondary schools in Durban South Africa. 23(4):1110-1130.	Explored the influence of contextual factors on the teaching of sexuality education among life orientation teachers.	Qualitative. Semi-structured in-depth interviews.	N= 6; teachers.	Thematic content analysis.	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships The relational dynamics between parents, teachers, and school principals: • Experiences and perceived support

Author(s)	Research Question/Study Focus	Research Design and Data Collection Methods	Sample Population and Size	Data Analysis	Themes and Sub-themes
Jimmyns, C. A. & Meyer-Weitz, A. 2021. The influence of school contextual factors on caregivers' involvement in four schools in Durban South Africa. *Child & Youth Services.* 42(1):80-106.	Explored caregiver experiences and perspectives on facilitating or hindering factors to their involvement in their children's academic lives.	Qualitative. Semi-structured focus group interview.	N=15; caregivers.	Thematic content analysis.	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships • Experiences and perceptions of communication The relational dynamics between parents, teachers, and school principals: • Perceptions of competencies • Experiences and perceived support
Mafora, P. 2013. Learners' and teachers' perceptions of principals' leadership in Soweto secondary schools: a social justice analysis. *South African Journal of Education.* 33(3):1-15.	Examined the experiences and perceptions of teachers and learners (who are SGB members) about the school principal's leadership.	Qualitative – case study. Focus group interviews and individual interviews.	N= 24 (5 schools); SGB members: chairperson, the principal, two teachers, three learners, and one professional.	Tesch's (1990 as cited in Creswell 1994) eight-step data analysis model.	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships The relational dynamics between parents, teachers, and school principals: • Experiences and perceived support • Experiences and perceptions of goodwill
Mbokazi, Z. 2015. Dimensions of successful leadership in Soweto township secondary schools. *Educational Management Administration & Leadership.* 43(3):468-482.	Explored dimensions contributing to successful leadership practices in three secondary schools in Soweto.	Qualitative. Individual interview.	N= 3; schools.	Thematic content analysis.	The relational dynamics between parents, teachers, and school principals: • Experiences and perceived support

Author(s)	Research Question/Study Focus	Research Design and Data Collection Methods	Sample Population and Size	Data Analysis	Themes and Sub-themes
Michael, S., Wolhuter, C. C. & van Wyk, N. 2012. The management of parental involvement in multicultural schools in South Africa: A case study. *Center for Educational Policy Studies Journal.* 2(1):57-82.	Understanding how school managers, parents, and school governing body members experience the management of parental involvement in multicultural schools.	Qualitative – case study. Focus group interviews.	N= 33; parents, teachers, and school principals.	Thematic data analysis.	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships • Experiences and perceptions of communication The relational dynamics between parents, teachers, and school principals: • Experiences and perceived support • Experiences and perceptions of goodwill
Mncanca, M., Ramsaroop, S. & Petersen, N. 2021. Foundation phase teachers' views of the involvement of male caregivers in young children's education. *South African Journal of Childhood Education.* 11(1):1-9.	Explored views of foundation phase teachers on the involvement of male caregivers in the education and development of their children.	Mixed method, but this study focused on the qualitative phase. Focus group interviews.	N= 22; teachers.	Tesch's (1990) eight-step data analysis model.	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships The relational dynamics between parents, teachers, and school principals: • Experiences and perceived support • Experiences and perceptions of goodwill • Perceptions of competencies
Moloantoa, K. & Geyer, S. 2021. Efficacy testing of a work-based support programme for teachers in the North-West Province of South Africa. *Perspectives in Education.* 39(2):208-224.	To develop and evaluate the efficacy of a work-based support programme for teachers.	Intervention research –convergent mixed method design, but this study focused on the qualitative data. Focus group interview.	N= 20; teachers.	Thematic data analysis.	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships The relational dynamics between parents, teachers, and school principals: • Experiences and perceived support

Author(s)	Research Question/Study Focus	Research Design and Data Collection Methods	Sample Population and Size	Data Analysis	Themes and Sub-themes
Munje, P. N. & Mncube, V. 2018. The lack of parent involvement as hindrance in selected public primary schools in South Africa: The voices of educators. *Perspectives in Education.* 36(1):80-93.	Explored the perspectives of teachers on lack of parental involvement and its effects on the learners' experiences and academic performances in disadvantaged communities.	Qualitative – case study. Individual interviews and focus group interviews.	N= 15; teachers and school principals.	Thematic data analysis.	Experiences and perceptions of collaborative efforts between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships The relational dynamics between parents, teachers, and school principals: • Perceptions of competencies
Munnik, E. & Smith, M. 2019. Contextualising school readiness in South Africa: Stakeholders' perspectives. *South African Journal of Childhood Education.* 9(1):1-13.	Explored views of different stakeholders on schools' readiness.	Exploratory qualitative. Focus group interviews.	N= 35; parents, teachers, and health professionals.	Thematic analysis.	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships The relational dynamics between parents, teachers, and school principals: 2. Perceptions of competencies • Experiences and perceived support
Quan-Baffour, K. P. 2020. School governing body for parents' productive involvement in South Africa. *International Journal of Educational Management.* 34(5):837-848.	Investigated how schools in rural areas encourage parents' involvement in the school's decision-making.	Qualitative. Focus group interview and participant observation.	N= 21; chairpersons, deputy chairpersons, secretaries, treasurers, teacher representatives, principals, and learners.	Not reported.	Understanding the nature of the working relationships between parents, teachers, and school principals: • Experiences and perceptions of cooperative relationships • Experiences and perceptions of communication The relational dynamics between parents, teachers, and school principals: • Perceptions of competencies • Experiences and perceptions of goodwill

Author(s)	Research Question/Study Focus	Research Design and Data Collection Methods	Sample Population and Size	Data Analysis	Themes and Sub-themes
Sibanda, L. 2018. Distributed leadership in three diverse public schools: Perceptions of deputy principals in Johannesburg. *Issues in Educational Research.* 28(3):781-796.	Explored teachers' perceptions about the distributed leadership held by deputy principals in schools.	Qualitative – case study. In-depth individual interviews.	N= 3; school principals.	Thematic analysis.	Understanding the nature of the working relationships between parents, teachers, and school principals: ○ Experiences and perceptions of cooperative relationships

*Source extracted from Birnbaum and Saini, (2012. Table 2)

The matrix table above shows the 13 publications considered for the systematic literature review. All publication information indicating the authors, study focus/research question(s), the type of research design used, the population and sample size, and the themes that emanated from the findings are captured. Table 5 below shows the framework for analysis outlining the main themes, categories, and sub-categories that were identified during the data analysis of the systematic literature review stage.

Table 5: Framework for analysis

MAIN THEME	CATEGORY	SUB-CATEGORY
Understanding the nature of the working relationships between parents, teachers, and school principals	• Experiences and perceptions of cooperative relationships	• Teacher perspectives on parental involvement
		• Parental experiences of school cooperation
		• Professional relationships between teachers
		• School principal-teacher working relationship
	• Experiences and perceptions of communication	• Platforms and forms of communication
		• English language barrier
		• Notices of meetings
		• Open communication vs withholding of information among teachers
The relational dynamics between parents, teachers, and school principals	• Experiences and perceptions of support	• Teacher-to-teacher support
		• Principal-to-teacher support
		• School-to-parent support
		• Parent-to-school support
	• Experiences and perceptions of goodwill	• School intolerance towards poor and uneducated parents
		• Gender bias
	• Perceptions of competencies	• Teacher competencies
		• Parent competencies

4.2.1 Understanding the nature of the working relationships between parents, teachers, and school principals

4.2.1.1 Experiences and perceptions of cooperative relationships

Under the category of experiences and perceptions of cooperative relationships, four sub-categories that were identified in the analysis are a) teacher perspectives on parental involvement, b) parental experiences of school cooperation, c) professional relationships between teachers, and d) school principal-teacher working relationship.

4.2.1.1.1 Teacher perspectives on parental involvement

Many of the articles reviewed focused on parental involvement from the viewpoint of the school staff. Parental involvement, as discussed in these articles, primarily revolves around learner development and school management responsibilities. Although this role is supported by the South African Schools Act (SASA), 84 of 1996, it is clear from the articles that it remains a challenge due to the apathetic behaviour of parents towards working with schools and school staff. Based on the accounts cited below, this apathetic behaviour manifests as a lack of interest in assisting with homework and other school-related matters, as well as disciplinary issues:

> *Most parents are just not interested. No discipline, children don't learn what is right and wrong. They never learn to do the homework, to say thank you or help others.* (Munnik & Smith, 2019:9)

> *Yes, we try with the parent, to ask them to please help us to see that the homework is done, but…they also complain that they must work. Also, the school tries to provide parents with cover letters to prove that they were delayed by the school in resolving issues concerning their children, they still complain that they must work. They are not serious.* (Munje & Mncube, 2018:86)

> *Very few parents care and make follow-ups about matters concerning their children's schooling. But most of them are not cooperating at all. This is despite teachers initiating communication with parents. We send out letters, we do a lot of things as teachers, we also try phone calls but as my colleagues have already said nothing seems to work.* (Mncanca, Ramsaroop & Petersen, 2021:3)

Further to analysis of the apathetic behaviour of parents in working with schools and school staff, the researcher discovered that this ignorance cannot entirely be pinned on parents as literature shows that schools do not have mechanisms or written guidelines to facilitate parental involvement at the school level. This lack of formal policies or processes for parental involvement restricts parents' participation. Furthermore, it creates confusion and tension between parents and teachers. On the one hand, teachers have a set of expectations on how parents should be involved; on the other hand, parents are not aware of these expectations but they are expected to know how they should be involved:

> *It was discovered that in all three schools, there is a lack of a written formal policy on parent involvement…As a school governing body member did, however, acknowledge that if there were a policy on parent involvement, more parents would become involved and much more could be done in upgrading the school resulting in more learning taking place…* (Michael, Wolhuter & van Wyk, 2012:67)

> *My analysis of both the parents' and the teachers' narratives on teacher-parent collaboration led me to believe that because the mechanisms and processes of engagement were not always clearly negotiated between these parties, tension, frustration and even conflict arose when they interacted. Although the teachers described the Somali parents as very eager to please, some used this as a euphemism to vent about parents whose unofficial, badly timed visits disrupted the workday of the teacher. According to them, most Somali parents did not make appointments to see them. They would arrive unannounced at their classes and insist that the teachers meet with them. They ignored the rules and regulations, which facilitate the smooth running of the school programme.* (Daniels, 2017:6)

4.2.1.1.2 Parental experiences of school cooperation

When examining parental experiences of school cooperation, the responses ranged from feeling optimistic to feeling frustrated with the school staff. For instance, some parents expressed positive working relationships with schools, stating that they felt welcomed and appreciated by the school staff and administrators:

> *They take good care of my child and if there are any problems, they let you know…she tells me everything about my child…when he's not submitting the work and if he's not listening in the class to the teacher, then the teacher, she tells me…the school tells me I can always come to the school to speak to any teacher about my child's results…the two ladies in the front office are so wonderful and warm. They make us and our kids feel at home.* (Jimmyns & Meyer-Weitz, 2021:91-92)

Contrary to the positive accounts shared above, some parents have expressed frustrations regarding difficulties in securing appointments with the school principals and staff. These parents say most of the time they are made to wait for hours or even weeks just to have their concerns heard. These parents feel that this is an obstacle to working together with schools. They feel that it can be defeating because not all parents are as persistent as others:

> *I battled to get an appointment with the headmistress, and it took me three weeks just to speak to her. I was not happy about that, but I think she is probably very busy. It's not always easy to make an appointment to come and see someone — a staff member at the school — and if you are persistent and parent, you will eventually get to see them. Obviously, if it's about your child, you will push until you get to speak to someone who can help you…if I had to ask for a meeting, they take a bit longer to get back and sometimes I have to ask again I think they are busy…yes, we have been sitting here for two hours now even though we have made an appointment to see the principal. They say she is busy* (Jimmyns & Meyer-Weitz, 2021:92)

4.2.1.1.3 Professional relationships between teachers

When examining the professional relationships between teachers, numerous accounts describe a working relationship where support between teachers manifests in the way they teach and assess learners as this helps provide a holistic picture of the learner's needs as well as theirs. It also manifests in the way in which they rely on each other's strengths when it comes to expertise in certain areas:

> *The deputy principals were asked about their perceptions of whether learners' learning is enhanced when teachers work together in different activities in the school, and all three agreed that teacher collaboration enhances student learning. They revealed that the collaboration of teachers benefits learners, for example, when teachers come together to discuss learners' results, they know where learners are struggling and where teachers need to focus as they teach…when they collectively discuss how to assist students, the students benefit because different ideas put together can be very powerful. From their discussions, they can collaboratively solve the problems that their learners experience…* (Sibanda, 2018:790)

> *Yes, we do support each other because even when I'm teaching, in certain issues where I'm less knowledgeable, I can go to those teachers and then ask, then they give me their views, then I can teach that lesson more constructively. The relationship…it's very good.* (Jimmyns & Meyer-Weitz, 2019:1120)

4.2.1.1.4 School principal-teacher working relationships

When looking at the school principal-teacher working relationship, the relationship experiences are somewhat unique due to power imbalances. For instance, the principal usually holds the authority role where they are expected to lead and manage the school, as well as enforcing rules in ensuring that everyone fulfils their responsibilities. Even with these power imbalances, it appears that there is a good working relationship between the principal and the school staff. According to the findings, effective teamwork is instrumental in facilitating these working relationships between school principals and teachers. To achieve this effective teamwork, the principal must be accessible to the teachers and foster a positive atmosphere that encourages them to share their concerns:

> *As the principal, I must make sure that teachers are teaching, and learners are learning, and I achieve this by what I call managing by walking. I always make rounds to check if teachers are in class and all learners are in class…I spend the better part of my day visiting classes and ensuring that teaching and learning take place. Every day I take rounds to ensure that there is 'meaningful education'…*(Mbokazi, 2015:475)

> *I relate well with the teachers in the group, we see ourselves as one, this helped them to be free and discuss any problems they have with me, and we make the environment comfortable for teachers to be free with each other.* (Akinyemi, Rembe & Nkonki, 2020:9)

However, when a school principal is condescending and refuses critical input or feedback from teachers, this hinders a good working relationship between teachers and the school principal. Furthermore, issues of favouritism can create divisions among the teachers. For instance, some teachers confessed that their school principal showed favour towards teachers who flattered them, while those who opposed them were vilified. This favouritism can be assumed to be detrimental to collaborative efforts in these schools:

> *The principal seems to think this school is like his own house and the rest of us are his children who must just agree with whatever he says. If we ask questions or disagree, we are troublemakers who must be solved. If you are seen as a problem, you don't get what other teachers get, you are always blamed for little mistakes. Those who agree with him are always praised, sometimes for doing nothing special. Their mistakes are ignored.* (Mafora, 2013:8)

4.2.2 Experiences and perceptions of communication

4.2.2.1 Modes of communication

There were four sub-categories identified under this main theme. These included: a) platforms and forms of communication, b) English language barrier, c) notices of meetings, and d) open communication versus withholding of information among teachers.

4.2.2.1.1 Platforms and forms of communication

The communication between school staff (teachers and school principals) and parents is facilitated through newsletters, letters, and school meetings (Michael, Wolhuter & van Wyk, 2012). Newsletters and letters are used to inform parents about important information, such as the school's code of conduct, school events, and learner behaviour. Information about legislation or policies is shared with parents at the beginning of the working relationship when they enrol their children in the schools. Parents are required to sign these documents to indicate their understanding of the expectations and their commitment to working together with the schools. If a parent is summoned to the school and fails to attend, the school will follow up by calling the parent as a reminder about the meeting:

> *First, they send the letter with the child. They do phone if they see the parent is not coming to school when called by the school. Then they take a phone and phone you…I know the school has a detailed code of conduct in place which I know about, and I think most parents would. We get it in the email newsletter and there are reminders as well. Also, when we first come to the school with our child, then there is a code of conduct book that we must sign with our child so whenever they do something wrong, they can just pull out the book and say this is the code of conduct where it's stated that you are wrong.* (Jimmyns & Meyer-Weitz, 2021:95)

4.2.2.1.2 English language barrier

Many of the schools mentioned in the reviewed articles primarily use English as the language of instruction. English is also utilised as a means of communication between the schools and parents. However, this reliance on English poses a difficulty for parents who have limited proficiency in the language when they receive written communication from the schools. Furthermore, it has been observed that school staff members are less understanding toward these parents, perceiving their attempts to communicate as bothersome, particularly when they visit the school unannounced and disrupt teaching activities. It has been noted that these parents are aware of the negative reactions from certain teachers and are deeply affected by their harsh response:

> *Two of the mothers could not read or write in English…The typical Somali parent's response to any note that she received from the school was to go immediately to the school and then directly to the class teacher. They seemed to assume that their quickness to respond conveyed to the teacher that they were involved parents. The teachers, however, said that, even when the notes the school sent out were generic and did not require the parents to visit to school, they still did. The parents were aware of the tensions that their visits elicited in the teachers and were hurt by the teachers' reactions…there was a lack of empathy from the teachers towards parents who had limited competence in English.* (Daniels, 2017:5-6)

> *…as is the case with school meetings, the sole use of English in written communication is a problem, as is captured by the words of one of the parent participants: 'Sometimes I tell my child to read for me, I can't read English nicely. I don't know if he reads the truth or what.* (Michael, Wolhuter & van Wyk, 2012:68)

Similar accounts have been reported regarding the use of English in parent-teacher meetings. These meetings aim to facilitate physical interaction between school staff and parents. However, when there is a language barrier between the two parties, this interaction is hindered. Based on the narratives, it seems that parents with limited English proficiency are often blamed for this limitation as if it is their fault for not being able to communicate effectively in English.

This is evident in how these parents are labelled as uncooperative, which implies a lack of understanding and empathy from the school staff:

> *…Judging by the responses of the parents, it seems as if there are language problems that schools are not aware of. Moreover, responses from school management indicate that schools often label non-English speaking parents as 'uncooperative' and do not feel the need to provide translators during parent meetings…* (Michael, Wolhuter & van Wyk, 2012:68)

4.2.2.1.3 Notices of meetings

Another issue that was raised is the issue of meeting notices. A parent expressed their concern that the current two-day notice period is insufficient for parents to adequately prepare. This lack of time may lead to frustration for parents who have work commitments and need to arrange for time off or swap work shifts in advance. Additionally, the school's failure to proactively remind parents about these meetings closer to the scheduled time adds to the frustration. This lack of proactive communication could potentially impact parents' attendance and subsequently hinder their working relationship with the schools:

> *Sometimes they give us notice on Thursday if something is happening on Saturday. Two days' notice before something happens….and that doesn't give me enough time to plan for that meeting, so I think that's not right. I am happy with how they tell us about the meeting, but maybe they can tell us a bit earlier and give us the reminder when we are close to that date.* (Jimmyns & Meyer-Weitz, 2021:95)

4.2.2.1.4 Open communication versus withholding of information among teachers

When examining the experiences and perceptions of communication among school staff, it is evident that at the teacher level, open communication during meetings enables teachers to freely exchange ideas, express their emotions, and discuss challenges associated with their teaching duties. Additionally, this open communication fosters teacher growth and development during these meetings:

> *Mostly what we do in the teachers' meetings is that we make sure that we make all teachers comfortable and feel free, this will enable them to confide in each other the challenges they have relating to their work. And do you know what, it is working, you will not believe the different challenges teachers have that they are managing on their own but with this initiative, it has helped them to improve…*(Akinyemi, Rembe & Nkonki, 2020:9)

On the other hand, withholding important information limits collaboration among teachers. This not only hampers their collective efforts but also portrays them as disorganised and incompetent in their roles:

> *I don't like to say it, but I think that all the teachers in this school could work better if we worked…like…more with each other. Now, it is such that we just do our subjects and while they do talk about things, sometimes we don't get the messages we were supposed to or a parent comes and we have been referred to that case by another teacher, but that person has not filled us in. So now we are hearing that story for the first time. Sometimes you wonder if it would be easier if we could talk to each other more, so we can be more organised. We are already very busy, but it will help us to save time.* (Jimmyns & Meyer-Weitz, 2019:1123)

4.2.3 The relational dynamics between parents, teachers, and school principals

Three categories that emerged from all the articles that were reviewed are a) experiences and perceived support, b) experiences and perceptions of goodwill, and c) perceptions of competencies.

4.2.3.1 Experiences and perceived support

Under the experiences and perceptions of support, four sub-categories were identified: a) teacher-to-teacher support, b) principal-to-teacher support, c) school-to-parent support, and d) parent-to-school support.

4.2.3.1.1 Teacher-to-teacher support

When it comes to support between teachers, the primary form of assistance is academic support. Teachers offer their knowledge, skills, and expertise to their colleagues. This support is grounded in a sense of loyalty, as teachers understand the importance of working together to fulfil their pedagogical responsibilities:

> *It is always very easy because we share. You know where one has strength in some areas, while some are lacking in some aspects. So, we see it as a way of supporting each other in our school and with other schools. We support each other in areas we need help and assistance…I feel very good and comfortable because I know at least one of the group members will be able to help me in my school. Sometimes, I share my problems with some teachers in cluster meetings because I know they are good and I know they have assisted some of my colleagues when they had similar problems…*(Akinyemi, Rembe & Nkonki, 2020:6)

> *They [non-LO teachers] support me very well because for them they do not have the…I would say the time we have, to impact the kids because if they are teaching maths, they have to focus on teaching their curriculum…and they don't have so much time to pick up on life issues. So, they know that we are playing that part when this happens, them as well because the kids get to be more focused in those academic subjects and get to do well in those subjects. They see the ripple effect of that impact in their subjects, so they are supportive…* (Jimmyns & Meyer-Weitz, 2019:1121)

However, some teachers prefer to seek support from colleagues they already know, as it gives them a sense of security. This familiarity often leads to the formation of smaller groups within the larger system. Interestingly, the creation of these smaller groups does not seem to disturb the overall balance of the system. When a team effort is required, everyone joins forces to work together and achieve the desired outcome:

> *I relate well with my colleagues in the school, whatever challenges I have relating to my subject I discuss with them because I feel safe with them and I get assistance from them…* (Akinyemi, Rembe & Nkonki, 2020:8)

> *I think you've got your cliques. Firstly, certain people get along very well, but if there is something big that needs to be done as a team, we get in and the whole team does it. So, yes we've got our small little groups in the beginning, but if something needs to be done and we need to pull it through, then we do it. So, this cooperation comes through when something needs to be accomplished…* (Jimmyns & Meyer-Weitz, 2019:1122)

Contrastingly, a life orientation (LO) teacher has expressed feeling unsupported by certain mainstream teachers. The teacher has expressed feeling overlooked and invisible, particularly when these teachers discuss cases that require their expertise, yet they are not formally informed about them. This lack of communication may stem from limited interactions with this teacher or a devaluation of LO teachers, highlighting a hierarchical structure in schools where mainstream teachers feel superior to LO teachers. Whatever the reason may be, the limited interaction between these teachers affects the learners, who ultimately do not receive the necessary assistance:

> *I don't think non-LO educators support me all the time, because some others, forget that I'm even here. I just heard that there is a problem, but I didn't hear them referring to the child and I said to myself. Why didn't they refer the child…I don't know if they all know the role of why I am here at school…I need the teachers to refer learners to me because some of them…forget that I'm even here or what I am here for. The problems they know, they are just talking about in the staff room, and*

> *they also talk about the learner…something which will not help people here, instead of referring the learner to me so we can talk privately.* (Mbokazi, 2015:1122)

4.2.3.1.2 Principal-to-teacher support

The school principals demonstrate support for the teachers by enforcing rules, allowing teachers to exercise autonomy and make decisions, and fostering positive working relationships among teachers. Furthermore, they also facilitate external support systems for teachers:

> *They feel very contented because I encourage them to share their problems among themselves and with me as some will be of help in the school and sometimes, we get assistance from colleagues in other schools. If it is something beyond the teachers within the school or other schools, such matter is then referred to district officials to see how they can help us.* (Akinyemi, Rembe & Nkonki, 2020:7)

> *He [the school principal] supports me in whatever I do…he doesn't obstruct me, be it if I send a learner to counselling. Whatever action I take he is behind me. He knows that whatever actions I take, I follow the rules, I've got the procedure, and we move together like that. So, we are quite successful in whatever we do.* (Jimmyns & Meyer-Weitz, 2019:1122)

By contrast, school principals who are emotionally and physically unavailable to teachers and the rest of the school community create fear and uncertainty. The school's functioning deteriorates as there is no one to enforce the rules. Additionally, divisions among the staff become prominent, leading to weakened working relationships:

> *Mr [school principal] is new at this school. The problem is that he isolates himself. How does he expect to know our problems and concerns? There are family-heading kids, substance-abusing staff, and poor families who all need help. Unless he changes, he will only add to the factionalism and divisions in the school and things without helping out. Things will get worse…* (Mafora, 2013:11)

4.2.3.1.3 School-to-parent support

When examining the support provided by schools to parents, it is important to note that parents are the recipients of this support. Schools offer a range of assistance to both parents and students, which can include material support, social support, and emotional support:

> *We invite the parents to come especially parents of the learners who were struggling with a specific subject…we identify learners, we check their background, we speak to the parents. We give priority to the learners who are*

> *struggling, in the true sense of the word 'struggling'. Then those learners would get their lunch…we encourage the previous year's grade 12s to donate their uniform when they leave the school, to donate their shoes, trousers, etc. In the case of learners who are struggling, we'd give those learners the uniform. So, we are always trying to help*. (Mbokazi, 2015:479)

> *…in this regard, school C has the advantage of having a social worker on their staff who can deal with some of the problems. However, it appears that parents also have problems that do not directly involve their children. For example, a school governing board member of school C remarked that parents and staff often bring matters to me, for example, medical aid, getting a raise in income, school fees, uniform issues, etcetera. Such matters I take to the school governing body meetings.* (Michael, Wolhuter & van Wyk, 2012:69)

4.2.3.1.4 Parent-to-school support

Parents support schools in a range of ways, including volunteering for school maintenance, making financial donations, and participating in school activities. However, getting all parents actively involved in these activities remains a significant challenge for schools due to their work commitments. Additionally, gender disparities in parental support have also been observed. For example, mothers tend to demonstrate more support than fathers:

> *All schools included in the study have used parent volunteers to some extent. For example, at school A the principal identified maintenance work, repairs and the running of the tuck shop as work carried out by parent volunteers. Upon questioning parents on their involvement in school activities, parents indicated that they would like to help but are too involved with their own lives.* (Michael, Wolhuter & van Wyk, 2012:70)

> *It's hard when you work and then you need to do things at the school. I try wherever I can, but often I'd rather do a donation because, honestly, it's just so difficult with time. I do gate duty sometimes or transport…but his father…no, he doesn't do anything. He's working a lot and I don't know…it's just not normal for fathers to come and participate in the school activities.* (Jimmyns & Meyer-Weitz, 2021:93)

4.2.3.2 Experiences and perceptions of goodwill

Under the category of experiences and perceptions of goodwill, two sub-categories were identified during the data analysis, and these are: a) school intolerance towards poor and uneducated parents, and b) gender bias.

4.2.3.2.1 School intolerance towards poor and uneducated parents

The act of goodwill was derived from the experiences and perceptions of parents and teachers. When examining the experiences and perceptions of parents, many narratives highlight the lack of tolerance exhibited by school administrators and principals towards impoverished and educationally disadvantaged parents. It seems that black parents are particularly impacted by these discriminatory behaviours due to the historical association between poverty and schooling in their communities:

> *Our principal treats us with little respect, but it's worse with parents. He is inconsiderate…when poor parents visit the school, they do not get the same treatment as the who's who of this township. Those who are illiterate are not helped immediately and do not get things explained to them properly. Sometimes the clerks shout at them like little children and the principals do not reprimand them.* (Mafora, 2013:8)

> *None of the school governing body members of any of the three schools reflect the racial composition of the schools – black parents grossly underrepresented. Since parents on the school governing bodies make decisions on behalf of the general parent body, they must possess certain skills and knowledge to have constructive input. This especially puts black parents from poor and ill-educated backgrounds at a disadvantage…*(Michael, Wolhuter & van Wyk, 2012:70)

It was also determined that the low self-esteem these parents display is a result of internalised discrimination. For example, one parent described feeling inferior and unworthy of serving as an SGB representative alongside teachers and school principals due to her low educational status. It also seems that her position as a female, considering the cultural dynamics within her community, exacerbated these feelings of inferiority. This shows how past experiences can impact trust, as parents who have experienced discrimination may doubt their own abilities. The trust observed in this situation is self-directed. Although their confidence improved over time, it can be assumed that these feelings of self-doubt initially limited their involvement in the early stages of the SGB meetings:

> *In our rural African communities, we respect teachers and principals because they are more educated, more so, it is uncommon for females to lead men in discussions. It was therefore difficult for us, mostly women with less education to sit together with teachers to discuss school matters. As time went on we gained more confidence to work with the teachers.* (Quan-Baffour, 2020:844)

4.2.3.2.2 Gender bias

When examining the experiences and perspectives of teachers, it becomes evident that there are gender biases within the profession. Specifically, female teachers are often preferred over their male counterparts, particularly when it comes to teaching foundation phases. These biases are deeply ingrained in the culture and practices of the profession, starting from the training level. Male teachers, despite possessing the same qualifications as their female colleagues, are often met with suspicion and uncertainty regarding their ability to teach foundation phases:

> *The mentality that FP [foundation phase] is for females only too is not right. But it starts from the colleges where we are trained to be FP teachers. There are no males there, so obviously from there we all go to the FP as female teachers because it starts there at the college…we also get surprised when we see a male teacher in the FP, we go to the principal and tell the principal that maybe you can swap [meaning replace the male FP teacher with a female intermediate phase teacher] because we are not familiar with a male teacher in FP…we are not comfortable about the male teacher in the FP.* (Mncanca, Ramsaroop & Petersen, 2021:4)

4.2.3.3 Perceptions of competencies

The reviewed articles captured the perceptions of parents on teachers' competencies and parental competencies.

4.2.3.3.1 Teacher competencies

Parents' motivation to work with the teachers in their schools appears to be influenced by the teachers' abilities in their pedagogical duties and their care for the learners' well-being. Teachers who are competent in their work are held in high regard by parents because they are good examples to learners:

> *I think the teachers here are very good. This school is renowned for having good quality teachers who are also very highly qualified… Well, it is hard to be a teacher. I know I am happy with how they present themselves at school. I don't know them at their homes, but I can't say anything about them outside the school, but I know I can talk about them [teachers] when they are in the school, and I can say that they are very good role models. A lot of the teachers are from this community so the kids…they can look up to them.* (Jimmyns & Meyer-Weitz, 2021:91)

On the contrary, teachers who lack the competencies in teaching and have poor disciplinary conduct with learners are viewed as a bad influence, which could be argued to negatively impact collaborative efforts between these teachers and parents:

> *Not all teachers are trained teachers. They lack the skills to teach. They don't know how to help them to learn. We need trained teachers and teachers that are good for our children…we need teachers that are good for our children. Some teachers are just there for the money, but they treat our children badly. They swear and hit them. They do not want to help them when they need it. They need to learn how to help our children…some teachers are bad role models, they swear, give hidings and are abusive towards children.* (Munnik & Smith, 2019:7-8)

4.2.3.3.2 Parental competencies

Regarding parental competencies, many of the views shared highlight concerns related to both parenting skills and reading and writing abilities. This is particularly relevant for parents who serve on the school governing body in their children's schools. Some of their responsibilities involve dealing with budgets and legal terminology, which can be quite daunting for parents with limited literacy skills. While these parents have a strong desire to be helpful, their lack of proficiency in these areas hinders their ability to effectively collaborate with schools:

> *Reading and comprehension levels in English of almost half of our members is very low. We are supposed to read, interpret, and adapt national education policies to our school contexts but most of our members can hardly understand circulars to enable them effectively to contribute to discussions on important school matters…budget drawing is one of the major responsibilities of the SGB. Lack of basic mathematics and accounting skills hinders the productive participation of many of the SGB members in this crucial matter. Only a handful of my SGB members are productive due to a lack of basic knowledge and skills.* (Quan-Baffour, 2020:845)

In the accounts that follow, the parents expressed concerns about the lack of developmental training provided to parents. The narrative makes it evident that by not offering this resource to parents, schools are failing to effectively support them:

> *None of the school government body members at school A have any training. One of them said 'I have a grade four education and I am willing to learn. Unfortunately, none of the schools provide any training for school governors…* (Michael, Wolhuter & van Wyk, 2012:69)

For parents who are not members of the school governing body (SGB), having limitations in these skill areas can hinder their ability to assist teachers. Unfortunately, this is sometimes misunderstood by teachers as a lack of interest or commitment on the part of the parents:

> *In our community, a lot of parents never learned to read and write. We have a staggering number of children in the family where the older ones teach the younger ones…some parents might also not be educated enough in terms of what is required to help their children, parents are not well read in terms of raising their children. This influences their ability to help their children with, for instance, homework.* (Munnik & Smith, 2019:10)

> *They just send the kids to come to school, which is where their contribution starts and ends. They don't do any follow-ups, say for example check on their books when they work where from school daily to see what was done, and maybe to assist them with homework where necessary…this is also because, maybe they don't know the work, and how to assist the learners…some say they are not educated, and as such do not know how to help the learners study at home, or do their homework.* (Munje & Mncube, 2018:87)

> *I found that Somali parents lacked the competencies needed to help their children with homework, which the teachers then interpreted as a lack of interest by the parents and a lack of investment in their children. This situation was made much more complex when the parents had no formal experiences of school.* (Daniels, 2017:4)

Contrary to the belief that parents are disinterested, evidence shows that some parents are trying despite their limitations. These parents employ creative strategies, such as seeking assistance from neighbours, to support their children's schoolwork. This demonstrates their genuine interest in collaborating with teachers. Above all, these parents prioritise their children's well-being because they are aware of the educational disadvantages they face:

> *You do find a father who did not go to school at all. He will tell you that: you know what Ma'm I do not know these things [the schoolwork], I did not go to school. I will ask my neighbours to assist me. I don't want this child to be like me.* (Mncanca, Ramsaroop & Petersen, 2021:6)

4.3. CHAPTER CONCLUSION

This chapter presented the findings of a systematic literature review. Thirteen articles were reviewed, and two dominant themes were identified. The experiences and perceptions of parents, teachers, and school principals varied dramatically, indicating the complexities of these working relationships. Parental involvement in schools remains a concern. Multiple factors contribute to this problem – foremost among them are unemployment, along with parents' inadequacies and illiteracy, which hinder their ability to engage meaningfully in their children's education. The reality is that when parents are unemployed, they face immense economic stress that disrupts family dynamics and leaves them unable to participate actively

in school activities. They often juggle multiple jobs or constant job searches, leaving little time and energy for school engagement. The consequences of limited parental involvement cannot be overlooked. Learner achievement is closely linked to parental engagement, and when this connection is weak, both academic performance and emotional development suffer. Moreover, the schools are left to shoulder the burden of implementing programmes on their own without robust family and community support. This situation has highlighted the need for improved communication and collaboration between parents and school staff. It also revealed a lack of trust, where parents feel undervalued and unheard. From the school staff, this lack of trust manifests as labelling parents as resistant or uncooperative. Building positive relationships between parents and the school staff can enhance the overall educational experience for the learners. The next chapter will present the findings of the qualitative study.

CHAPTER FIVE
UNDERSTANDING SCHOOL-PARENT COLLABORATIVE RELATIONSHIPS AND TRUST IN MANAGING LEARNER SUBSTANCE ABUSE: INSIGHTS FROM THE EXPLORATORY QUALITATIVE FINDINGS

5.1 INTRODUCTION

Learner substance abuse is a huge issue facing our schools today. Studies show that one in three learners between the ages of 13 and 18 years have either used or experimented with substances in their lifetime (Nzama & Ajani, 2021). Learners who engage in substance abuse in schools often display disruptive behaviour in the classroom, and this behaviour spills over, affecting teaching and learning (Gumbi & Nkoane, 2019). More and more, schools are becoming difficult to manage because of learner substance abuse taking place in schools (Gumbi & Nkoane, 2019). In response to this problem, the Department of Basic Education has implemented various measures such as drug searches and random drug testing (Department of Basic Education, 2011a, 2011b; Department of Education, 2007). There is also an educational component covered in the following subjects: Life Orientation in high schools and Life Skills in primary schools (Department of Basic Education, 2011a, 2011b; Department of Education, 2007). The school staff (school principals, teachers, school administrators, and school counsellors) and, in some instances, the South African Police Services (SAPS) are at the forefront of these efforts (Department of Basic Education, 2011a, 2011b; Department of Education, 2007).

What became more interesting to the researcher is the involvement of the parents given their primary role as caregivers. Moreover, chapter three of the South African Schools Act also makes provision for parents as one of the key stakeholders in schools' governance (South African Schools Act No. 84 of 1996, as amended, 2011:chap3). The researcher is aware of collaboration between parents and schools; in this inquiry, she was interested in determining whether parents and schools are working together to manage learner substance abuse in schools. If so, what do these working relationships look like when zooming in on the issue of trust? The qualitative exploratory design was suitable for this inquiry because the researcher was curious to understand "what lies beneath the surface of these working relationships between parents, teachers, and school principals in managing learner substance abuse in schools" (Stevens et al., 2006:53). The flexible nature of this design allowed the researcher "to

make detours into new territories" (Stevens et al., 2006:53), therefore adding into the richness of the data. The qualitative interview findings that are going to be presented here answered the following research questions:

- What are the experiences of parents, teachers, and school principals on working together in managing learner substance abuse in schools?
- How do these experiences influence the trust between parents, teachers, and school principals in managing learner substance abuse in schools?
- What do parents, teachers, and school principals think are the challenges that hinder trust in their collaborative efforts in managing learner substance abuse in schools?
- What do parents, teachers, and school principals think needs to be done to facilitate trust in their collaborative efforts in managing learner substance abuse in schools?

This chapter begins with a demographic profile of the respondents (outlined in Tables 6 and 7) followed by a framework for analysis outlining the research themes, categories, and sub-categories. The study findings will be presented using narratives extracted from the interviews with the 19 respondents. By giving an overview of the chapter, a conclusion will be reached.

5.2 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Table 6: Demographic characteristics of parents

VARIABLE		NUMBER	PERCENTAGE (%)
Gender	Male	3	37,5
	Female	5	62,5
Race	African	3	37,5
	Coloured	5	62,5
Nationality	South African	6	75
	Congo-DRC	1	12,5
	Congo-Brazzaville	1	12,5
Level of education	Matriculation	6	75
	Degree	2	25
Occupation	General worker	2	25
	Retired	2	25
	Military consultant	1	12,5
	Uber driver	1	12,5
	Artist/musician	1	12,5
	School administrator	1	12,5
Education phase	Primary school	0	0
	High school	2	25
	Both	6	75
Level of involvement	School governing body	3	37,5
	Parent	5	62,5

Table 6 above presents the demographic characteristics of the parents. In terms of gender, five respondents identified as female and only three identified as male. The racial classification was distributed between two groups; those who identified as coloured people were five and only three parents identified as African people. When asked about their country of origin, six respondents were South African, one from Congo-DRC, and one from Congo-Brazzaville. When asked about their highest level of education obtained, only two parents had a higher education qualification in the form of a degree and six had matriculation certificates. When asked about their occupation status, two were general workers, two were retired, one works as a military consultant, one was self-employed as an Uber driver, one is an artist/musician, and one works as a school administrator. The researcher also asked parents about their level of involvement in the schools. Three of these parents serve on the school's governing body, and one of them also volunteers as an assistant. The remaining five parents are only involved as parents.

Table 7: Demographic characteristics of teachers and school principals

VARIABLE		NUMBER	PERCENTAGE (%)
Role	Teacher	6	54,54
	School principal	4	36,36
	Deputy principal	1	9,09
Gender	Male	4	36,36
	Female	7	63,63
Race	African	4	36,36
	Coloured	4	36,36
	White	3	27,27
Nationality	South African	9	81,81
	Zimbabwean	2	18,18
Highest qualification	National diploma	2	18,18
	Degree	3	27,27
	Postgraduate certificiate	1	9,09
	Postgraduate diploma	2	18,18
	Honours degree	3	27,27
Substance abuse training received	Short course	6	54,54
	No training	5	45,45
How recent was the training	Not applicable	5	45,45
	2004	2	18,18
	2009 - 2012	2	18,18
	2017 - 2019	2	18,18
Education phase	Primary school	0	0
	High school	9	81,81
	Both	2	18,18
Type of school	Public school	10	90,9
	Independent school	1	9,09

Table 7 above presents the demographic characteristics of the teachers and school principals. Six confirmed that they are teachers, with one teacher also acting as a school guidance counsellor; four are school principals; and one is a deputy principal. When asked which gender they identify with, seven identified as female and only four identified as male. In terms of race, four identified as African people, the other four as coloured people, and the remaining three identified as white people. Nine respondents were South African, with only two from Zimbabwe. In terms of the highest level of qualification, this varied from undergraduate to postgraduate level in various fields. One teacher has a national diploma, two teachers have a bachelor's degree in education, another teacher has a postgraduate diploma in education, another teacher has an honours degree in psychology, and the last one has an honours degree in education. Out of the five school principals, one school principal has a national diploma in commerce, another one has a general degree, and the deputy principal has a postgraduate certificate in education and an advanced leadership and management certificate. Of the remaining two school principals, one has a postgraduate diploma in education, and the last one has a BAC in honours in zoology. When asked about their substance abuse training, six out of the 11 had received training in the form of short courses. Out of these six, only two teachers had received the training; the remaining four are school principals. It appears that this training is not consistently offered as some respondents recall receiving their last training as far back as 2004, with the latest in 2019. The educational phases were primary schools and high schools, with nine of the respondents from high schools and two with a mix of both primary and school phases. Initially, the researcher had planned to target 20 schools, but only five agreed to participate in the study. Of these five schools, most were public schools, with only one independent school.

5.3 FRAMEWORK FOR ANALYSIS

Table 8: Framework for analysis

MAIN THEME	CATEGORY	SUB-CATEGORY
Experiences and perceptions on working together in managing learner substance abuse	• Roles and responsibilities	• Defined roles and responsibilities
	• Experiences and perceptions of cooperative relationships	• Reaching out strategies
		• Experiences and perceptions of interaction
Experiences of trust between parents, teachers, and school principals in managing learner substance abuse issues in schools	• Experiences and perceived support received/offered	• Perceptions of social support received/offered
		• Perceptions of emotional support received/offered
	• Perceptions of effectiveness in managing learner substance abuse	• Evaluating the effectiveness of managing learner substance abuse
The challenges hindering collaborative efforts in managing learner substance abuse issues in schools	• Resources and capabilities	• Lack of time and resources
		• Lack of competencies
		• Language barrier
	• Operational issues	• Work-related stress
		• Bureaucracy, legal requirements, protocols and accountability
		• Mismanagement issues
	• Apathetic approach	• Parental naivety
		• Lack of interest
	• Leadership issues	• Feeling abandoned
		• Nepotism
The recommendations on the management of learner substance abuse issues in schools	• Development programmes	• Awareness programmes
	• Encourage parental involvement	• Diversifying reaching out strategies
	• Active involvement of the Department of Basic Education and Government in schools	• Provision of resources
		• Legislative measures on the role of involvement

Table 8 above presents the framework for analysis, including the main themes, categories, and sub-categories that the researcher derived from the interviews. The following section will present a comprehensive overview of the findings.

5.4 PRESENTATION OF FINDINGS

5.4.1 Experiences and perceptions on working together in managing learner substance abuse

For the theme of the experiences and perceptions of parents, teachers, and school principals working together in schools, the broad category of cooperative relationships was divided into three sub-categories: a) roles and responsibilities; b) reaching out strategies; and c) experiences and perceptions of interaction.

5.4.1.1 Roles and responsibilities

5.4.1.1.1 Defined roles and responsibilities

When the teachers were asked to share their views on how the staff handle learner substance abuse in their schools, their responses depicted a well-organised system where certain staff members are assigned specific roles in managing such cases. It seems that there is no standardised approach to addressing learner substance abuse in schools. The roles and responsibilities of teachers in managing learner substance abuse vary, ranging from identifying learners who might be under the influence to providing educational support. However, the educational aspect appears to focus solely on the learners and not the parents. Ultimately, it can be concluded that these schools' methods and the various roles and responsibilities of their personnel are successful. The schools are well-organised, and each member seems to understand their respective roles and provide support to one another in the best way possible:

> "Maybe I can talk about the subject, I would first teach Life Orientation and in our Department, I would say because many things come out in the psychosocial, so kids did psychosocial and things like that and maybe we can also try and give them support with the lesson. I'm also the SD [*School Support Team in the Department*] coordinator so problems teachers have they usually come and speak to me about it and I will try and tackle it and educate them on how this is a referral method, this is what we need to do, yah." (Teacher 2, coloured, female, South African, public high school)

> "Okay fine, we have certain rules and regulations in this school, and we follow that protocol. For example, you are in a class and you know that this child is behaving weirdly, you just? the office and you explain to the secretary why you are bringing that child to the office because at times if you ask the learner in class and if the learner was smoking and the behaviour it was such erratic and you don't want to

> humiliate yourself in front of other learners. So, the best thing is once you suspect that there is something wrong you are walking around as an educator, and you say mh-m this smell here tik [*crystal methamphetamine*]. Just tell the learner to go to the office, if the learner refuses you just buzz the office, and the secretary comes to fetch the learner. Outside the class, you tell the learner that this learner was actually using and then you go to the office. There are drug tests and they tested, and the office is going to take it from there…" (Teacher 3, African, female, Zimbabwean, public high school)
>
> "…so certain teachers are on the SMT [*school management team*], senior management team. There are a few of them that get clustered as the SMTs. So, they deal with matters like that now that we are faced with and now actually one of the learners in my registered class admitted that he was smoking, he was very high with weed, and he was writing a test. I'm a very observant person and I know how the symptoms look and the body language. When he came into the class at first, he arrived late, and he kept his head down. So, that already was a sign for me and then I just sat back, and I was observing him and watching him and the eyes were very red and then I called one of my colleagues in the other class. Just take a look at this boy because I wanted a second opinion like am I imagining it or not. But I know my gut instinct is rarely wrong and she said no he looks very high. Then I called the SMT, I called one of the SMT members and they spoke to him outside and he admitted that he was high. So, usually in that situation, they get tested, and they usually get suspended…so they get the opportunity to speak to the counsellor, the school counsellor at any given time. Some of them even have fixed sessions like during classes they will be called to community keepers…" (Teacher 4, coloured, female, South African, public high school)

The researcher asked school principals to describe their role and responsibilities in managing substance abuse among learners. It appears that their main role is overseeing the disciplinary process. But, the looks of things, there is no universal approach to this issue as each principal implements their methods based on their environment. Some principals detect suspicious behaviour, conduct tests, involve parents in mediating the situation, manage discipline, and hold hearings. However, there is variation in how they involve parents in the drug testing process. Some schools test students without requiring parental presence, while others prefer to have parents present. One obstacle is that schools are expected to purchase their testing kits, which hinders their efforts. When schools pass the expense of these kits to parents, there is resistance. Additionally, it seems that interaction between school principals and parents only occurs after a child has 'offended'. The Department of Basic Education is only involved when a child is facing suspension. Although remedial services are available to learners and parents, these services sometimes come with a fee that some parents cannot afford:

> "…we don't go easy on the kids, they have one opportunity. So, it's strike one support and intervention, strike two discipline process, strike three hearing process and maybe eventually they might be out of the school. And um the reason why we

take that approach is that if we have intervention, intervention, intervention, we are enabling that child and that child has to get reported before they pass and that is my job to have a hearing with parent and the child, they sign a little contract with me. There is that intervention diversion where a parent and child won't go to a hearing on the condition that they did go and it works you know. But now we hit the stumbling block that the centre started to charge parents and I don't know how we going to get past it, and that for me is very worrying…" (School principal 2, coloured, male, South African, public high school)

"…so what we have, if a child is suspected and we go for the disciplinary, a disciplinary hearing and then we ask a parent to bring in a drug kit so that we can test the child in the presence of the parent and obviously, they are not prepared to pay for that. So, they don't bring it in. So, it's also like they are just not equipping us to deal with this problem, the parents are just sticking their heads in the sand. It's not a problem. I don't think they realise what the issue is because I mean the police used to come and do raids and stuff and that stopped. It stopped because it doesn't seem to be the problem and I'm convinced there isn't a school in South Africa which doesn't have it." (Deputy school principal 4, white, female, South African, public high school)

"…the first indication especially the quieter ones when they use, they become more mellow and then you see it in the uniform from well-dressed to never mind. So, that's normally where you pick it up and other you pick it in behaviour and obviously, I deal with these things for so long and the first that eliminate is if it's substance abuse, so I test you, there's a test over there and the drug test…we buy our tests, and we test them and it becomes positive we inform your parents that you were positive, you then obviously get suspended for a maximum of seven days for the same instance when the parents get a call they need to come in and sit and have a discussion of what now was discovered. You ask the parent if they were aware or unaware and because there are so many of these cases and now the governing body has said the first offence the principal can deal with it, calling the parent and the parent have a conversation with the parent and inform the department of the situation and the child gets suspended as well and obviously, inform the parent and if the child is under age, they get referred to the drug centre. The drug counselling centre in Mowbray is an eight-week counselling programme where a child and the parent can attend, they see the parent as well and do drug tests as well and they report to us if there is no attendance. They report and if you offend again, that is now restorative justice, to restore the behaviour…" (School principal 5, African, male, South African, public high school)

Another school principal has expressed frustrations with the rigid policies and bureaucratic procedures involved in managing learner substance abuse. The principal feels that there is a disconnect between the expectations set by the Western Cape Education Department (WCED) policies and the actual implementation on the ground. Balancing the rights of learners with the need to address the growing problem of substance abuse in schools leaves public school principals feeling powerless and defeated. They feel restricted because the WCED policies do not allow them the disciplinary and control measures they would like to implement, such as

expelling learners caught using or abusing substances on school grounds. In contrast, independent schools have the flexibility to amend their substance abuse policies, which allows them to expel learners without having to consult the WCED. This level of flexibility in managing the issue may be argued to help independent schools better address the problem compared to public schools. However, the practice of expelling learners without providing the necessary support or rehabilitation is not beneficial for those struggling with addiction. It does, however, help maintain a conducive learning environment for other learners and staff who may be affected by their behaviour. This imbalance in approach leaves public school principals feeling frustrated and helpless as they are left to deal with disruptive learners without support or assistance from the WCED:

> "It's their policies and their bureaucracy and they wanted a certain way of life to be but then cutting you off. You don't want drugs in the schools, but you also don't want the police to come and search them. So, if I must search for them, I don't have the nose of a dog to smell them all they've hidden all their stuff. You know when they throw you learner rights and but yet they want me to do this, this and this…they're not operating to the broader policies of the WCED [*referring to the independent schools*], their policies can be tailored to suit themselves whereas it is all very well if you tell me that I can't kick a child who has a substance abuse problem and now I must deal with them but now how must I deal with them if my class now is disrupted. Now everybody's time is disrupted because I must put all my time and effort into you that needs support whereas, in an independent school, they can create a policy that says if you're caught, you're out and they can. I understand that they are not solving the problem, but they are solving their problem, they are dealing with their stuff far more effectively." (School principal 3, white, female, South African, public high/primary school)

When asked about their role in managing learner substance abuse in schools, the researcher found parents' understanding to be somewhat ambiguous. Many parents seemed to link this role to their general parenting responsibilities. It appears that parents are also aware of the role schools play in their children's lives when they are not present to supervise them. However, when it comes to managing cases of learner substance abuse, discussions around this role and the associated responsibilities seem to be selective. Not all parents are involved in these discussions, only parents of the so-called 'offenders'. What is clear is that there is no communication happening between parents and schools, which hinders the development of a productive working relationship. Furthermore, educational efforts seem to focus primarily on learners, leaving parents to handle the issue of substance abuse on their own, without any guidance or support. In conclusion, this lack of transparency from schools, who only target

parents of affected learners, leaves the role of managing learner substance abuse in schools undefined:

> "Me as a parent I do, yes, I do. My child because I had a situation where my brother was addicted when they were young, also they've been clean for a while now as old as my daughter. So, when it comes to that she's made aware of what happens when you are on drugs and how life happens, you know. Because I believe as a parent, I need to be open and honest to her and she needs to know. If she's going to do drugs, I won't approve of that I won't tolerate it and if I find out that she's done it at school or anything like that I will take her out into rehab. And obviously, you must be prepared to do it. As a parent, I am strict because I know how it is…I don't think they speak to parents in that sense. If your child isn't part of the, if they are caught up they are caught up and we see if your child is doing drugs or not, you know. So, we will identify that as a problem but we not going to make it this whole thing and emphasis. So, we only involve the parents of the kids that are doing drugs that's a catch 22, you know." (Parent 1, coloured, female, SGB member, South African, public high/primary school)

> "I don't think there's a connection with my role with substance abuse as a parent, but the school is the custodian of my child, and they need to make sure that it doesn't happen while my child is in their care. Greater communication needs to be done with parents. I don't think it's happening anywhere at this point, and I interact with many different schools for many different reasons and it's as bad as talking to children about sex. Parents are not, they are equally uneducated about it because that conversation is something that is taught to the parents. You don't just say little Johnny I need to talk to you about drugs. Parents don't possess communication skills, they don't." (Parent 3, African, male, SGB member, South African, public high school)

> "I think that the school maybe can try just to remind others, but from my point of view, I don't see it as part of the school's duty. The school has to deal with our kids while they are there, that's the school's responsibility, that's how I see things because what we tell our kids at home it's our duty, and schools also have a part of our duty. So, to make their side a little easier or more understandable or more, I can say, a little bit easier or more accessible it must do everything starts from home and then the school can just add a little bit. Even during school time, they spend more time with our kids than us but our role it's that foundation, see our role it's the foundation. What we do as parents is the foundation." (Parent 4, African, male, Congo-DRC, public high/primary school)

5.4.1.2 Experiences and perceptions of cooperative relationships

5.4.1.2.1 Reaching out strategies

For context before presenting the narratives, the data was collected right after the schools had reopened after the Covid-19 lockdown restrictions were lifted. Many of the responses shared by the respondents tend to reflect on experiences during the lockdown period. When school principals and teachers were asked about their efforts in working with each other in managing

learner substance abuse in schools, many schools used WhatsApp group chats to communicate important information with the school staff. The WhatsApp group chats made communication between the school staff (school principals and teachers) effortless because it was more accessible. Moreover, it made school operations run smoothly. One powerful observation was that these groups fostered a sense of family, where individuals felt assured that their shared thoughts and concerns would be received without judgment or prejudice. The use of WhatsApp group chats during lockdown undoubtedly contributed to the establishment of trust and collaboration among the staff:

> "…then we have then WhatsApp group as well where communication is important, only for the teachers you know putting a message in there or with anything communicated in there we make jokes in there, you know we all kind of need that you know maybe there's a funny meme that you saw and you like posted, so it's if you need anything during the day you would message in that group if anything needs to be said in that group. If you say um I just want to share this you can do that in the group as well um someone's birthday you would post them a pic, so there's that um and then um encouraging one another like just be like it's hard just push through um you know you can do it and sometimes you can that one person and will send a motivation every day in the group or um when you see one another and be like how are you doing you know, how are you doing, um I'm not doing well you know I'm tired or whatever, and just be able to relax you're almost there…" (Teacher 1, coloured, female, South African, independent high school)

> "…they are very much um involved we have a very much involved WhatsApp group, they talk here, they talk everywhere. Um to each other um personal matters they will send quietly or whatever. But we have one staff group and then subject groups, it isn't like we've got the group for these teachers, the group for those teachers. So, it's quite open they'll share good and bad news on there, you know. So, it's open it's very familial mhm yah." (School principal 1, white, male, South African, independent high school)

> "…We have a platform, a WhatsApp platform which was created for the mere fact to communicate very important things about the school, about the management of the school, about how to manage the school. So, we use that platform, and we use that platform in most cases." (Teacher 6, African, female, Zimbabwean, public high/primary school school)

Collaboration between school staff (teachers and school principals) and parents is facilitated through various communication tools, such as face-to-face meetings, phone calls, an emailing system, instant messages, a voice-over application known as WhatsApp, and a short message system known as SMS. These communication tools are also used by school staff to reach out to parents whose children have either been caught using substances or are suspected of using substances in schools. Regrettably, there was a general frustration among school principals and

teachers regarding parents' lack of responsiveness to their efforts. Some parents' poor responses are frequently the result of their negligence in updating the school with their new contact information, which makes it challenging to stay in touch. Unfortunately, during the Covid-19 lockdown, many parents lost their jobs. The school staff say that many parents in these fee-paying schools avoid attending parent meetings out of fear of being confronted about unpaid school fees. This avoidance makes collaboration with these parents difficult because they are hard to reach. It could be assumed that this avoidance also negatively affects efforts in managing learner substance abuse in these schools. From the perspective of school staff, these parents are usually labelled as uncooperative and resistant to collaboration due to their lack of transparency with the school:

> "…specifically, when it touches my daughters [*referring to learners]* academically, behavioural; drugs I want to know and I wanted to know it yesterday, and we try and get to them as fast as possible. Phoning, WhatsApp, SMSs, email um but the parents keep changing their contact details, the contact details you got today and then they move to a new job, you know. Covid how it works, this company closes down, now the company is suddenly closed and now all of sudden they are working there, and you keep sending them emails and keep getting an answer mailbox full. Okay you know all the learners we call parents from the school you know we need your email and so on…" (School principal 1, white, male, South African, independent high school)

> "From our side, we've got parents that are on WhatsApp group, every single grade is in the WhatsApp group, every single parent has a smartphone so that's how we communicate with the parents. You get parents that are, how do I say, they say what is your problem, what is everybody is doing. So, you do get the support they support the child, and they are using themselves…you get about 60 and 65 that support and when I say the support that comes to the meetings, that is interesting in coming to meetings and we had an increase in that particular support and I think the other percentage that doesn't come in because I linger to the non-payment of school fees." (School principal 5, African, male, South African, public high school)

Contrary to the experiences and views shared above, another teacher and school principal felt that the social distancing measures imposed by Covid-19 restrictions ended up being a blessing in disguise. One notable example is that the WhatsApp group chat helped facilitate existing working relationships with parents around academic support and any issues that parents might have been struggling with including learner substance abuse issues. Parents were always kept informed about schoolwork and other activities. The school staff feel that using the WhatsApp group chats during the lockdown period enforced a sense of accountability. The teachers and parents became more aware of their responsibilities and what was at stake if either party failed

to fulfil their responsibilities. Overall, this challenging period made teachers realise the importance of their reliance on parents' cooperation, and vice versa. It is worth mentioning that teachers whose working relationship was strong before the lockdown was further strengthened during the Covid-19 period:

> "Especially during Covid it has helped to speed that out, it wasn't there for some teachers. They didn't have to avoid the relationship to just have a minimum relationship. I think Covid because of WhatsApp and all that we were forced to communicate with the parents you know. So, I think that helped I would say that that relationship was so key because they were also dependent on us to get our work through to that child and the parents to assist us. So, it was forced like it was the only thing we needed so that child could get their work for the academic progress to carry on. That was key, but it was crucial because if you didn't have it my word! What am I going to do as a teacher, you were scared and for the parent if I didn't have that contact with that teacher what's going to happen to my child? So, that interdependence that came from Covid I would say it sort of like intensified if you had a good relationship with the parents." (Teacher 2, coloured, female, South African, public high school)

> "…I think the change in approach by the teachers helped and I think the registered teacher communication via WhatsApp has helped, yah parents were forced to acknowledge the registered teacher and the registered teacher was forced to acknowledge parents and their circumstances, that was I would say yes…" (School principal 2, coloured, male, South African, public high school)

5.4.1.2.2 Experiences and perceptions of interaction

When examining the experiences and perceptions of teachers in working together, there seems to be a respectful, pleasant, and understanding working relationship between teachers. It appears that managing learner substance abuse comes with its challenges and at times they may disagree with each other. By focusing on a shared objective and being willing to make the required concessions, the teachers find ways to overcome these challenges for the good of what must be done. Furthermore, there seems to be an unspoken understanding of the importance of collective interests and team efforts, which take precedence over individual interests. The teachers realise that establishing a strong working relationship in managing learner substance abuse in schools requires a certain level of willingness and openness from all parties involved:

> "Yah definitely, definitely um everyone is very approachable um everyone is very friendly I have to say that there's one thing that I was drawn to when I did my observation the way everyone is just so friendly and so welcoming, I really felt welcomed. Um definitely they are all very approachable um and like said everyone

> has their own opinion but you might not like it, you might not agree with it at the end of the day, but it falls to respecting one another and trying to listen to one another and be like let's compromise, we hear you this is what I think let's work together because at the end of the day you are not an individual you're working as a team and you're working towards a common goal which is trying to help learners to the best that you can." (Teacher 1, coloured, female, South African, independent high school)

> "It's the best because I create it (referring to the collaboration with colleagues). What I believe in life besides being a teacher allows me to accommodate individual differences. Allow me to differ with people and respect their opinions…there are certain things which I don't allow to disturb my day. I always tell people when they lose their temper in the staff room that just let it go. Just take a deep breath and smile or walk away from the situation when you come back, you'll have a different perspective…" (Teacher 3, African, female, Zimbabwean, public high school)

When examining the experiences and perceptions of the working relationship between teachers and school principals in managing learner substance abuse, respondents expressed a range of emotions. Many teachers feel that their school principals are open, attentive, and easy to approach for both teachers and students. The teachers expressed feeling heard, supported, and validated. This level of receptiveness from the school principals earns them respect from the teachers:

> "…he [*referring to the school principal*] is that person who is empathetic, understands people's problems so then it leaves room for everyone, I don't want to speak for other people, but generally in the school he is that kind of a person who you can approach and explain your problem. So, it creates a very conducive environment for both educators and learners and when it comes to being fair, he's fair mh-mh you know when to go when you don't take chances with him." (Teacher 3, African, female, Zimbabwean, public high school)

> "I have a very good relationship with the principal, and uhm he is hands-on, he is very supportive as well. Um, I can go to him at any point and talk to him about anything um he will always give his advice and try to guide me as much as he can and yah." (Teacher 1, coloured, female, South African, independent high school)

Regretfully, a few teachers voiced their dissatisfaction with their school principals, saying they felt ignored, undervalued, and underappreciated. It is interesting to note that their impression of their school principals has not changed despite these negative experiences. Some teachers expressed respect for their school principals:

> "50/50 per cent like he will give you his attentive ear, do you say right he is listening to you but then also he is hearing you but he is not hearing you, do you

> get what I mean, like for example, you feel let's say you feel overwhelmed or overwhelmed with the work, so that will be like you know that is expected of you, that is your job you need to manage your time better. You know that sort of thing, not like really showing empathy, yeah so 50/50. It makes us feel like we aren't appreciated like you don't get noticed on what you are doing. Yes, it is your job, and it is what is expected of you, but at the end of the day a little bit of gratitude, and a little bit of appreciation goes a long way because it makes you feel like this is worth it you know…" (Teacher 4, coloured, female, South African, public high school)
>
> "I think it's his 5th or 4th year as a principal, he is still young in the game, he was vice principal, and he worked his way up there in this school. Some can argue that people get better, but you must learn from your mistakes and listen to your staff, that needs to happen. I have all the respect for Mr [*name of principal omitted*] like everybody else, but you need to listen to the concerns of your staff." (Teacher 5, white, male, South African, public high school)

When examining the working relationship between teachers and parents, many teachers expressed that they have a good and open relationship with parents. Teachers seem to think that communicating with parents and updating them on their children's school activities is very important. Teachers believe that the foundation of their working together in managing learner substance abuse begins in the first interactions with parents. This could be during meetings or when parents come to collect their children's reports. Teachers feel that both parties must be open, approachable, and honest. They also feel that mutual respect should be reciprocated. They believe that approaching parents this way promotes accountability and responsibility on both sides:

> "um we [*teachers*] have a good relationship with them [*parents*], I believe that parents should be informed about whatever their children are getting up or doing at school because as a parent you want the best for your child and um you're at work or you're at home you think your child is at school, they're happy um they're doing their work, they're able to focus but in the meantime, that's not the case. I always believe that I never thought I would but I've been in contact with um lot of parents um because I feel that they need to know what's happening in their children's lives um yah." (Teacher 1, coloured, female, South African, independent high school)

> "I've got a very good relationship with parents because I think um building relationships starts at the parent meetings and when they come and fetch reports and so on. I'm very open, I'm very blunt about their child and progress and so forth but at the very same time, I'll be supportive. I'll tell them very bluntly but at the end they'll leave with a bit of support. Okay after I say my thing and I'll say but all is not lost, this is what we can do I need you to help me. I think it started from there and up until today I would say I still have a very good relationship. They'll call me if there's a problem, I think it's evident they'll call me if there's a problem and I can speak to them because I don't make it us, it's not me or you, it's us, it's our

> child together we can do this. So, I always include them for them to take responsibility as well but we also as a school can only do so much just to be open. I would say it's very good yah…" (Teacher 2, coloured, female, South African, public high school)
>
> "…I think it's just a personal trait of myself [*blushing]* or how I come across or maybe I'm just very approachable in that sense or they just have that sense of feeling safe or they can just speak to me. I always start off with respect, if you respect me, I will respect you and I always tell my learners the same thing. There's a border line you cannot cross that line…So, I think the parents also get off from there in their ability to speak to me or they have, they know they can communicate with me if there's a situation because I give them that lifeline, that helpline to say that I am available if there's a situation, if they need assistance or if anything is unclear, so please don't hesitate just call me or message me…" (Teacher 4, coloured, female, South African, public high school)

When examining the experiences and perceptions of school principals' relationships with teachers in managing learner substance abuse, all principals interviewed in the study expressed a commitment to ensuring that teachers in their schools feel understood, welcomed, and supported when they require assistance. However, these efforts can sometimes lead to conflicts, particularly when principals are tasked with finding a middle ground that satisfies justice, fairness, and equality. A principal may decide to give a teacher who is having difficulties more time and attention to promote fairness. Unfortunately, other teachers who do not receive the same level of support and assistance may mistake these efforts for favouritism:

> "I have a very good relationship with the staff, we are quite open um we have a relatively open door, not relatively, completely open-door policy. So, all the staff bring all sorts of problems to me and we can discuss even, you know matters that might be difficult to discuss. We can discuss, we have a nice open relationship…" (School principal 1, white, male, South African, independent high school)
>
> "This is my own opinion of myself, so I think I have some self-reflection. I'm not completely self-absorbed um I would describe it as a good relationship, an open relationship. I try to encourage communication and I try to encourage empathy as the bottom line of everything we do and I always try to show them [*teachers*] and teach them and explain to them life is not fair. I'm not looking for fair, for me to be fair I sometimes I have to look like I'm fair for justice and equality, more about equality than fairness. What is it for to give that person the same level as that person I may have to give them more stuff than I'm giving you because you're maybe there — I need to deal with you differently…" (School principal 3, white, female, South African, public high/primary school)
>
> "I think they are very open to things like I think we've reached that point if you are struggling, people will speak up, people will open up and they will ask for assistance. There is no I'm weak I do open up, if don't speak and don't ask. So,

> we've got a very open relationship" (Deputy school principal 4, white, female, South African, public high school)

When examining school principals' perspectives and experiences when collaborating with parents to manage drug abuse among students, the researcher found that school principals believe they are receptive towards parents, but not all parents are receptive to their efforts. One contributing factor to this challenge is that many of the schools in question are commuter schools. The fact that parents must commute to the schools is a major barrier to working with some parents, according to many of the school principals in this study. However, some argue that this reasoning is weak. They believe the issue lies more in the openness and willingness to collaborate with the schools, rather than any geographical constraints. Some parents, according to these critics, just do not participate in school activities. They only show up when their kids are dropped off in grade eight and then return when the learners are about to finish grade 12. Overall, across the board, school principals struggle with the task of getting all parents on board and actively involved in the management of learner substance abuse problems in schools:

> "So, the parents are removed from the school because this is a commuter school and it's very difficult to get the parents. The communication line that we have it's WhatsApp and just phoning but equally in our community our parents seem to change their numbers randomly, they lose phones and replace phones. So, it's difficult to get the parents but I would describe my relationship with the parents when I have them as a good one…" (School principal 3, white, female, South African, public high/primary school)

> "We have a very good relationship but unfortunately, we also have that element of absent parents when we call them, they don't come. Most of our parents are very understanding and will work with us hand-in-hand and our biggest problem is that we are not a community school. So, sometimes it's very difficult to get parents in but when we do call them, they do come in but some of them we tend to struggle with them, and we never get to see them at all. They drop the child in grade 8 and then we will only see them in valedictory in grade 12. Um, we do have that problem and I think the main reason is that we are a commuter school." (Deputy school principal 4, white, female, South African, public high school)

The topic of race and culture in attitudes of receptivity was also raised by another school principal. Based on her experiences working with parents from different racial and cultural backgrounds, she believes that coloured parents often tend to distrust teachers. On the other hand, African parents tend to place more trust in what teachers say rather than believing their children. It can be argued that African parents perceive teachers as authoritative figures in their children's lives, which leads to the trust they have that teachers will act in the best interest of

their children. Although this behaviour might seem commendable, the principal of the school acknowledges that some teachers may abuse their authority and not always render impartial assessments of the learners:

> "…I must say the culture of the school, generally the parents often think the school is right. Whereas in a coloured school generally the parents are likely to take the child's side and the school is wrong. Those parents will come and scream my child…A case in point there is a child who chose to take herself home then I'm going home, and the teacher should never let them go, but ultimately the decision was made by the child because they didn't want to follow the uniform law. So, she took herself home but once she got home, she told the mother that the school kicked me [*her*] out because of the jacket blah blah blah. So, the mother phoned the school and poor girl, poor girl that answered the phone who had no idea she was sworn at who are you to tell my child that she can't come to school and it's raining…whereas in the African communities is if the school says anything the child is wrong. These are your mother, these are your fathers, they don't listen to the child which is also not right sometimes the teachers aren't fair. So, for us the teachers feel more supported by the majority of the parents of the time because the parents don't take the child's side, they'll listen to the teacher…" (School principal 3, white, female, South African, public high/primary school)

When parents were asked to describe the working relationship with schools in managing learner substance abuse, many parents expressed feeling heard and like equal contributors in these efforts. They said they are always informed about what their children are getting up to in school and school activities. There is a sense of feeling that their input and views matter in the decisions related to the management of learner substance abuse in their schools:

> "I have a very good relationship. D started grade 1 at [*name of the school omitted*] before I went to the [*name of the school omitted]* I used to sell muffins in the mornings just to make money just in case we needed something, I used to make the muffins. The ingredients were from the school so I would make it at my house and sell it here during the day if they needed me for anything. They will call me if they need anything and if a teacher doesn't come in…So I have a good relationship with the principal Mr [*name omitted*] and here as well Miss [*name omitted*] she was my son S [*name omitted*] English teacher and there's another teacher here Mr [*name omitted*] he taught S design so they know me…everybody is kept informed, we get notices, we have a class group and we get messages, and the principal will send messages to the SGB members we are kept informed all the time. All the time we are informed." (Parent 2, coloured, female, South African, SGB member, public high/primary school)

> "We have a good relationship in the sense that the channel of communication was always open…during peak years in our meetings here we were allowed for suggestions, we were allowed it wasn't just one-way communication, we were just there sitting listening to them. At some point, they used to allow us also a right of

> speech, time to speak and what you can suggest and even verbally or in writing to better a situation, any situation that the school is going through." (Parent 4, African, male, Congo-DRC, public high/primary school)

5.4.2 Experiences of trust between parents, teachers, and school principals in managing learner substance abuse issues in schools

When parents, teachers, and school principals were asked to reflect on their experiences of working with each other and how these experiences affect trust in their collaborative efforts in managing substance abuse issues among learners, two categories were identified: a) perceptions of support received/offered; and b) perceptions of effectiveness in managing substance abuse among learners.

5.4.2.1 Experiences and perceived support received/offered

5.4.2.1.1 Perceptions of social support received/offered

The researcher asked teachers to reflect on the role of trust in their working relationships in managing learner substance abuse. It appears that trust between teachers is fostered by welcoming and respecting each other's unique attributes and personalities. An important observation is that they may not always see eye-to-eye, but they can overlook these flaws because they see themselves as a team and a family. Therefore, in the management of learner substance abuse, this mutual understanding between the teachers allows them to respond effectively to the needs of the learners:

> "Oh! Very open. I love them [*referring to her colleagues*] to bits um you know it's a good relationship you can approach them about anything and everything if you need help, you don't know how to do something they are more willing to assist you. When I first came here they were so um welcoming and even now you know um you have those each one of their personalities um each one of them has a unique personality and they bring something um towards. They, they, they, we are a team because of the personalities that they have and um because of the individuals that they are…" (Teacher 1, coloured, female, South African, independent high school)

> "…what I like about the school is that is a very um small school, and we are very united even when there can be that one person dancing to the tune of their own beat, we have the unity…there's always just that one person who doesn't want to be part of, we all go to the left, she goes to the right. We go to the right, and she goes to the left, so it's always the opposite. But yeah it is a family school if I can put it that way because we always respect each other's differences even when it comes to our kids we always have a mutual understanding with our kids…" (Teacher 6, African, female, Zimbabwean, public high/primary school)

Learners who are under the influence of substances may exhibit violent behaviour and this teacher was more reflecting on the trust she has in her colleagues to protect or defend her in such instances. She initially gave the impression that she was unsure if her teammates would stand up for her in an emergency. As the conversation progressed, she expressed confidence in her colleagues to back her up. The hesitancy noted in the beginning of the following quote could have stemmed from a lack of trust she might have experienced when she joined the school as a new teacher who had to penetrate existing cliques. As she learned more about the dynamics of these cliques, she discovered that they are not used as a means of exclusion but are based on familiarity or shared beliefs and interests. These shared beliefs and interests help to facilitate a sense of unity among its members. It is crucial to remember that, even though these subgroups exist within a bigger system, teachers are aware that they must collaborate as a team to manage learner substance abuse. Additionally, this shows that trust is something that takes time to build:

> "I can't say, I can't say really because I don't know them [*referring to her colleagues*] very well. I can't say they'll have my back and it's like two years, it's nearly two and I don't really know them that well. That's what I always say, you don't know people as well as you think you do, and you only get to know people when a situation arises and that's when you really get to know them. So, I can say for sure all of them will have my back if something were to happen…I think in any workplace you go to there is cliques and maybe you relate to someone better or the rest and that's where you find you form that clique or bond with certain people. So, we do have a lot of cliques and most of the time is departmental cliques like English people will stick together or the maths department will stick together, you know that sort of thing because they relate to things more…But it doesn't necessarily mean we don't speak to the rest of them or interact with them. It's just on that some level that you will be with your clique. So, it's still also so very fresh, like I'm still trying to get to know most of them." (Teacher 4, coloured, female, South African, public high school)

Another teacher was reflecting on this sense of unity and collectiveness concerning the management of learner substance abuse in his school. He expressed frustrations with his school principal who uses this unity and collectiveness among teachers to extend his power and authority over the teachers. He feels the school principal does not want to share power with the teachers. Moreover, he does not trust them to do their job because he wants to micromanage everything. A lack of trust between the school principal and teacher(s) can cause tensions in the school and this could negatively impact efforts to manage learner substance abuse:

> "…while other schools come out at 12 or 1 o'clock at this time of the year, we come out of here the school only finishes at half past three and then you still work after that or if one person's work is not finished, everybody stays behind. You can't help him, it's their work but everyone has to stay here even when their work is done. Everybody waits until that person is done or if your work is done and you go home he calls you to come back and wait for everybody to be done before we can all go home. You see in the past it has happened they all were slackers but everybody else must stay. I confronted him about it and it was the first time we argued in front of the staff because I live in [*area omitted*]. I drive seven kilometres so a 107 kilometres a day and I was on my way home because I come home every night late because I have to be stuck in traffic in a long way home. I was on my way back and he phoned me to come back and I was so mad I wanted to come back and confront him because it was the first time I felt I had to confront him…We have to have a good management team to help you, you have to trust that people and if you don't trust them and you want to micromanage everything and it also happens sometimes and people get extremely frustrated here when that happens. I don't think he trusts the staff as well…" (Teacher 5, white, male, South African, public high school)

When examining the experiences and perspectives of school principals regarding trust among teachers, the researcher found that most of them believe that many of the teachers consistently demonstrate teamwork. Although there are occasional disagreements, there is always a willingness to set these differences aside for the sake of the well-being of the learners. Teachers who choose to leave these schools are typically seeking better opportunities elsewhere. New members joining the team are always a good fit. This can sometimes disrupt the equilibrium of the existing system. He believes that this necessitates adjustments to accommodate the new members. However, this adaptation does not seem to have a widespread impact on the entire system; instead, it allows for the appreciation of everyone's unique abilities in contributing to managing learner substance abuse:

> "Oh-yes! Oh-yes! No-no-no! There's definitely synergy here, you cannot break these teachers, and the staff cannot be broken into some of the parts. The synergy that exists is unique. When a staff member leaves it's normally due to promotion because my staff works hard and performs well. Um and then to fill that gap it does get filled but you can see a new relationship or a new symbiosis if you like forming, and we get well together. If you see one or two members are missing, it's not just a physical or whatever they have been in class, everybody brings something new to the table that just makes the school function, calm and whole um so yah." (School principal 1, white, male, South African, independent high school)

> "I can answer that very bluntly that there is conflict within our staff and there are people that that don't like each other, and I don't get along or they don't get along with me. But what I find very gratifying about this staff is when it comes to the children, they tend to put things aside. Somebody can be at lock-heads with another

> but when we talk about the child, the child becomes the centre of that discussion, which for me is amazing…" (School principal 2, coloured, male, South African, public high school)

Another school principal feels that getting all the teachers to buy into the working efforts in managing learner substance abuse is challenging. From her experience, she feels there will always be one person who goes against the team. These individuals are there to cause division and conflict and, as a result, other members feel fearful and anxious about being open and vulnerable around them. Their lack of trustworthiness makes other teachers hesitant to work with them in efforts to manage learner substance abuse:

> "There is a certain level of synergy but I will not lie we do have a fly in the orange [*correct idiom is a 'fly in the ointment'*]. We do have a difficulty and obviously in the team, in any group there's always going to be a certain voice, there's always going to be one that wants to pull away and it doesn't matter what group of people even if you get rid of that person somebody else will rise up and take that place of that. And so there is a little bit of the staff as a whole I sometimes feel like a mother, I feel like their parent, they've got a tattle tale, you know. There is that happening, I own it and I know genuinely, and we all own it. There is a bit of a problem with a certain individual who doesn't like to play and who likes to manipulate and create chaos. So, there's openness in their sharing but there is definitely a fear when it comes to that one person and having to share and working as a team there. We're a team but minus one." (School principal 3, white, female, South African, public high/primary school)

When examining the experiences and perspectives of parents regarding trust in working with schools in managing learner substance abuse. Many parents expressed concerns about the safety of their children in schools, especially with the ongoing violent behaviour of some learners who are under the influence of substances in schools. Many parents expressed concerns about measures to protect other learners in schools. For instance, in some primary schools, unemployed parents take turns walking learners to and from school. One could argue that this action fosters a sense of community among parents. The parents in this study also expressed feeling supported because of the initiatives schools have in place to manage learner substance abuse. So much so that parents and some communities are involved in efforts to combat learner substance abuse problems in their schools:

> "From the school side, I think child safety and care there's a lot of conversation we get into in the school to get around in trying to put measures in place to protect the child. As the last resort you have to look at the situation as how to protect the children from the one aberrate incident…I think the school's energy is good, there's

> a strong zero tolerance toward drugs but in the last year, zero tolerance has moved from stamping out drug use in the school if we find it how do we direct it to the person that is using drugs to a positive outcome. I don't know if it was there before I can't say, but it's there and it's good and the principal knows that he is not the only one that must deal with drugs." (Parent 3, African, male, SGB member, South African, public high school)

> "I don't know if you know about the walking bus, we've got a walking bus here. It's like unemployed people, they are working for free for your child. If he isn't there at eight o'clock, they will knock at the door, where is your child, he is still in primary school, why he isn't in school? They stand there and wait for you to dress your child and they take him by the hand and take him to the school. If your child gets sick at school, they will take your child from school take the child home and you must take the child to the clinic. Also it's grown people it's not youngsters, my age people are unemployed they do that for free." (Parent 6, coloured, female, South African, public high/primary school)

> "…my little girl she's ten years old and um she attends [*name of the school omitted*] and I feel that um the staff the school has there that helps the parents. It helps the students and there's um a really good support system between the teacher and the parent and the principal and the teachers, and it's like one big family here *[name of the school omitted*] I really don't have, and the community is very involved in the activities happening at the school and so on and so on yah." (Parent 7, coloured, female, South African, public high/primary school)

One parent, who works for the school and is on the governing body, talked about the difficulty she had in creating a sense of community with other parents. She feels that balancing these roles often leads to conflict due to the ethical concerns involved. She feels that as a parent who is juggling these two responsibilities, she is expected to maintain a neutral position, even if she feels inclined to support other parents. There is always a fear that rallying behind fellow parents may put her job at risk. It might be argued that even though she might not publicly take a position, her job's financial benefits compel her to side with the school. This implies that she will not support the parents in voicing her displeasure, even if she disagrees with the actions done by the school or some staff members:

> "…a lot of parents do send the messages because I'm in charge of grade 9s so all those parents have my number…At the school now the parents only know me because of the lockdown so they have me as their support structure, they send me messages or a WhatsApp and then I just relay it to the school and then I will bring back the feedback for them…I don't say certain things I just become diplomatic about it, you know. I'll tell them I can't answer you, I won't even say it because I know the teachers and I know what I can say if you say something about a teacher and I know what the parent is saying is right about the teacher I will just tell them that I will escalate the matter. I am the person that just escalates this for the parents because you know this is also my place of work as well and if I do something in

> that line, I can end up losing my job for something another person could have fixed, you know…" (Parent 1, coloured, female, SGB member, South African, public high/primary school)

Another parent elaborates on his experiences with the schools on managing learner substance abuse. He feels that some legislative measures that are put in place to address this problem of learner substance abuse are not in favour of the parents. This parent believes that, by coming together, parents can use their collective strength as a bargaining tool to bring about change in unfavourable legislation and policies that affect them:

> "…we turn to the government, yes there are certain policies and laws which are not satisfactory to parents, we have to stand up for that but our primary mission is to know what's happening at school. To know what's happening at school with our child is to be in contact with the school." (Parent 5, African, male, Congo-Brazzaville, public high/primary school)

5.4.2.1.2 Perceptions of emotional support received/offered

The next sub-category examines the experiences and perceptions of emotional support received or offered. From the interviews, the researcher could gauge that managing learner substance abuse in schools is an emotionally taxing task for all parties involved. Therefore, these different groups tend to rely on each other for emotional support. For instance, school principals as heads of the schools find themselves playing the mediator role in support of the staff. They offer emotional support as needed but the way this is done may vary between schools. For example, some schools use technological platforms like WhatsApp, which allows individuals to seek assistance by posting in a chatroom. This makes the process more accessible and less intimidating. On the other hand, some teachers may choose a more formal route like visiting the principal's office, possibly due to concerns about being judged by their colleagues if they openly discuss their problems. Regrettably, some teachers are not always forthcoming, and if a colleague does not notice that they need help, they can go unnoticed. The overall message is that for school principals to provide the necessary emotional support to their staff, the staff must also be willing to open up and be vulnerable with either the principal or their colleagues:

> "…there are no tricks here our staff is too small. So what happens if one person's problem even if they hide it, everybody knows if there's something wrong and we help and they will come and support each other and a person will come and say Mrs X it's really not doing well, or I've noticed that she's just not, and they are nice about it, they are not um you know it's not about to come and slip on them because they are doing something. Yeah, that's just the general plea, but to do something to help yah it's finding a solution and giving support, you know how can we help her because of this and that or whatever? So, find a solution, I mean

> no nobody's left here in anger not that I'm aware of. Like I said they are promoted out of here…" (School principal 1, white male, South African, independent high school)
>
> "I think they are very open to things like I think we've reached that point if you are struggling, people will speak up, people will open up and they will ask for assistance. There is no I'm weak if I do open up. If I don't speak and don't ask. So, we've got a very open relationship…for example, one will put up in the chat and call for help and someone will jump in and assist. So, I think Covid has pushed us apart because we are not together, but it has also pulled us together in helping each other out." (Deputy school principal 4, white, female, South African, public high school)
>
> "…they can walk in; I tell them that these are my views of you and you can have expectations of me and you must tell me what are your expectations of me. They come if they have a problem, they come and they talk and if they don't want to it's within themselves it's not a me problem, it's your problem. That's why I say to people it's your problem it's not a me problem. I tell you all the time if you have a problem come tell me and if you don't come it's not a me problem, you were supposed to come. I cannot smell you have a problem. You must now come to tell me, sir, you know what happened and I can't make this due date and then we sit and have a conversation and say okay cool. I'm not an unreasonable person, things happen. Okay, I'll say fine I'll write it down and if it happens again in a year, I'll understand a bit if it happens every quarter *hayi khona suka* [*meaning no ways*]." (School principal 5, African, male, South African, public high school)

When discussing the provision of emotional support to parents, many school principals mentioned that only a few parents seek help from the school regarding learner substance abuse. The principals categorised parents into three groups when addressing these issues. The first two groups had parents who actively wanted to collaborate with the school. They investigate their suspicions and, if confirmed, initiate the necessary intervention process. Unfortunately, only a small number of them come forward. The last group of parents waits until the learner is caught, even then, they try to conceal the child's actions. This behaviour may stem from embarrassment about the learner's conduct or an attempt to hide a larger problem of domestic violence at home. In such cases, the child's behaviour is often used as a scapegoat instead of addressing the underlying family issue. Working with these parents can be challenging as they are more guarded. Therefore, school principals must approach them with empathy to establish trust and help them understand that the principals are not their adversaries, but rather are there to provide support. Once parents recognise the importance of their involvement in the assistance process, which requires collaboration between the learner, the parent, and the school, positive changes in the learner's situation can occur:

> "I would say there are three categories, one is when I call a parent in, and the parent admits that they need help when they suspect but they were too embarrassed to come to talk. Okay, that's one category of parents. The other category of parents is the parents where they come in and I need your help my child is smoking, and they call me to see if I can assist. The third category of parents is a parent who uses the substance abuse, the ones who deal with the substance abuse and not the real issue…the substance is at home and that doesn't get dealt with and the mother doesn't want to admit that she's an abused woman. It's easy to deal with the child or we call and the parent is authoritarian and they going to deal with the child. They problematise the child and you must be very alert when that happens because it's very difficult to convince a parent that they are an issue…To encourage the working together relationship I try, we try, we can't and break this us and them with the parents as soon as possible. We can't make it on our own. The parents have to be involved be on our side and we are on their side…" (School principal 2, coloured, male, South African, public high school)

> "It's very seldom, there are parents who do that. Some parents come and say I can see something isn't right but what do you see but it's not the norm. It's one in a blue moon who seldom comes and initiates that conversation. For many of them, the school must initiate the conversation and say, and of that majority, I would say that ninety per cent would spend the first part of the conversation in denial or cover for their child…It's like you have to work first to get them to feel comfortable and safe. And I'm like there's no judgment here just tell the truth that kind of thing. It's often when you start a conversation with a parent you will have a picture of perfection and then by the end, half an hour, 45 minutes later here comes the reality: he isn't home the whole weekend and he goes out and there are these guys on the corner that I always see him and the neighbour came to tell me there is this guy, you know…" (School principal 3, white, female, South African, public high/primary school)

> "…there are some of them who are genuine because when we suggest that they take them for counselling, and they do the testing, they do and they work with us side by side and um we can see the improvement in the child because the child we can see that triangle is working. I can't try my luck because they are in contact with the school, I can't try my luck at school because they are in contact at home, they are working together. But sadly, that's a minority of the parents that will work with you. The other parents will still deny it and accuse you of all kinds of things and they will, their first point of call is to go to the Department to complain about the school that is being unfair and unjust." (Deputy school principal 4, white, female, South African, public high school)

Contrary to the experiences and views shared above, another school principal feels that parents in his school are forthcoming. He believes that establishing deep working relationships with the parents and the community helps to facilitate trust. He does this by making himself available to the community and interacting with the parents and community members. He does this by immersing himself in the lived realities of the parents and community through local visits to shops and engaging with the community on weekends. He believes that this gives the

parents and community members the impression that he is one of them and a valued member of the community:

> "I always find parents, they come always, and they say they have a problem, and you know what you can't just test my child for me so that I can know that, and I can eliminate that particular problem. And then I'm like okay, cool, come. Some come to me and say they can't manage a child at home and can you give me advice, just take a cane and give him a hiding, I'm just tired of giving a hiding. Like I said I've been here for a long it's been over twenty-three years. So, some of the kids that are currently in the school are kids of the kids that I've taught as well, you understand what I'm saying because I was here for a long and your reputation precedes you as well. So, children from a primary school already know who I am then I go to the shop and then it's not you see some people, or some teachers and some principals detach from the community that they work in, they detach themselves from the community. They see me here and they'll see me in the area at the weekend and they'll see me in the shop where they stay because they have this perception of educators. So, I don't detach myself from the community, I've got friends that I've met over the years in the school, and they left but we remain friends. So, do not detach from the community. People know who I am even though they don't know the person, but they know why." (School principal 5, African, male, South African, public high school)

When teachers were asked to share their experiences and perceptions regarding the provision and reception of emotional support from colleagues, including school principals, the general message in the interviews was that teachers are carrying a lot on their shoulders. They are expected to be the support structure for learners who are struggling with substance abuse, while some of them might be dealing with similar issues at home. So much so that, some teachers expressed difficulty in opening up to their colleagues, while others found it easier to be vulnerable with anyone. The choice of whom to confide in is personal, with some teachers feeling comfortable sharing with their school principals and others preferring to confide in their peers. Regardless of whom they choose, it is clear that opening up and being vulnerable requires confidence in the person being confided in, as well as trust that the information shared will remain confidential. In addition, teachers hope for honesty from the person they confide in, rather than simply telling them what they want to hear. The narratives suggest that school principals should strive to be inviting and approachable, as this fosters an environment where teachers feel more comfortable coming forward:

> "The way he [*the school principal*] is the way he [*the school principal*] approaches situations um I can go to him about any learner I can go to him about anything he is willing to listen. He is willing to no matter how busy he is to put that aside and welcome you into his office and um listen to your concerns um I have to say since

> um I've started um there's not a moment I haven't gone to he is office or say he is too busy um he will always stop what he is doing and listen um or make that time for you um or if he can't do at that point he will tell you um you know when you could come to him possibly um yah." (Teacher 1, coloured, female, South African, independent high school)
>
> "…many people who like to share what happens at home and I don't. I'm private, the whole I don't share…some other teacher said it's my face. I don't know. I don't know why they chose me to confide in. I don't know in class I dealt with a lot not insult but what's the word? I'm very direct. I'm not going to say the sky is blue but it's very horrible. I'm very sarcastic and my humour is extremely dry, but people get it." (Teacher 5, white, male, South African, public high school)
> "…if ever you've got things that you don't think other people need to hear about them, you just want to its private situation and you just don't want you [*the principal*] to know, you go to the right person who can keep something. If it's between the two of you, it's between the two of you. The next morning you won't hear someone saying, Oh! Sorry, I heard this saying this and this about you. For the mere fact that you said I want to speak to you privately and whatever that I am going to speak about its sensitive and private, you should keep it that way, you see…and um certain information is being disclosed by myself or her [*the principal*] or by any other colleague and the office, we trust her [*the principal*] fully, we trust her [*the principal*] fully..." (Teacher 6, African, female, Zimbabwean, public high/primary school)

When asked about their experiences and perceptions regarding the provision or reception of emotional support, many teachers mentioned that some parents were receptive while others were not. Some parents willingly shared information about their children's substance abuse with the teachers. One common message that emerged was that parents choose to be open and vulnerable with the teachers because they feel incapable of helping their children on their own. Therefore, when parents open up about what is happening at home or express their suspicions, it is often a cry for help. It seems that reaching out to teachers or schools is often viewed as a last resort to ensure their children receive the support they need to overcome substance abuse. Unfortunately, not all parents are as forthcoming or willing to be vulnerable with teachers about their circumstances, which hinders the teachers' ability to provide the necessary support. This lack of openness and vulnerability from some parents appears to stem from fear and a need to protect themselves:

> "Um that's the case that I was telling you about. Called mom, and mom came in and was willing to come in and set a date and she came in very open about everything. I told her my suspicion, and she agreed 100%, she said she suspected the same thing but she just needed confirmation that it's not in her mind you know…um they're always willing to listen to you um they're willing to share their experiences and they're open and honest about there is no beating around the bush,

> there is no covering for their child. They will be like this is it, this is how my daughter is at home; I will be honest with you." (Teacher 1, coloured, female, South African, independent high school)
>
> "Parents I've dealt with were quite open about it even when they weren't sure. Sometimes isn't always the case maybe his eyes were funny like that one parent, his eyes were funny and Miss what do you think. Okay they notice the habits of the child at home. They are very open about it if they suspect even with [*name of the child omitted*] mom, but not in all cases, that's not all parents I would say." (Teacher 2, coloured, female, South African, public high school)
>
> "I think they are because I had one parent last year whose son had a history with weed. They had an addiction to weed so he is not getting on track. It is a difficult road to get back on track because there are withdrawal symptoms and all those things. You know just that fear of him getting back to it there's a lot of them who are open to it or who confide in me or tell me the father is not involved or this is what he resorts to, or the father has a history of alcohol abuse or most of them they are open about substance abuse issues or they will inform the teachers about it." (Teacher 4, coloured, female, South African, public high school)

Below is a parent's perspective on the reluctance to share their children's substance abuse problems with school staff. Many parents are afraid to open up about their children's issues because they worry they may face victimisation or be expelled from school:

> "I don't think any parent has confidence in any school regarding drugs because the person thinks that the child is going to be expelled. You can go to whichever school you want to go to and that will be the first thought a parent will think, or they will ill-treat my child stuff like that. So, you will find that most of the children that are doing drugs are if we catch them red-handed and that is the thing that happens in any school no matter what school. You can be at a private school, any school, you don't want to let people know because it's your secret, do you get what I'm saying? So, that's how I see it." (Parent 1, coloured, female, SGB member, South African, public high/primary school)

When asked to share their experiences and perceptions of the emotional support provided by the school, some parents felt that the schools are very open and receptive. This, in turn, makes it easier for them to express any concerns they have about their children. The parents feel emotionally supported by their teachers and school principals. They appreciate the schools' transparency and receptiveness, as it allows them to be open and vulnerable when discussing operational issues and other problems, such as learner substance abuse. It seems that for the parents to be open and vulnerable, the schools must also be open and vulnerable to scrutiny and evaluation from the parents. This working relationship facilitates the development of better solutions for the school:

> "…you can go, and you can ask the teacher because one day a man came into my house and said he was D's father and he upset D and he was upset for two days and he came and I told the teacher. I went to the teacher and the principal, and he didn't go and tell other teachers and it was me and her and the principal and myself. So, you can trust them, and you can talk to them…" (Parent 2, coloured, female, SGB member, South African, public high/primary school)

> "Something they caught at kids they say smoking weed, if they caught the kids selling they say this if they caught the child's caught with what they call it again or tik and they will name it…just for me through that open channel of communication because they don't hide anything as I said any incident they used to tell us and then they will tell it to us without sugar coating it. So, for them and us to know how we can work together whenever we are not happy, whatever we think they can maybe do better, and they are always open as I said early that they are always open to critics and suggestions to make things better." (Parent 4, African, male, Congo-DRC, public high/primary school)

To add to the views expressed above, another parent believes that it is the responsibility of parents, not the school, to promote openness. According to this parent, parents should be aware of what their children are involved in because they live with them. This parent argues that schools should not be burdened with the task of fostering open communication, as teachers do not have the same level of familiarity with the learners. The parent feels that it is their responsibility to identify any behaviour that is concerning, deal with it, and then notify the school of the results. The parent believes that blaming the school for this issue only perpetuates the problem, as some parents prefer to feign ignorance about their children's activities. In this parent's opinion, attentive parents will be aware of their children's actions and will actively make an effort to know their children's friends. He is of the view that addressing the problem should commence with parents communicating with each other, before involving the school. By doing so, this parent emphasises the importance of parents reclaiming their role in parenting, as many have relinquished this responsibility, wrongly assuming that the school will fulfil their obligations:

> "It's um that is a sensitive issue. Yes, it's a sensitive issue um many people don't want to talk about it and the teacher sees it not maybe every day, it depends on how and in what circumstance the child was caught doing that. All that is it starts at home. You have to be, you to enforce it, speak about it every day if need be and listen to what other people tell you about your child, yes. Sometimes you say, no, I see your child smoking weed. What you are talking about? Have you seen my child smoke? He *nie nie nie* [*meaning no no no*] because that's the problem. Oh! You've seen my child smoke. Wow! And I will investigate who his friend was, if

you see him smoking was he alone or in a group, I don't know. Now if you know whom your son or your kid associates with, so you will have an idea and then you will communicate with other parents. That can be, yes, I saw, I thought you know. Oh! You can kind of address it and from the school…" (Parent 5, African, male, Congo-Brazzaville, public high/primary school)

5.4.2.2 Perceptions of effectiveness in managing learner substance abuse

5.4.2.2.1 Evaluating the effectiveness of managing learner substance abuse

When asked to evaluate their effectiveness in managing learner substance abuse on a scale of 1–10, school principals' confidence levels varied between public schools and independent schools. Principals from public schools generally feel that they are doing well, although their evaluations and ratings differ. Overall, they believe they are doing everything they can to address the problem, such as identifying the issue, alerting parents, and connecting them with relevant resources. However, there is a strong acknowledgement that more needs to be done. Schools believe they would be more effective in addressing learner substance abuse if they received more support from parents, the government, and the department. Limited resources and a lack of skills development also hinder their efforts:

"I will say we are more than 50%. We do a lot of work and effort, but we are nowhere near getting it right, we are nowhere near resolving the problem. We do have some wins. We do have some wonderful, wonderful turn arounds and experiences with some of them. But I'm saying six because I don't think there's more we can do as a school, as a staff in catching and in supporting, and in providing and the system isn't perfect in providing support because a lot of them continue and a lot of them still disappear. But it's not seven, a seven, and it's not a five and it's not even at 50%, it's more than 50% but it's not where anybody would like to be…" (School principal 3, white, female, South African, public high/primary school)

"I would say a six because those who are committed to working with us and you have those who are not, so I'll give it about a six. I think within the staff itself it will be an eight because we identify it, we communicate, and we do everything on our side and from the parents' point of view that's where it stops. So as a staff, we work very well, so I will rate them about an eight." (Deputy school principal 4, white, female, South African, public high school)

"I would say it varies. If you say dealing with it professionally, I will say like we are all like two. When it comes to referring, your teachers can identify but that's as far as they can take it. They can say that the child is not, but they're not comfortable with the skills to deal with it. You'll go to the teachers who do the first engagement with that child, and they find out the problem and refer you to the counsellor. And then you've got the teachers who will do direct referrals, engage with the parent, call the parent, and the referral. So, that is the smallest hand and that will be like Miss [*name omitted*] and myself, the LO teachers. The ones that do the outside

> referral are a small handful of teachers and the staff. We have the confidence to engage the parents about the catching of the children and keeping the parents. I think all our teachers are quite involved. But with dealing with the processes, that's a small group." (School principal 2, coloured, male, South African, public high school)

When evaluating the feedback from independent school principals, it is evident that they have a high level of confidence in their school's management of learner substance abuse. The principal believes that their school has appropriate policies in place and they also report a high level of support from parents:

> "I will call it eight point five, I believe 85% of the parents are just happy that things are the way they are. Fifteen percent would like to see a change, especially in the school fee maybe uhm because they are in arrears or whatever…I'm going to call it 95% because you solve 100% of the problem. But as far as distribution and abuse as far as the school goes uhm the incident that I mentioned about the dagga cookies it happened outside and some of them are still involved in that. The trouble that she, I mean she did not get in trouble, but it got her on the radar of the counsellor. A lot of the teachers came into the office and said, look, you must understand that it's difficult in the child's home and that. You know they're going to come and say X or Y's father is abusive etcetera etcetera, so you get the full picture. So just tell Miss [*name omitted*] the exact thing please so that she knows how she deals with it you know. Then we call the father, then we call the mother you know when you deal with a child. You know but we have a set of rules like childhood policy like the legal requirement, what to do and what to phone." (School principal 1, white, male, South African, independent high school)

5.4.3 The challenges hindering collaborative efforts in managing learner substance abuse issues in schools

When parents, teachers, and school principals were asked to reflect on the challenges that hinder their working relationship in managing learner substance abuse issues, four categories were identified: a) resources and capabilities, b) operational issues, c) apathetic approach, and d) leadership issues.

5.4.3.1 The resources and capabilities

5.4.3.1.1 Lack of time and resources

Under the resources and capabilities category, three sub-categories were identified: a lack of time and resources; a lack of competencies; and a language barrier. When considering the experiences and perspectives of parents, many expressed empathies towards those who struggled to interact with teachers and schools due to work commitments. Additionally, some parents faced the challenge of living far away from the schools, resulting in long commutes

using limited public transportation options in certain areas. While there is a general understanding of the difficulties faced by these parents, the narratives suggest that they still have a choice in whether to disengage or take their role as parents seriously. The consensus among these parents is that parenting requires sacrifice, nurturing, and active involvement. It extends beyond simply fulfilling certain duties such as discipline and providing material things. Unfortunately, some parents are failing to grasp the importance of parental involvement in their children's school development:

> "…parents don't have those conversations and I understand. They are tired, they need to cook and do things and do whatever they need to do. I get it, I've got three daughters, but you must be engaged. How do I do it if you don't know that your child is 10 years old, what he enjoys, what he cherishes and wants to know more about and what impacts them at that age then you are not doing your business. You are not doing your job. Being a parent is not an earned position like an award to ground them or buy them stuff and reward them. It's an ongoing thing because as your child grows and goes through different stages of development which require intervention and nurturing and if you're not doing any of these, it's like taking one grain of sand from one end of the scale to the other and trying to build…" (Parent 3, African, male, SGB member, South African, public high/primary school)

> "…if you check [*name of school omitted*], if they are six, if they are 700 kids um, I bet they won't be three hundred parents in the teacher renewal. So, it's already for those who need it, for those who don't you know because there are parents who must go to see the teacher because the child is naughty and the parents don't go because he's far. He must take transport to come and transport is normal train, and if we look at that aspect. So, the case is closed. You will find parents who drop and pick up the kids, so those are maybe you have a chance to see them. So, the number is becoming smaller and smaller. Most of all the mindset is the way we think. The way people think, they don't see it as being, they don't see a big deal, it's okay the child is performing well okay it's fine. But there are other aspects of the child's lives they don't see, yah…" (Parent 5, African, male, Cong-Brazzaville, public high/primary school)

> "But sometimes I also think you can't blame like the parents because everybody must work because don't have money. We must work, go to work in the morning and get home you are tired. Sometimes you can't even go through your child's books because you are too tired, but you must check it. Sometimes in my experience with that one was in matric now I don't have time to sit with her, what did you do at school today? I was too tired. I was in retail and you know retail is seven days a week. I was tired. I couldn't do it but last year he was preparing for the matric exams I felt I never spent a day with my child through her whole career, her school years and then I resigned and I'm so proud I did that. I don't have much but I'm proud I did that because I could get up in the mornings she was writing exams and I will make her something to eat…" (Parent 6, coloured, female, South African, public high/primary school)

When examining teachers' experiences and perspectives on the topic of resources and responsibilities, it becomes evident that they are frustrated with the lack of parental involvement in schools. Teachers acknowledge that they have good relationships with some parents, but the problem is that some parents are not involved because of work commitments. They feel that the issue extends beyond parents simply not wanting to cooperate with schools. They think many parents fear losing their jobs in a country that already has high unemployment rates in certain communities. In such communities, there may be a greater availability of parents to assist schools when called upon. However, this is not an easy task, especially when these individuals are struggling to meet basic needs and are fighting for survival through any means possible. It is important to note that these circumstances are often unforeseen and not something these parents ever imagined they would experience. While it is true that some parents are facing these challenges, teachers also believe that there is an element of choice involved because there are parents in similar circumstances who try to work with the school. On the other hand, other parents choose to become victims or disengage completely. Trust plays a crucial role in whether parents are willing to identify with the school as a collective entity. If these issues are left unresolved, the consequences can be devastating. In extreme cases, parents have resorted to burning down schools in certain areas. It is therefore imperative that a strong working relationship exists between schools and parents to prevent such acts of violence:

> "…I can say we have a good communication system between the school, between me, and the parents but the greatest challenge we have is parents are working and it's not always the case where they can be let by their employer to come. So, in a situation where you want a parent to come, and you've tried everything, but you realise that you've failed, this is the time now to call in the parents perhaps this is going to help. You call the parent, sometimes the parent is not able to come because of work commitments genuinely. At times you phone this week, and the parent tells you that I cannot come immediately, I can only decide with my employer and then I can only come after three days or next week depending on whatever time is available. But we try our best m-m, and at times we call for a meeting and I don't want to point fingers at Covid-19 even before Covid-19 when we call for a meeting some parents don't come. Why? I've got work commitments…" (Teacher 3, African, female, Zimbabwean, public high school)

> "…there are parents that are very involved like the lady that's like people they are behind on their school fees we can say come and help or come and invigilate for us and we will deduct that money for the school fees. Um, but doing something out of their own for the school is very scarce. I don't know whether because they are living in such situations. It's a very poor community, going from [*area omitted*] to here it's not a rich area. A majority of the parents don't have work, many of them

> live with their aunties and their parents. They live off grants, many of them just live off the grants. Some of the parents work the streets at night and when they're done a night and they come to fetch the report still dressed like they've just seen a client and they are not ashamed because everybody knows this is the situation in this area. Sometimes the lady that works in the book room her child matriculated last year. She's the best example of a person you can rely on. You can just call her, she doesn't have a job she sits at home and when the school calls her, she is here to help, and she goes out of her way to help. If we can get more parents like that because you want to make the school a better place for your child, so you have to help the school out. There is no other way. If the relationship between the school and the parents is not good, you can see in other places where the parents burn the schools down because they are mad at something. So, you need to have a good relationship with parents." (Teacher 5, white, male, South African, public high school)

When discussing the experiences and perspectives of school principals regarding resources and capabilities, a recurring concern emerged regarding poor parental involvement due to work commitments. The researcher observed that some unemployed parents make unwise decisions by enrolling their children in fee-paying schools despite being fully aware that they cannot afford the fees. Interestingly, these schools require learners to commute, further burdening financially constrained parents with transportation expenses. When these parents are offered the option to be exempt from paying school fees, many of them decline the service due to feelings of embarrassment or a desire to hide their financial situation. It seems that some parents are taking advantage of the opportunity to avoid paying fees by falsely claiming unemployment, while for others, genuine unemployment is a real issue:

> "…we have the police in because we have a good relationship. They come and talk to my girls about drugs and interesting part um, and this came from the board, one of the ladies in the board said parents need to be involved too. That is always difficult to get the parents involved because they are working and they are tired and they don't want to have computers at home…" (School principal 1, white, male, South African, independent high school)

> "…there is resistance. A lot of them [*referring to the parents*] say they can't, they're at work, and they cannot possibly come here. There are a lot of them that just say they do not have money, there is no money. Yes, they forget that it's convenient. When you take children in, the parents will say anything, they will promise anything. Our school fees are R4500 a year, R450 over ten months. Some people apply here who are unemployed and we will say to them you cannot afford the school fees how are you going to afford R450 if your income is zero. No, no and then we tell them you live in Khayelitsha so how you are going to get your child to school every day and the transport money is even more than the school fees per month. So, I'm not asking you about the school fees, I'm asking you about the Golden Arrow bus. So, I'm asking R1300 for the school for a month aside from the

> bread sandwiches and whatever, aside from uniform, stationery, any of that stuff and whatever extra that comes with it. You are unemployed which means that you've got zero income so how can you sign this form and say you will be responsible for paying these fees? They sign it they will pay…So now if your parent community is unemployed, you not getting your school fees, and you not getting fundraising. I can't ask you to bake a cake, you can't afford to bake a cake. So, fundraising falls short, school fees do not get paid then I ask fill in an exemption form which means if you sign you have to declare some information …It's not a massive amount of work but they don't do it. They still don't do it…because I need to function somehow. I don't if they are embarrassed or what it is but they won't do those forms…some could be lying but some honestly come here and they are unemployed…" (School principal 3, white, female, South African, public high/primary school)

In contrast to parents' experiences and views on the challenges, some school principals have shared their challenges with the Department of Basic Education. All have expressed feelings of being let down by the Department for implementing intervention strategies that are not sustainable for the schools. One such strategy is the introduction of drug testing in schools. Schools are expected to purchase the testing kits. The school principals feel that this poses a major obstacle to the intended efforts of addressing the growing issue of learner substance abuse. The cost of these test kits is too high for schools to afford on an ongoing basis. Additionally, school principals feel that using these test kits is a waste of their limited resources, as their purpose is merely to provide parents with proof that a learner is under the influence of substances. Beyond that, there is nothing more they can do. Instead of confronting the problem directly, the Department simply transfers 'guilty' learners from one school to another, without addressing the root cause of this issue. As a result, school principals are feeling helpless and abandoned, believing that the Department has set them up for failure. They believe they are doing everything they can on their end, but it is the Department that is failing both the learners and the parents by not fulfilling their responsibilities:

> "Sometimes, because of what we did also we have to do the drug testing but you have to get the parents' consent before the time and now those drug kits we used to be given by them [*referring to the Department of Basic Education*] and now we have to buy them and they are very expensive, about R90 for one…Right at the beginning when they introduced this whole testing they gave us a few kits and I think within two weeks we went through our kits because we were testing our kids. So to get the parents involved and then we started to having to purchase it and it is very expensive and if you go into the principal's drawer it's full with kits with kids' names on them because you can't do anything with it, it's just a proof for the parent but there's nothing else you can do with it that's as far as it can go with it…" (Deputy school principal 4, white, female, South African, public high school)

> "Yeah, that's the thing about the other children. If the child takes scissors and stabs your child, who are you going to come to? What have you done about it you know that your boy was smoking and what have you done about it? Then I must at least be able to say I didn't fail you, the Department failed you. Each school should have a representative who can just take that process from here and take it somewhere else. Take your problem and put it somewhere else. I had a child who was expelled from school, grade 11, for substance abuse. They didn't even want the child on the premises, the aid of the child was a hindrance. I said okay I will avail myself, your child can come here at my school, is just taking something and putting it somewhere else instead of addressing the issue…It's designed and only the strong will survive. You know you must climb and not everybody will make it to the top of the wall, not even everybody will make it to the top of the wall. They will throw things from down and some of us will dodge and some will fall and then we climb again, and we make the top and the others they just get tired, they get tired of climbing." (School principal 5, African, male, South African, public high school)

5.4.3.1.2 Lack of competencies

The next sub-category examines the issue of inadequate competencies among parents, teachers, and school principals. Some teachers expressed empathy for parents who lack the necessary skills to support their children and engage with the school. Currently, schools do not prioritise parent-centred education, which would empower parents to identify early signs of substance use and abuse at home. Teachers believe that the absence of this resource is a limitation in effectively managing substance abuse among students. Another factor that may exacerbate this problem is that many learners reside with their grandparents, some of whom are illiterate. It is evident from the narratives that parental involvement is crucial to the learner's rehabilitation process. When parents are excluded, the effectiveness of rehabilitation and treatment is compromised. Additionally, the narratives highlight the importance of parental willingness to participate in the process for it to succeed. Unfortunately, not all parents are currently cooperating with schools:

> "Um, well, basically we honestly haven't a lot of substance abuse cases um couple of weeks back that was the major one that was the first one I've seen in um like I said we haven't dealt with. A couple of weeks back that was like our first major like case I would say like substance um it happens um I think about two years like or so there was a few but in all honesty, I think that the parents could be better equipped at the school with um knowledge as to how to pick on substances and the effects of it um." (Teacher 1, coloured, female, South African, independent high school)

> "…they will counsel the mother as well because the problem could have been as the problem with the girl the mother was not providing support and maybe she doesn't know how to. So, they will provide her with the tools on how to support her at home. So, the counselling for the parents and the support for the parents is

very important to get that child on track or that treatment to be effective. The parent must be on board, must receive that counselling how can I support my child, how can I because sometimes they don't know how, they don't know how." (Teacher 2, coloured, female, South African, public high school)

"I do think that we do get certain parents that aren't active, or you know you get those parents that are just not interested at all or because they don't know any better, maybe, or they are not as educated as the child now. So, it's not a sense of like they are completely not interested but sometimes they just don't know how to assist them or to help them. So, illiteracy comes into play or in most situations. Kids stay with grandparents instead of their parents…" (Teacher 4, coloured, female, South African, public high school)

5.4.3.1.3 Language barrier

The last sub-category in the resources and capabilities category addresses the language barrier as a challenge to collaborative efforts in managing substance abuse among learners in schools. Some teachers believed that although some parents, especially those from other African countries, try to collaborate with teachers or schools, language remains a significant problem. Many of the fee-paying schools in Cape Town are either English or Afrikaans schools, and they enrol many learners from other African countries and those who are Xhosa speaking. Regrettably, some parents are not fluent in English or Afrikaans, so this makes it nearly impossible for teachers to establish effective relationships because there is a lack of understanding between both parties. These communication barriers not only hinder interactions with teachers but also impact parents' ability to assist their children with homework, as they may struggle due to language limitations:

"…majority of our populated learners in our school are foreign nationals. So, they are from foreign countries, they from foreign places. So, already to them, it is an adjustment. So, some of them don't know the Afrikaans language so they're not able to assist these kids, it's not a spoken language to them. So, that is the difficulty they are faced with. So, there are certain things like certain people are not approachable or easily um interactive or responsive the way they should be. So, I would say that it's a minority group I would say a majority is very involved." (Teacher 4, coloured, female, South African, public high school)

"You need to understand cultures, too. I'm a white Afrikaner with a red beard, I've been called the VF Plus. Argh, it's okay, my uncle was from the VF Plus. Anyways so you have to understand cultures with parents on how they deal with the Congolese and Zimbabweans, they focus more on science and mathematics, they only focus on and that's in their countries because they emphasise science. With the Xhosa kids, people who don't speak Afrikaans, it's very difficult to communicate with them in English and Afrikaans sometimes because they don't understand, especially if they are from the village. It's very difficult so my little

> Xhosa helps sometimes. I can speak but I can't understand what they are saying." (Teacher 5, white, male, South African, public high school)

> "A majority of its kids are South African, but we do have kids that are not South African like other countries. But the thing about kids from other countries is it becomes a problem with communication. I can say that a language barrier. Yes, they are, but we just have a bit of a language barrier. When it comes to this school this school is an English-speaking school and some of them just came to South Africa and they can't speak English, so it becomes a problem." (Teacher 6, African, female, Zimbabwean, public high/primary school)

5.4.3.2 Operational issues

5.4.3.2.1 Work-related stress

The next category examines operational issues. Within this category, the researcher identified three sub-categories: work-related issues, professionalisation of the schooling system, and mismanagement issues. With regards to teachers' experiences and views on work-related stress, the researcher found that half of the teachers expressed feeling overwhelmed and stretched. The wellbeing of teachers is somewhat compromised due to the workload and pastoral care duties. In certain schools, the workload problem is exacerbated by staff cuts, which leave teachers overburdened as they must take on the workload of the teachers who left or were let go during the Covid-19 pandemic. Teachers are reporting burnout because they are also expected to take on a pastoral role for their learners, which is emotionally taxing. When teachers experience burnout, they become detached and avoid engaging with their peers because tension is more likely to occur. On the one hand, this detachment could be argued to limit effective collaboration among teachers. On the other hand, teachers feel it helps to prevent tensions from escalating out of control as it allows individuals to calm down. The teachers say that the Department provides services for teachers to receive emotional support, but these services are not being utilised because they do not have the time. Teachers have resorted to temporary buffering techniques, such as storytelling or cracking jokes, to lighten the mood and continue with their work:

> "…You know like and my energy is up it's bound to happen you know, especially when you in that time like one might think that um some months are like so hectic and understand that you should need a break um even if it's just a week or so. You're so drained and you're tired and tensions are bound to rise you know and all of that um I at the end of the day just allow that person to take a step back and allow you to do that way and express yourself and then just allow them to calm down and then you talk to them after that." (Teacher 1, coloured, female, South African, independent high school)

> "…this school here there are two groups of teachers, one those who work for the government and secondly those who work for the governing board. Because these parents have not paid the school fees which is affecting the financial situation in the school. Some teachers left the school last year for their reasons. Some for greener pastures but for their reasons. Some of those were not replaced. Why? Because there is genuinely the school does not have money, the school doesn't have money. Okay but at the end of the day, we are overwhelmed because the load of that teacher was distributed among all teachers. So, you find a situation where really at the end of the day, you don't even feel like telling you are tired…At least per day you could have one period or two periods for your admin. You are sitting in your office, and you are relaxing to take that breather but this year there is nothing like that. You can have three consecutive days you started in the morning until 3 o'clock you only rest during a break, you don't have any admin time…" (Teacher 3, African, female, Zimbabwean, public high school)

> "I'm mentally exhausted to be bothered with all the stuff if I can tell you. I don't know why they think they can just come and talk to me, like I don't mind but you burdened with all this that kids go through 12 to 13 years going through stuff like that there's no one I can talk to. I know there's a guy but I can't, it is you just have to find a way, especially us here we find just to get rid of the stuff. For example, I like to tell stories. I like to make the staff laugh and it seems that they some form of relief from stress because just makes them laugh. Yeah, that's what I can give at the moment." (Teacher 5, white, male, South African, public high school)

5.4.3.2.2 Bureaucracy, legal requirements, protocols and accountability

Another challenge that has been identified is the bureaucracy, legal requirements, protocols and accountability. When asked about the obstacles that hinder their collaborative efforts, a few parents expressed their concern that the legal requirements, and protocols on accountability are diverting attention away from what needs to be done in schools, as the focus seems to be on bureaucratic matters. There is a general perception that schools, the Department of Basic Education, and other stakeholders who should play a crucial role in the wellbeing of learners are primarily driven by money or self-interest. Excessive bureaucratic processes are hindering well-intentioned efforts that can potentially benefit schools and keep learners engaged. Parents believe that schools and the Department of Basic Education are more concerned with protecting themselves from potential legal consequences rather than prioritising the necessary actions in schools, such as addressing the growing issue of substance abuse among learners. This attitude is discouraging, and parents have lost confidence in the Department of Basic Education and schools. Moreover, it is a hindrance for parents who are not familiar with how to navigate the system in their favour:

> "We are talking about the professionalisation of the industry, we also need to look at the consequences of professionalising the vocation of being a teacher. Along

with that there are milestones, legal requirements and so on and you must balance what the school is supposed to be doing and what the school is doing and how much more the school could be doing. For example, in the old days, I say old days like it's so long ago but 16, 17 years ago I was teaching Capoeira at [*name of school omitted*] and all I needed to do was to speak to the teachers and say I want to present Capoeira classes with the first six for free and if the kids get involved and whoever is interested can come. I didn't have to do disclaimers or anything and I contacted the parents and all that and the 12 and 14 kids that remained and wanted to still do it and the school gave a safe space for me to be able to work in…Now there's litigation if a child potentially slips and lands of his elbow and breaks his elbow, now the school can't be responsible for him. You need to indemnify yourself against that and the guy that was teaching Capoeira didn't know what he was doing. He gives us references and the school needs to distance itself from the person. It's the same with everything else, if the school wants to put a programme, they need to meet all the legal requirements so that the school and the Department are not impacted…" (Parent 3, African, male, SGB member, South African, public high school)

"…it becomes the whole bureaucratic hypocrisy. They [*referring to the schools and the Department of Education*] don't realise that each child is a specific individual. I've dealt with [*name omitted*]. I used to take my child to a psychologist, or a therapist after that incident [*because the child was traumatised*] then that's when the school, it's a lot but now if you don't understand things that way how far will you get? Let's put it blank how far will a grandmother get with a child if that is the case? *Klaar* [*meaning finished*], so in hand it works in the other the grandmother doesn't understand…there are a lot of NGOs here NPOs they are just pocketing the money, they are not providing a service of value. Everybody wants to make money. It's sad, it's sad for a country like this…" (Parent 5, African, male, Congo-Brazzaville, public high/primary school)

5.4.3.2.3 Mismanagement issues

The last challenge identified in the same category is mismanagement issues. When school principals were asked to share their experiences or views, some expressed feeling let down by the Department of Education. They believe that the Department of Education is managing learner substance abuse poorly. Numerous school principals shared strong opinions regarding the removal of corporal punishment in schools. They feel that the removal of corporal punishment in schools without providing alternative methods has left schools defenceless. They feel that learners who engage in unacceptable behaviour face no consequences for their actions. Moreover, when the schools call the Department, they are either given the run-around or their calls go unanswered. This lack of support from the Department of Education has left these schools feeling like they have to fend for themselves:

"…if the situation happens now and you need to deal with it then. You first go, who do I ask, when do I, how do I ask and then you will be put from person to

> person, and they don't even answer their phone. Our relationship through the Cape Town Drug Counselling Centre is through us, it's through us making contact. It's through us making sure where we can send these kids that's in the area. It had nothing to do with any Department or anything. Anything that gets done in the school it's not done because the Education Department, it's done because the staff at that school taking an initiative." (School principal 3, white, female, South African, public high/primary school)
>
> "…they [*referring to the Department of Education/government*] took one thing away and never replaced it with something else and there are kids. You find people that abused the cane, there are teachers that really abused the cain and then for others it was a deterrent for children, it was a deterrent…We say, the government say, we are a God-fearing government. I make an example. Take a criminal, a hardcore criminal, that will kill, that will rape, that will rob and you take all that and tell you to walk over the main road or walk over the N1. Tell him to walk over the N1 without looking, do you think he will walk without looking, why? Now I say he will obey that rule because he won't walk without looking it's law he must look, he knows that you must look before you walk, so why he obeys that law and doesn't he obey these laws because there is no real consequences in these laws if I rape and I kill and I murder and I steal, there's no real consequences that scares me that in turn that I will go to jail. I'll go to jail and I'll be better off that who must work in order to get three meals…" (School principal 5, African, male, South African, public high school)

Feelings of helplessness among school principals are evident in their narratives. The principal expresses frustration with certain parents and teachers who do not trust how they handle cases of learner substance abuse in their schools. For instance, some parents, dissatisfied with the school's outcome, escalate the issue to the Department and question the principal's judgment. As a result, teachers who were hopeful for a different outcome also lost trust in the principal. This puts the principals in a predicament because they are powerless in such situations. Once the case is escalated to the Department, all they can do is wait for the investigation to be completed. Another issue is that school principals feel the Department sets them up for failure as there are no proper regulations governing their actions in handling such cases. Consequently, principals may believe they have acted in the best interest of their school, even if their decision is not the most effective way to address the situation. This frustration causes significant distress among principals and teaching staff. To make matters worse, when the Department becomes involved, the process drags on indefinitely. This leads teachers to question the competence of the principal in addressing these cases, as it seems the principal is not taking any action to resolve the problem. For context, this only applies to public schools:

> "Most of our parents and staff are on board, they work with us but we also have an element of parents that whatever we say they run back to the Department and try

> and challenge us and the minute the Department phones here you kind of like stop everything and basically try and cover all bases. Like everything is like the way it is supposed to be and which I think also interferes with the whole process and the staff sometimes they don't realise that our hands are really tied. There's only so much that we can do. We also suggested to them the other day that they need to buy that book about the rules and regulations for school so that they can see that when a child does something wrong you can't just automatically suspend the child. There's a process that you have to go through. There's a huge frustration from the staff looking at the management in how we manage and deal with the stuff because to them it looks like we are not doing anything but sometimes I think it's a very long process and they get very frustrated." (Deputy school principal 4, white, female, South African, public high school)

Some parents expressed similar feelings of dissatisfaction with the mismanagement of schools by the Department of Education and the government. They believe that the government and the Department of Education have failed to protect the social and psychological wellbeing of staff members and other learners in schools. The parents feel that the school staff is constantly living in fear because the learners have been given too much freedom by the government and the Department of Education. For example, learners who exhibit problematic and dangerous behaviour in schools are not held accountable, and neither are their parents. It seems that only the schools, teachers, or principals are penalised or punished for exerting control, especially if the disciplinary measures are seen as infringing on the learners' right to education. These parents feel that the government has taken away the parents' and schools' right to discipline learners, leaving both parents and schools defenceless and unable to manage learner behaviour. Another issue highlighted in the narratives is the problem of poor communication between the government or the Department of Education and the parents. When communication does occur, they feel that it is not effective:

> "I believe it's not the parents, it's not the school in my opinion. If you steal or hurt somebody, right, or you stab somebody and you have not had any warnings about bad behaviour… you can't expel that child. You can suspend that child, but you need to have a massive workload for you to expel the child. You are in school living in fear not knowing what this child is going to do to you and then they must be at school… I feel that the learner and the parent are not held accountable, the school is held accountable for everything. Say, for instance, if you are a child and you don't do your schoolwork and you say you are not going to come into my class until you finish that work and the school get in trouble for that and you will be issued with a warning, and what is the other thing, penalty, and fines. So, the parent, there's no consequences for the parent or the child… I think the consequences should be more on the parent than at the school." (Parent 1, coloured, female, SGB member, South African, public high school)

> "You know I think Zimbabwe is a perfect example they were given freedom, and they didn't know what to do with it. With the freedom that they had, they ran their country into the ground. They were so fixated on freedom that they did not notice that their president was busy stealing right from under them…: it's a theme with everything that we do. I wrote a paper twenty years ago that said "I write revolutionary thoughts" and one of the lines that I wrote in the pit I mean it's very juvenile and very idealistic but one of the lines that it is the responsibility of a government to take care of the social and the psychological wellbeing of its people. You cannot call yourself a functional government if you cannot impact those. If you say to parents, you can no longer hit your children, where is the national discussion now the national discussion is we should send all the children into the military. No, we shouldn't send out kids into the military because not everybody is geared for that life and then it also needs to be functional and if it's not functional it's going to do more harm than anything else…" (Parent 3, Africa, male, SGB member, South African, public high school)

When the researcher examined the experiences and perspectives of parents, she noticed that some parents expressed disappointment with how school principals handle learner substance abuse matters in their schools. These parents believe that when incidents occur in their schools, the principals are not transparent with them. This lack of transparency affects trust and has a significant impact on their working relationship. In some cases, parents have experienced discriminatory incidents and have been discouraged from sharing their experiences with other parents. Consequently, they have been forced to remain silent out of fear of victimisation or mistreatment. These attempts to silence parents could be seen as stemming from the fear that the school's reputation will be tarnished. Despite these efforts to silence them, these parents have come together to fight against systemic racism in schools. It is evident that, although these parents are aware of the systemic racism taking place in these schools, they refuse to let these negative experiences hinder their willingness or efforts to collaborate with the schools:

> "…very few occasions I could say I was a little disappointed in the way certain things were handled. For instance, regarding kids smoking or using other drugs at school. Where we come from these things never happened. So, once they find out with all the evidence you have to be expelled at school. They don't just call your parents to come and have a discussion and then you carry on because there is no guarantee that there won't be a next time or a next child, next learner doing the same thing, you see." (Parent 4, African, male, Congo-DRC, public high/primary school)

> "…The only issue was a cover-up in one of the schools when my child was manhandled and they didn't know me and I was like why and I went to see the principal and I said yesterday I came to fetch my child and I saw you and you didn't call me when there while there was something happened here earlier in the day and

> he says no, sorry, and I tuned him and then the debate gets heated.…That was the year my son was there I told him that you know the relationship was affected because I could see he became nervous every time I saw him, not reserved but you can see that this guy smell something he never smell before. Trust was broken and there was yah, yes. But it was not my fault, it was not my fault, I must. I did it for other parents of my kind because when I was raised when that thing came to light many of the parents came and some also, they say I wanted to say this, but I was scared and they said I couldn't say anything…" (Parent 5, African, male, Congo-Brazzaville, public high/primary school)

5.4.3.3 Apathetic approach

5.4.3.3.1 Parental naivety

The next challenge identified is related to the apathetic approach to dealing with substance abuse among learners in schools. The researcher identified two sub-categories within this category: parental naivety and lack of interest. According to school principals' experiences and views, parental naivety is a significant problem that makes it very difficult to work with parents in managing the growing issue of learner substance abuse in schools. When confronted with evidence that their child was caught using or abusing substances at school, parents tend to respond defensively. This defensive behaviour usually stems from insecurities and fears of being judged as unfit parents. Moreover, it demonstrates that parents feel unable to address this problem effectively. Unfortunately, this defensive behaviour does not improve the situation; instead, it enables the behaviour to continue because these parents become avoidant and fail to take a proactive approach to working with the schools. This, in turn, causes confusion among the learners and contributes to the escalation of their behaviour:

> "…I think that's the biggest problem: they also often and I don't blame them they don't want to believe what you are telling them. They rather believe the lie. It wasn't me mommy I was just standing there. You can show them the positive test and the child will say it wasn't me. It was in the train, and everybody was smoking, yes it was accidental…You know but there are genuinely parents who want to believe the child's lie rather than the fact that the school is saying to you this is becoming a problem. This is the number of times your child has been caught…I supposed they don't have the skills to deal with it, so it's easier to say okay my darling the teachers are crazy, you know you are right it wasn't you and sweep it under the rug and hope for the best. He wasn't there, it wasn't him, it wasn't my child, he told me…" (School principal 3, white, female, South African, public high/primary school)

> "I think what we discovered a couple of years ago is that too many of the parents want to be friends of the children instead of parents of the child. Where the parent side with the child all the time and we had this girl for example in grade 12 last year that was drunk and got home very late. We got the parent and the parent were

> very eager to work with us and we explained to the parents that we have to ban her from her valedictory because she has to feel there's a consequence to her actions and the parent complained about that all the time. And on the day of her valedictory, she was showing us on WhatsApp that she took her girl out for cocktails…it is very frustrating, it is very frustrating because you realise that these children are going to turn out like their parents and it's going to be this generation." (Deputy school principal 4, white, female, South African, public high school)

Another school principal believes he has found a solution for dealing with defensive parents. He suggests that the first step is to gain their trust by helping them understand that their child's behaviour is not a reflection of their parenting skills. Once trust is established, parents become more receptive to working collaboratively with the principal and the school to provide the necessary support for their child. This statement highlights the significant role that trust plays in working with sceptical parents:

> "…often parents become defensive thinking I'm a bad parent or they feel that they're on the spot and they start lashing out. It's the school, it's the friends, it's this. So, the first thing we try and do is to empower the parent. The school takes the parent's side, we understand you and we are here to support you, and okay the parent understands that I don't have to be defensive. We understand your position and we support the child. Firstly, the parent and the school and the child at that stage will inevitably be on one side and then we call the child and then the parent, we withdraw the child from the school and here are the resources. So, I find that a lot with the parents, especially when you explain to the parent that the child is using and there's nothing you can do about it. The blame game serves no purpose in helping the child and once you get that conversation then it becomes easy to work with the parent…" (School principal 2, coloured, male, South African, public high school)

When examining the experiences and perspectives of teachers, it became clear that many of them share similar frustrations. They believe that parents whose children are caught using substances in schools tend to defend their children's actions. This defensive behaviour might stem from a reluctance to acknowledge that their children are using substances. Consequently, these parents find it convenient to place all the blame on the teachers, shifting the responsibility away from themselves. Unfortunately, this deflecting behaviour by parents only serves to divert attention from the actual issue at hand: learner substance abuse. Instead, the focus becomes the actions and competence of the teachers. As a result, the learners do not receive the necessary support to address their substance abuse problem, which could be easily resolved if these parents cooperated more with the teachers:

> "Um parents that are resisting, we all think, I'm sure parents think that their children are good…um you do have some parents that trying the blaming game. You know it's your responsibility like I said I do what she's supposed to. Um because um like you know yah, um we had an incident last year where a child said that we don't have the weekly grids. We have the weekly grids because the fact that they don't have Google and don't have data given their backs and all of that and the moms. So, the mom thinks you as a teacher are not doing you know your part, um, you not including my child, you not doing your part it's not her fault. So, it's your fault, you not doing what you're supposed to do." (Teacher 1, coloured, female, South African, independent high school)

> "There are some parents who are not trustful. We've had a situation where it was long back, long back three or five years back. Here's a child whom we actually knew that was using substances and the parent was a police officer for your information and then the child was tested, and the child tested positive. Ah – because that day that child was behaving weirdly so the mother was called by the school so that we could address the situation. So, there it is the mother, I don't know whether it was denial or what. She said I just want to know among you who is qualified to conduct these tests, who has the qualifications to conduct the test. So, it's like the parents see what is happening and at the end of the day, she is questioning the school. So, at the end of the day, we spoke to the parent and resolved the issue in their way. At the end of the day that child was brilliant, but the parent was in denial because now the teachers are looking at the child…That child dropped out of school in grade 11 and who is to blame there? It's not the school it's the parent…" (Teacher 3, African, female, Zimbabwean, public high school)

When considering the experiences and perspectives of parents, it is clear that they share similar sentiments to those expressed by teachers and school principals. These parents believe that many parents who have children caught using or abusing substances in schools are in denial about their children's behaviour. This denial appears to stem from a place of love, as these parents do not want their children to face the consequences of their actions. However, this approach is counterproductive as it enables continued problematic behaviour. Furthermore, their behaviour suggests issues with their parenting style, leading one to question their competence. One parent even mentioned that these children are not receiving the necessary support from their parents:

> "I don't think so because even before Covid-19 we had the same situation with parents, so it's always been like that already. My thing is parents don't want to admit that their children are doing something wrong, and we had a case where we had video recordings and everything and the parent will still say this is not my child. But you can see it's their child. It's like they don't want to see their children face the consequences of their actions, that every action reacts. Some parents do and others don't and the ones that don't are the ones that let their children slide through. They make them believe that my mom is just going to fix everything for

> me. Something happens, no matter what happens to the child and they want to protect the child. I don't blame the child necessarily; I blame the parent because they are not taking firm enough action against the child's behaviour you know…So I feel like there's a lot of the kids that don't get the support from their parents." (Parent 1, coloured, female, SGB member, South African, public high/primary school)

> "Parents are in denial. Usually, they say no no no it's not my child, they don't spend time to investigate or think or look around. Who is the friend, you know, what's happening?…they've been protective about the kid. I saw Samuel with a cigarette by the corner there. No, someone sent him to go buy a cigarette, no you must prove it. He-eh! I'm sorry. I'm not going to say it anymore then the child keeps on carrying on. But next time he's not going to do it there, he will do it somewhere else. All that is because of the lack of understanding. We have so much love that that you forget the reality, the reality you forget…" (Parent 5, African male, Congo-Brazzaville, public high/primary school)

5.4.3.3.2 Lack of interest

The last sub-category examines the lack of interest. Many teachers feel that some parents show little interest in working with schools. They observe that these parents are uninterested in their children's academic progress and overall wellbeing. The teachers attribute this disengagement to a misconception about the collaborative partnership between the school and the family. These parents assume that any issues at school are solely the school's responsibility and fail to recognise the importance of a cohesive effort between home and school. They do not comprehend that their active involvement in their children's academic development and wellness is crucial, and that consistent communication between home and school is necessary. Consequently, these teachers feel a sense of helplessness and frustration as their efforts go unreciprocated by these parents. These feelings are also observed in the management of learner substance abuse in these schools:

> "My thing is at times some of these behaviours tend to escalate. I'm not talking about the bulk of learners, but to me even if it is one learner, it is one too many because it's a life we are losing, okay? Maybe in the situation where a parent doesn't come, we know that the child is using substances, but we don't have concrete evidence. You phone parents come to school we want to discuss this issue, so the parent doesn't come. So, at the end of the day, you know that you have a child John in this class whose parents don't come no matter what he does. Parents don't come to school. You've tried through the social worker who visits the family. At times the parent doesn't cooperate for whatever reason. So, at the end of the day, you realise that academically it is affecting the child…There's a gap here where the parent is supposed to come in and make the decisions. At the end of the day that child is going to produce mediocre performance not because the child was dumb but the issue was not addressed." (Teacher 3, African, female, Zimbabwean, public high/primary school)

> "…in practical reality, there are those who don't want to be involved with the school. It's the same but in the past, I don't know why they don't want to be involved. You can come here on Thursday night it's going to be packed just to get the report and on the second day of the new term they come to our class in the evening for the teaching meeting, the subject teaching meeting. You can come to us, and we can talk to them. We can show them the work but very few of them come. Just to see that they don't care about the report next term...Some of the parent mentality that whatever happens at school and with discipline the school must deal with it, I'll wash my hands and walk away. Exactly and this needs to be educated to parents. We want parents to know this, and we want parents to come in. One thing we can do before we hand them reports, we can that they are forced to listen to us but when it gets too long then they switch off quickly. They get the reports and then they run out of the school." (Teacher 5, white, male, South African, public high school)

When considering the experiences and perspectives of school principals, it becomes evident that many express feelings of frustration and disappointment in regards to the Department's lack of support. There is a prevailing sense that the Department of Education's expectations for schools are unrealistic, especially since they fail to provide the necessary resources, such as equipping school staff and maintaining an updated list of referral agencies. By placing the responsibility of updating this list on the schools themselves, the Department is adding unnecessary strain to already stretched resources. These statements clearly demonstrate that schools are unable to handle this issue alone. The active involvement of the Department of Education is vital for effectively managing substance abuse problems among learners. Substance abuse is not limited to schools; it is a nationwide problem. Unfortunately, the Department of Education is not giving this issue the priority it deserves. The narratives clearly indicate that schools feel helpless in addressing this problem to the extent that they have resorted to pretending it does not exist:

> "…Even in the referral process, we pick as we go along. Now I know as a drug counsellor if you are discharging you must look at other resources for parents. So now we must do our research and find out where you know…I started years ago as a school counsellor. In my previous school, the District support services if they want you to make a call but every year they would give you a pack of all referral numbers, categories, and careers and when I inquired from our District about that, can you not, they said look the thing is changing all the time and NPOs and NGOs are opening and closing so it's extremely difficult for them to put together a resource pack…So our counsellor, a voluntary counsellor, put together a list of all the resources and things like that and providers. But I just find it strange because the Provincial office surely can do the booklet and get a referral person. They've got all the information there…They give you a framework and they expect you to populate the framework. I used to get cross but I don't anymore…I mean the

> referral, I even asked the social worker what must we do you know, you want schools to work independently and develop their network of resources…We've got a part-time counsellor and we go the Hard Knocks people and we got and we got two full-time counsellors and even they get overwhelmed by the cases. They also sometimes run out of options where to refer the parents it's like a loop…" (School principal 2, coloured, male, South African, Public high school)

> "…So, it's very frustrating for the Department has all the other things but they are not equipping us about the things that are affecting us…And again the frustration from the staff but you can't suspend the child…He arrived drunk and you know the protocols and the rules and the Department sticks to that and they are so scared that they are going to get caught out for something, they are not giving us the tools to deal with it. Because if they say to us do this, this, and this we can help these children because we are in the game of helping these children. So it is very frustrating and annoying and when you talked about substance abuse I thought it's about time somebody is looking at something because it's a problem in South Africa. But it seems like it's something that we sweep under the carpet and no school wants to talk about it. Every school has got drugs, every school has alcohol but everybody is trying to sweep it under the carpet." (Deputy school principal 4, white, female, South African, public high school)

5.4.3.4 Leadership issues

5.4.3.4.1 Feeling abandoned

The last challenge revolves around leadership issues. Two prominent issues in this category are feelings of abandonment and nepotism. When the researcher analysed the experiences and perspectives of teachers, half of them expressed a sense of being forgotten, unsupported, and unappreciated by the government. For example, during the Covid-19 pandemic when the world and the nation were grappling with its effects, teachers had to return to their teaching duties. However, the government never made any effort to check on the mental health and emotional wellbeing of teachers, which could have been compromised due to the loss of family members, friends, and colleagues. Another issue that arises is the appointment of individuals lacking the necessary expertise and skills to lead government departments. This could contribute to the neglect and lack of support experienced by teachers, as these leaders lack the empathetic understanding needed to manage this specialised field. The narratives indicate that these leaders have never visited any schools or been involved in implementing the policies they devise. It seems that even the policy on collaboration between schools and families/parents remains elusive because the government has failed to provide the necessary resources at the grassroots level to facilitate this process for schools. Parents are expected to work with schools, but the reasoning behind this expectation is not effectively communicated to them, which may contribute to the resistance observed in some parents. They feel that the government's presence

is only noticeable in schools that are already performing well and functioning effectively. This suggests that schools that are struggling are left behind while those considered successful are prioritised by the government:

> "They talk about it, but they are not even helping us in facilitating it, everything is left to us to do. They have all the resources to do but they should know the government. Facilitate the meeting between the parents or have an educational programme or tell them why they must be part of the school. I've never seen anything like that why parents must be involved, or the community must be involved in the school. Nothing like that. That thing must come from the government. The people that work there have never set foot in our school, I promise you now. They implement all these policies, but they've never taught in their whole lives. So, how can you be an educational specialist if you've taught in your life and never been a teacher? Exactly, and if they want to visit the school they choose the schools that are run perfectly. They won't go to a township school where something is going wrong or they will inform the school and the school will get ready for the visit that's the problem." (Teacher 5, white, male, South African, public high school)

> "…if you remember now last probably, we had lockdown and then the teachers were expected to come back to school. Nobody cared how we were doing because sometimes it's not about you were a victim, everybody was a victim actually of the pandemic. It's not about how many people you have lost or how many lives that are close to you, you have lost for a person to have to come to their senses and speak to you about it. We had one-on-one. She [*the school principal*] conducted one-on-one with us…We had our time slots because not everybody will be asked in one day but within a week probably one day, we should have like a 45-minute or an hour time slot. So, whatever issues that you have, whatever you want to ask after I have spoken to you, you can do so. So that was caring for me because after we went to workshops last year nobody has ever asked us what about has or how we are doing, instead who passed away, condolences etcetera, etcetera but what about us who are still in the field because nobody said the pandemic is over. We are still pushing, we're still trying and risking our lives, but nobody cares, you see…" (Teacher 6, African, female, Zimbabwean, public high/primary school)

Similar concerns were also raised by another parent who expressed disappointment with the lack of government presence in schools. This parent believes that government representatives in education are not making an effort to connect with parents. The only time they seem to show up is during the election season, giving the impression that their interactions with schools and parents are purely transactional. Once they are elected into power, they disappear and no longer prioritise the needs of the schools. Furthermore, it has been noticed that government officials only visit schools that are performing well, implying that struggling schools are left to fend for themselves. This selective engagement appears to be driven by opportunism, as the government

uses successful schools to create a positive image and portray themselves as effective, even though this is not the complete story:

> "The support from the government is very poor… I don't know, I've never seen them, I only know when Mr [*name of the supervisor*] comes to see the principal and he's from the education department, but I mean from the government I've never seen. I don't even know who my ward counsellor is here and don't even know… They are not helping us and they are not helping our schools. They will help all the rich schools and everything is fine, but they don't help our schools. They don't help our schools like this, we don't get help from them… I've never seen Debbie Schaffer in all my three years I've been by the boys' school. I've never seen her here and she is the Deputy Minister here by us, but I've never seen her at the school, never. But when they want to have elections and blah blah wada wada and then you see them all there, you know what I'm saying. How is your school, what does your school need, come and ask us? Can I have a meeting with your SGB? Ma'am what do I want as an SGB member and as a parent I tell her what I want and pour all my needs into her, but where is she? She is nowhere to be seen, nowhere…" (Parent 2, coloured, female, SGB member, South African, public high/primary school)

When examining the experiences and perspectives of school principals, the researcher noticed that many of them feel neglected and unsupported by the government and the Department of Education. It appears that the Department expects the school staff to rescue these learners, yet fails to provide the necessary resources for the job. The school principals are expected to gather their resources, and, without the Department's endorsement, the stakeholders who should be involved in addressing this issue are unhelpful. The prevailing sentiment is that the school principals are left to fend for themselves. They believe that the Department is only present to scrutinise their actions and ensure the rights of the learners are not violated. This, in turn, leads the school principals to believe that the Department's focus on individual learners often comes at the expense of other learners and teachers, as the troubled learners become a negative influence on other learners in the school:

> "Take Mr [*name omitted*] attended the Safe Schools presentation at UWC [*University of Western Cape*]. A provincial and the head of Safe Schools at the head office told us a few things we didn't know we could do. And that's a Provincial Safe School coordinator told us a few things in terms of the law and in terms of referrals and all the things we can get access to we didn't know about. The district was sitting in the same meeting you know, sit still. The deputy asked the man why we don't know about these things you know. So, I don't know whose responsibility or who's not doing their jobs, but it's come to a point where the schools just do their own thing you know. It's difficult to get help from the people

> who are supposed to help you with these things. So, this is what we decided to do for the sake of our learners because we can't wait for help from the government. What is scary for me is that the parents don't have all these kinds of things, so what's happening there? The teachers are feeling helpless, and the children are not getting the support they need and at the end of the day the kids come to school and then they go home, and the teachers go home, and they lose a lot of children because they don't know what they are supposed to do. So, what happens in schools like ours [*naming a few schools in the area*] is they put up their resources and do their own thing to try and get the children the help they need." (School principal 2, coloured, male, South African, public high school)

> "…you see Educational Department always wants you to take restorative justice, a supportive role in these cases, which is fine but at the same time I see value in that, and I genuinely believe you help but that's the catch. You help the people that you can help. You cannot help everybody, you cannot save everybody, but you can assist where you can. So, you must understand where you can assist and where you can't and it's working that out. So, the Education Department is not really of use because they will even if you want an expulsion you've got to have a whole list of all the things you've done, reports and then this and that and show that, otherwise it just bounces back. Save the child never mind what is happening and the poison that is coming from that situation…" (School principal 3, white, female, South African, public high/primary school)

The involvement of the Department in independent schools is primarily administrative and limited in nature. The following narrative suggests that school principals in independent schools do not anticipate or seek assistance or support from the Department. These schools are accustomed to managing their resources independently and it appears that they are doing so successfully without the Department's support:

> "…I think from the Department of Basic Education they aren't getting involved. They rather let us solve the problem because I think they've got enough problems of their own. You know *Umalusi* which is the, you know *Umalusi* they do their own thing. I mean the Department sort of like come now and then to kind of like to check are you teaching and etcetera. If there was a serious problem like that, they would react to it and say look your independence is threatened because this is happening and that is happening. But um I've never found but I think they're just so happy if we deal with it and don't add to their burden. That is the reason why we've got a counsellor, she's also a life orientation teacher. Um, for the school to access the state social, and psychological help that the Department offers you know that the Departmental schools we've got to solve our problems…" (School principal 1, white, male, South African, independent high school)

5.4.3.4.2 Nepotism

Another issue raised by some parents is nepotism in schools. They believe that nepotism is a significant problem that can manifest in various ways. For example, certain learners or parents

may receive preferential treatment based on their social status, having attended the same school, or due to racial and religious backgrounds. One parent mentioned that favouritism in schools is not a new phenomenon and is often a part of the school culture, particularly in primary schools. This parent believes that the primary school system encourages regular engagement between parents and teachers, which can be a contributing factor. Parents who are consistently favoured are typically those who demonstrate a willingness to collaborate with teachers or actively participate in school activities. However, a drawback of this explicit favouritism is that it excludes parents from impoverished families. These relationships become more transactional, with parents resorting to bribing teachers to advance their children's education, while children from poor families solely rely on their academic performance to succeed. Nevertheless, it seems that these dynamics are highly dependent on the specific context because once a child transitions to high school, these practices tend to dissipate:

> "…You know racism um okay for I don't call it racism I call it favouritism, does it make sense, I favour you better than you? Um, it's like I love Jews very much I don't like Muslims. I prefer Muslims. I prefer kids who are from a Christian background because I'm Christian…so it's kind of awkward to be part of that system. When I look at it it's easy to solve and it's not even an issue, but people make it an issue…Okay it's sad that in South Africa we have a race issue, so that is just a bracket you can yah um…" (Parent 5, African, male, Congo-Brazzaville, public high/primary school)

> "From my side, the only thing that I'm telling you is that my grandchild is clever because [*area omitted*] is like a small community everybody grew up in [*area omitted*]. We don't grow up there and everybody knows everybody. There they work according to surnames. This a rank this is a Davids, and you will seem like when it's the end of the year when they get a diploma, the diploma thingy and you will see okay it's a rank now. A lot of teachers rank at school your mother or your grandmother was at this primary school… I remember she was in grade R. I went to one of the diploma thingies and they picked one child to open the ceremony I was sitting there I knew my grandchild could read better than that child but because it's a rank, they chose her to open the ceremony…Here the father is this and her mother is this, they've got this, and they've got that surname. That's one thing I don't like about that school." (Parent 6, coloured, female, South African, public high/primary school)

> "…My mommy always had this and always took something to the school. So, they will see those children are always up front those children are the ones who always have the whole school uniform on. In primary school, children are the ones if the teacher has something their mommies are there to give it and that is what I, my personal experience I found out um by the school it's *chommie chommie* [*meaning buddy-buddy*]. My mommy, parents with the teacher, parents with the teacher a chocolate to the teacher and so it goes on and on and on till grade 7. It went on because we were very poor people and my child didn't have…he never had

> anything, his mother never had money even to put on a Friday for casual day and his mother but if you don't have but he did so good in grade 7. And when he got grade 8 there was different teachers, there was a different set up... So, your mommy can't come now to the teacher and say, oh! see my child did get that there and now the teacher yah yah oh! Teacher, here's something in your hand or I buy you a chocolate." (Parent 7, coloured, female, South Africa, public high/primary school)

The issue of nepotism among teachers and school principals is not widespread. However, there is a unique case where a teacher expressed feeling let down by the Department and the government in dealing with learners who use or abuse substances in schools. The teacher feels that the system is always supportive of learners found to be using or abusing substances, while teachers receive little to no support. Instead, their actions and behaviour in handling such cases are constantly scrutinised and evaluated. The teacher showed some level of empathy towards the Department and the government, understanding that they are also facing public scrutiny. Ultimately, it comes down to prioritising their image over the interests of teachers:

> "The system is always learner-friendly regardless of what the child has done. It's learner-friendly. The child misbehaves when they are here, show us the intervention which you have done, you have done this, and the school counsellor and the social worker call the parent. They will always find something to say, why didn't you try this? So, at the end of the day, you are stuck with that learner…So obviously they also want to protect their image and follow whatever is right at the expense of teachers. Of course, because where is the Department supposed to work with us like this issue if you are going to discuss we have proved beyond doubt that this is the situation. Why do they recommend that the child is withdrawn from the school and goes for rehab? First they must find out the child now is fit to come back to school then we should do that. But that's not happening." (Teacher 3, African, female, Zimbabwean, public high school)

5.4.4 The recommendations on the management of learner substance abuse issues in schools

The researcher asked parents, teachers, and school principals to provide solutions to the challenges that hinder their working relationship with each other in managing learner substance abuse in their schools. They mentioned three areas:

a) the provision of development programmes;

b) active involvement of the Department of Basic Education and Government in schools; and

c) encouraging parental involvement.

5.4.4.1 Provision of developmental programmes

5.4.4.1.1 Awareness programmes

Under the category of provision of development programmes in schools, one sub-category that consistently emerged was the provision of awareness programmes. Teachers and school principals believe that it is crucial for everyone in the schooling community — including learners, parents, teachers, and school principals — to be equipped with knowledge and information to effectively prevent and manage the problem of learner substance abuse. They perceive a significant lack of knowledge on how to identify learners who are abusing substances within school settings. This lack of knowledge hampers their efforts to address learner substance abuse because they are unsure of what they are dealing with. They believe that the Department of Education should offer development programmes to provide teachers, school principals, parents, and learners with relevant information about different types of drugs and their effects. This knowledge, they argue, will enable them to effectively identify learners who may be using or abusing substances, whether at school or at home:

> "…providing not only staff teachers but parents as well the knowledge they need regarding substances and the effects of it um what to look out for. Um, you know, I've been thinking about providing them with session will be difficult but providing them with um session you know maybe at the start of the year. Those new parents so just to provide them with the information in terms of you know this is what to look out for, this is what yah. Because if like currently like I said with the one case that I've dealt with the mom had sitting suspicion, but she wasn't sure maybe it's teenage. So, the more informed about it and provided with that knowledge they will be able to detect it, and I have to say with this learner I suspect it's been for years." (Teacher 1, coloured, female, South African, independent high school)

> "I think, Amanda, we need to be trained, parents, teachers, and learners, on how to deal with substance abuse and how to work with substance abuse because we are really in the dark. I think all three sides of the triangle are in the dark. We don't know how to deal with it, how to cope with it and if a situation arises how to deal with it, that is number one. They need to from the Department's point of view, they seriously need to intervene and give us some kind of tool that we can work with." (Deputy school principal 4, white, female, South African, public high school)

The parents believe that involving parents in prominent roles in these awareness programmes will aid in managing learner substance abuse issues in schools. They propose appointing parents to supportive positions in school programmes focused on learner substance abuse management. They argue that educational programmes should address the specific needs of individual learners rather than taking a one-size-fits-all approach. Additionally, they suggest promoting the sharing of personal experiences, as opposed to a top-down approach that makes

parents and learners feel belittled. They also recognise the value of expert opinion in areas requiring skill development:

> "I think we need to find what interests the child: what do you want to do? I think I spoke to you about working in three different silos: critically at risk, marginally at risk, and children with goals and belonging. You cannot have a blanket approach to all of them. You need to say these kids need to be exposed to something other than they are…you need to get ambassadors in each one of these groups. When assigned to each of the programmes, the parents of the minimally at risk must take on the education responsibility within the parental groups within their societies and should manage those. There should be an exchange, not of ideas, this was my belief of you and that was inaccurate, this is what my reality. It should be a space where the emotion is taken out of it that is educational instead of instructional so there is no talking down and then somebody must be able to give skills and keep filling them with skills…" (Parent 3, African, male, SGB member, South African, public high school)

> "The parent needs to be kind of the project support, they do it as a project support…It is either at a choir depending on the day or I am with a workgroup, working group we have a group at school we meet we say at this place for two hours…" (Parent 5, African, male, Congo-Brazzaville, public high/primary school)

5.4.4.2 Encouragement of parental involvement in schools

5.4.4.2.1 Diversifying reaching out strategies

Another recommendation is to encourage parental involvement in schools. Although it was the least suggested, those who proposed it believe that diversifying reaching strategies can promote parental engagement. It is important to involve parents in managing learner substance abuse issues in schools, as the absence of their active participation puts a burden on teachers. One suggestion made by these teachers is to encourage parental involvement through one-on-one conversations. They argue that teachers can use these sessions to emphasise the importance of parental involvement in their children's development and academics. Additionally, it is recommended that schools utilise modern technological communication platforms to achieve this goal. For example, during the Covid-19 period, the use of WhatsApp chatrooms has proven effective for some schools, and all schools should explore this method to maximise their efforts in reaching out to parents. However, one teacher expressed concerns that using these chatrooms can invade teachers' privacy and complicate the working relationship with parents, especially when clear boundaries are not established:

> "Everyone has access to WhatsApp. It's cheap and efficient and um the school has its own WhatsApp for each grade. So, it's the school's official WhatsApp group or

> everything gets communicated um we tried using SMS but now everyone has WhatsApp, and most people do. Some have emails, we still phone. Some teachers have their private WhatsApp, their subjects, and some are part of the teacher's group and they comment on whatever they've picked up today or notify with homework whatever the case may be. Because parents are part of it it's not only learners. Um I think that something is effective something that could work where you need time as a teacher because you would need to give of yourself. You see you must have those boundaries. I think it would be good for the school to have a group like a WhatsApp group, so they communicate instantly if something comes up. I mean our school does, it they started last year with Covid-19." (Teacher 1, coloured, female, South African, independent high school)

> "I think just getting a one-on-one conversation with them (parents) just speaking to them at least once or something just to show them the importance of the communication line is so that we know how to help our learners. The relationship must be between parent, teacher, and learner, it needs to balance, it needs to be there. So, if one is not there, the other two are suffering. So, I think they need to be told how important it is for them, how to be involved in their children's lives or with school." (Teacher 4, coloured, female, South African, Public high school)

Another parent suggests that implementing a free SMS system in schools can enhance communication channels between parents, in addition to the recommendation to take advantage of modern communication platforms:

> "…Have a free SMS where the mommy or the granny can send a message and say I can't send O to school today because he is sick so I am going to take him to the clinic…" (Parent 2, coloured, female, SGB member, South African, public high/primary school)

5.4.4.3 Active involvement of the Department of Basic Education and government in schools

5.4.4.3.1 Provision of resources

The last suggestion that has been proposed is to increase the involvement of the Department of Basic Education and the government in schools. The researcher identified two sub-categories: a) the provision of resources; and b) the implementation of legislative measures regarding involvement roles. The recommendation for the provision of resources by the Department of Education and the government has been the most prominent topic. The shortage of school psychologists and social workers who can handle the referrals from school staff is an ongoing issue that hinders the efforts of parents, teachers, and school principals in managing the problem of substance abuse among learners. To address this, the school principals, teachers and parents suggested that the government and the Department of Education address the

shortage by hiring an adequate number of school psychologists and social workers in schools. Another challenge faced by school staff and parents is the lack of government rehabilitation centres for referred learners, resulting in parents having to pay for these services, which some cannot afford. They also proposed that the government establish government-owned rehabilitation centres across Cape Town to make it easier for schools to refer learners and for parents to afford these services. Another issue that has been raised is the absence of a referral guide in schools, which would facilitate the referral process for students and provide information on available services in the surrounding communities. Without these resources in place, the role of school staff is reduced to simply identifying learners and providing temporary care, as there are no proper structures and channels in place to support these learners. The lack of these resources not only demoralises teachers but also prevents learners who want to improve their lives from getting the necessary help. To address this problem, the school staff suggested that the Department of Education create and distribute a referral guide and lists of available services in the communities where schools are located. However, there are concerns among school staff about how the Department of Education plans to implement this, especially if it will further strain the already stretched manpower in schools. School staff believe that having these resources in place will assist in the referral process by allowing schools to consider services that are within parents' budgets when referring learners:

> "What I would like to see happening, like they say, there's only one man to have this. Have more, you know. Not a room, a centre where you can have educational psychologists and when, like in my case, have them referred there…Have a centre and they should have more than one psychologist where these kids can go whether it's primary or high school and them assess these kids…We want these kids to become something, they must become something, and say I did it and me as a parent to be able to say I helped him, I helped him to become that…" (Parent 2, coloured, female, SGB member, South African, public high/primary school)

> "I would suggest that they have a symposium of principals where we are not told what we are supposed to do but where they take advice from us or requests from us that is the first thing. We all need to have a safety plan. So, why can't we draw up a safety plan for all of us so that we have a universal rule or guideline? Why can't they give us a list of resources per area or District or why can't you call the NPOs to say okay these are the levels of intervention that are needed and what are you prepared to offer? Okay, column A professional and private resources. Okay, and they all follow the same referral process. For example, I mean how difficult is it that set up standards, structures, and referral processes that we can all follow that are not paper-heavy and do not overburden schools with administration? That's it, that's all we need. We can only do so much." (School principal 2, coloured, male, South African, public high school)

> "…we have a problem. We all agree that we have a problem here among our youth, among our learners some learners are using these substances…what structures are there to assist this child? We should have psychologists, social workers and the like because when you talk about rehab, we don't have government institutions. Sometimes it's parents who fork in their money to take these children to rehab and at times they cannot afford that. So, it is not about identifying learners without doing anything about it. Let's identify them and then they are assisted. It will be great when a child is well known by the school and is assisted in coming back from rehab and they've changed. It instils and motivates others who are using substances to stop that, but they don't give that structure. So, it defeats the whole purpose. It defeats the whole purpose just identifying not this learner is using drugs. So, what until they are outside, mhmh just babysit them until they are out of the system?" (Teacher 3, African, female, Zimbabwean, public high school)

5.4.4.3.2 Legislative measures on the role of involvement

Another suggestion regarding the active involvement of the Department of Basic Education and the government in schools relates to legislative measures for managing the increasing problem of learner substance abuse. This suggestion was raised by several respondents. The narratives above make it clear that the Department of Education and the government should play a more active role in addressing learner substance abuse in schools. This can be achieved through the implementation of legislative measures that facilitate the involvement of parents, teachers, and school principals. Currently, there is frustration due to undefined roles, which leads to confusion in handling these cases in schools. The parents, teachers, and school principals proposed a solution to establish policies or legislative measures that outline the process and roles of all parties that are involved. For school staff, this would allow the sharing of knowledge and skills among members in different roles, enhancing the existing support structures for dealing with learner substance abuse. For parents, mandatory parental involvement in schools, enforced by legislative measures, could improve their attitudes towards their role in this partnership. It would also help manage misbehaviour by informing parents about their children's activities in school. This could be done on a term or monthly basis, with parents having one-on-one sessions with grade teachers to receive updates on their children:

> "One thing that would help is the understanding of the roles…the frustration in following the disciplinary process that is the facility that we send the child an helps the child…Even it's an SPSP team coordinator and get them together you know, or the SPSP coordinator; the discipline coordinator, or the principal so that they have the two approaches in substance abuse. If let's say we are tackling that problem for example you know. The disciplined approach and the supportive approach so that they can be supportive because they know how they can do it…" (School principal 2, coloured, male, South African, public high school)

> "I don't know what can come as a law or whatever. My thing is a child is enrolled at school it's like a child being hospitalised, you don't leave the child. You stay with the child until they are discharged. Why can't we have a compulsory law that per term a parent has to try to come and see the grade head. Make an appointment just to go through what has been transpiring in the term which can address certain situations…the children are misbehaving and that is made compulsory…" (Teacher 3, African, female, Zimbabwean, public high school)

> "…so, people need to stand up and take responsibility now. It's not about stopping making kids but about being responsible for those kids. Stand up for them so that they are not abused, not the abused we see. Not being in touch with the teachers, with the school of your child I think it's abuse. They must maybe make it a law for the parents to speak to the school to be in touch with the school and teacher, maybe twice a month. That might be a remedy…" (Parent 5, African, male, Congo-Brazzaville, public high/primary school)

5.5 CHAPTER CONCLUSION

This chapter presented the findings of the exploratory qualitative design. Using the narratives extracted from the interviews, the researcher was able to provide insight into the experiences and views of parents, teachers, and school principals regarding working together in managing learner substance abuse in their schools. It is clear from the findings that working relationships between parents, teachers, and school principals are complex, and understanding these relationships within the context of learner substance abuse makes them even more complicated. This is because schools by their very nature are complex systems, and this complexity is heightened by having various stakeholders with opposing interests. The challenge becomes having to rely on each other for them to succeed. For instance, the failure of parental involvement in the efforts to manage learner substance abuse means that efforts put in by the school staff go to waste. On the flip side, parents and school staff could work together, but the lack of support from the Department of Education also undermines these endeavours. Another important finding is that trust is a very complicated phenomenon. It involves letting up and letting down. For trust to develop, all parties involved should be willing to be open, approachable, receptive, and vulnerable to the other person. The following chapter will discuss the findings from both systematic literature review and exploratory investigations using a data triangulation method.

CHAPTER SIX

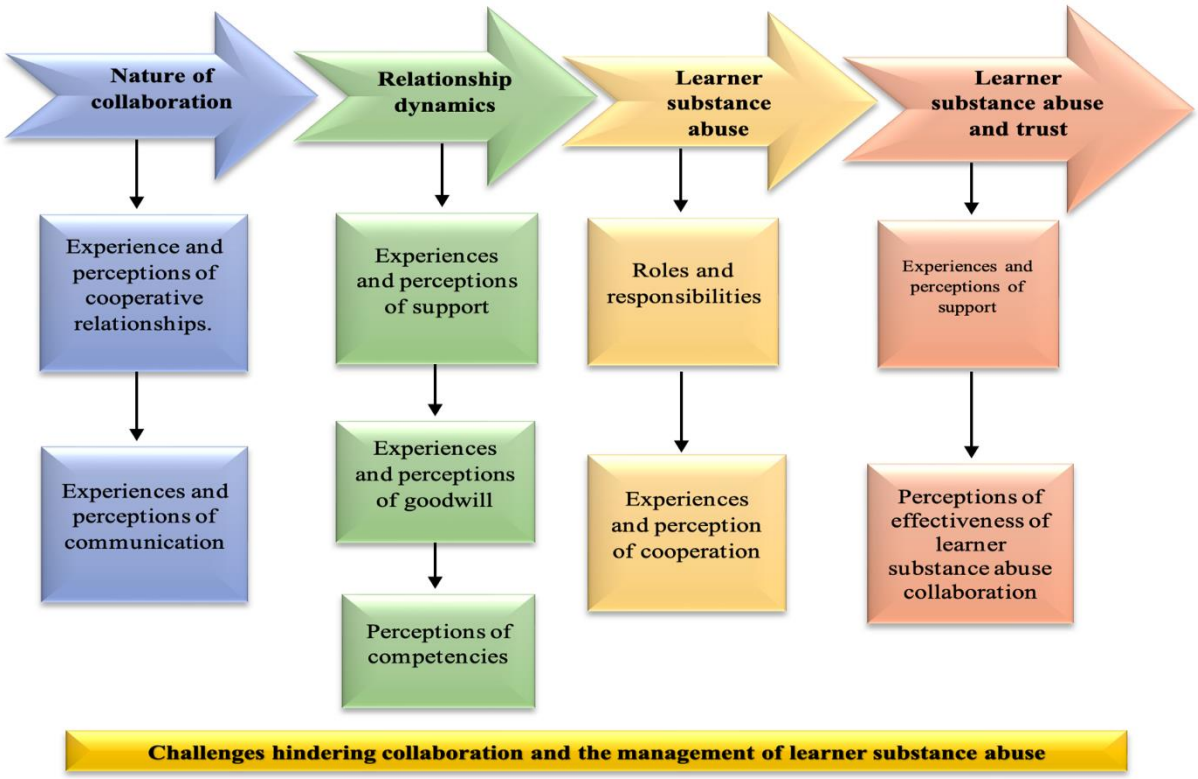
DISCUSSION OF THE FINDINGS FROM THE SYSTEMATIC LITERATURE REVIEW AND EXPLORATORY QUALITATIVE INQUIRIES USING A DATA TRIANGULATION METHOD

6.1. INTRODUCTION

This chapter discusses the findings from the systematic literature review inquiry with the findings from the exploratory qualitative investigation. The researcher uses a data triangulation method. By employing this method, the researcher hopes to accurately provide a full picture of the working relationships between school principals, teachers, and parents from their realities in managing learner substance abuse in schools (Weyers, Strydom & Huisamen, 2008). The data triangulation method allows the researcher to organise, interpret, and compare data to expose consistencies and similarities in the data (Weyers, Strydom & Huisamen, 2008). This chapter begins by presenting the framework for discussion outlined in Figure 4, followed by a discussion of the findings using the triangulation method. The findings will be presented in relation to the two theories, by Forsyth, Adams and Hoy (2011) and Blau (1986).

6.2 A FRAMEWORK FOR DISCUSSION

Figure 4 : Synthesis of the systematic review and exploratory qualitative data



6.3 DISCUSSION OF FINDINGS

6.3.1 Experiences and perceptions of parents, teachers, and school principals on working together and managing learner substance abuse in schools

When examining the experiences and perceptions of collaboration between school principals, teachers, and parents, both the systematic review and the qualitative inquiries revealed that communication between schools and parents is facilitated through various tools such as face-to-face meetings, letters, phone calls, email, instant messaging (WhatsApp), and SMS. The language of command and communication in these schools is English or Afrikaans. Most of the learner population served by these schools do not use these languages as their first language. As a result, many parents of these learners struggle to understand the information communicated in meetings and writing. This language barrier limits parents' ability to help with homework and fully participate in these meetings. It also restricts school staff from forming meaningful relationships with these parents. These findings concur with Anderson et al. (2020), who argue that parents who are not fluent in English may find it difficult to support their children in school and to speak up for them when necessary. When attempting to participate in their children's education, parents who are not fluent in English frequently feel confused about the school's structure, unspoken expectations, and the dynamics between parents and teachers (Anderson et al., 2020). According to Anderson et al. (2020:549), these parents may exhibit feelings of humiliation, alienation, inferiority, and abandonment. He argues that this discourages their involvement at the school level.

The findings in this study show the opposite effect. Conflict and tension between the school staff and the parents were reported. Parents were aware of the negative response from the school staff to the point where they expressed hurt. Even with this treatment, what was more intriguing was the parents' willingness and optimism in working with the school staff. Despite the discriminatory treatment, these parents were still open to working with the schools. The reasons for these parents to continue persevering, even when treated with disregard, lie in their desire for the best future for their children. One parent is captured saying he does not want his children to end up like him as he is uneducated. Here we see the negotiation of social rewards and costs to maximise profit. Social rewards motivate people to interact with one another (Blau, 1986). When individuals feel they are socially rewarded, their social acceptance, approval, and respect increase. In this current case, the schooling system may not be socially accepting of these parents, but parents maximise their gains by overlooking the mistreatment. These parents believe that ensuring that their children have a better future through education may offer them acceptance by the system. It can be argued that the desire to see their children

succeed in their studies motivated these parents to persist in forging a working relationship with the school staff. The problem of the language barrier also highlights systemic discrimination in these schools. South Africa's schooling system has a history of racial segregation and exclusion. Before 1994, the South African schooling system was divided into three categories: private, semi-private, and public schools. The language was the exclusionary method as all students enrolled in these schools were compelled to use the "same language medium of the school itself, usually English or Afrikaans" (Mackenzie, 1993:295). According to Mackenzie (1993), these tactics were weaponised to discourage black learners from enrolling in these schools. Since 1994, many of these schools have experienced a rise in black learners. Given that the learner and parent population in these schools is no longer predominantly English or Afrikaans speakers, why have they not adjusted their language policies to cater for their clientele? Could it be that these schools are still clinging to the elitism that was perpetuated by charging fees unattainable for many black families at the time?

This directly relates to the frustrations expressed by some parents in the qualitative inquiry regarding the bureaucracy, legal requirements, protocols and accountability. Some parents believe that schools are now focused on making money rather than fulfilling their true purpose. These parents voiced their frustration against the bureaucratic processes, pointing to them as a hindrance to parental involvement in these schools. In this case, the language policy in these schools acts as a barrier to collaborative efforts with parents in both the academic and management of learner substance abuse. The school's failure to address this language barrier problem has led to scapegoating and labelling parents in a negative light by school staff. During the Covid-19 shutdown, many parents lost their jobs. These parents became avoidant of school contact out of fear of being confronted about outstanding school fees. A failure to update contact information when parents changed jobs was also associated with resistance and uncooperative behaviour. In some schools, however, some teachers felt that the social distancing restrictions created by the Covid-19 shutdown improved communication with parents. The use of messaging platforms such as WhatsApp helped to enforce accountability from both teachers and parents. Moreover, teachers who had a good working relationship with parents believed it was strengthened during this period. Implementing remote involvement strategies during this period can be said to have provided flexible options for participation for parents who are unable or unwilling to visit the school (Campbell, 2011). This is something that should be explored further in our schools. It would be interesting to see after Covid-19 how parents respond to using remote strategies to maximise their involvement in schools. The systematic inquiry identified more on the hindrance posed by bureaucratic processes and

frustrations regarding parents' dissatisfaction with meeting notices. The parents feel that a two-day notice is unreasonable. This raises the question of why these concerns are not brought forward with the relevant schools. Considering that some parents must request time off from work, it can be assumed that these short notices affect parents' ability to attend meetings. In the qualitative inquiry, teachers pointed out that many parents fear losing their jobs given the current economic climate and the devastating numbers of unemployment in some communities. It can be argued that issuing short notices for these meetings is counterproductive to the school's collaborative efforts. It has been confirmed that some parents do not show up for these meetings, which indicates that when parents are pushed to choose between the schools and their livelihood, they will go for their livelihood. Until schools understand this, they are just fighting a losing battle.

When the researcher analysed the experiences and views of the teachers and the school principals. In the qualitative inquiry, it appeared that communication between school staff and the use of WhatsApp chat groups was effective during the Covid-19 period. The teachers said they feel supported by their colleagues when navigating this challenging responsibility of managing learner substance abuse in schools. So much so that many teachers felt that the group chat spaces provided emotional and academic support to such an extent they resembled a family atmosphere. Similar experiences were noted in the review inquiry, where teachers felt that meetings allowed for the sharing of ideas, emotions, and challenges related to pedagogical responsibilities. Moreover, they believed that these meeting spaces fostered professional development. The data in this study shows that reciprocal social exchange has substantial positive social effects. Social ties and trust are reinforced when social exchange receives the same response. According to Blau (1986), this demonstrates social acceptance, approval, and respect. The researcher also found, when examining the opinions and experiences of parents, teachers, and school principals regarding their working relationship, that the responses of school staff regarding their relationship with parents varied. For instance, in the qualitative inquiry, the views were mixed. Both teachers and school principals feel that they have a strong working relationship with parents who are actively involved in the school. Teachers who have a strong relationship with parents believed they played a role in those relationships by reaching out to parents and keeping the parents informed about their children's school activities. So, by the time they had to work with these parents in managing learner substance abuse problems in their schools, it was easy because a solid relationship had already been established.

On the other hand, many school principals and teachers in both inquiries feel that parental involvement is still a problem. In the systematic inquiry, poor parental involvement was

characterised by a lack of interest in assisting the schools with homework and other schooling matters, children's wellbeing, and disciplinary issues. The teachers feel they are putting in the effort to get parents involved by initiating the communication, but these efforts are not reciprocated. When it comes to the management of learner substance abuse, there is a concern about parental involvement. The teachers feel that many parents think whatever is happening in schools is the school's problem. There seems to be a lack of understanding that there needs to be a synergy and continuity of whatever is done at school, at home and vice versa. Given the historical exclusion experienced by parents from previously disadvantaged race groups, specifically African and coloured people, Matshe (2014) argues that these parents cannot be blamed for their perceived inadequacy. In the past, these parents "had limited rights and were unable to challenge or criticise the system and its services" (Matshe, 2014:96). As a result, some parents abandoned their responsibilities, believing that it was the school staff's duty rather than their own. A study by Munje and Mncube (2018) also reports on the same issue. Their findings show that many parents send their children to school to "free themselves from the burden and responsibility of having the children at home...and some fail to grasp the purpose of schooling" (Munje & Mncube, 2018:88).

What could be exacerbating this problem is a lack of processes or policies to facilitate the involvement of parents in schools. Parents in the systematic review expressed frustration over the lack of formal policies or processes to facilitate this process at the school level. If there are no measures in place, it is unrealistic to expect parents to navigate a system from which they were once alienated now that they are liberated (Matshe, 2014). In the absence of these policies, the parents have expressed confusion and the researcher captured tension between parents and teachers due to opposing expectations. It is clear from these narratives that without clear guidelines, parents and teachers operate with opposing expectations. Cases of parents having unrealistic expectations and demands of what schools can provide have also been documented (Bang, 2018). When parents come with these expectations and demands to the school staff, it can be overwhelming and off-putting for teachers. It becomes a point of contention where tensions between teachers and parents are expected to erupt. Unfortunately, when engaging with parents, teachers operate from this tainted lens, which often labels parents based on their frustrations. To take a case in point, teachers in the qualitative inquiry expressed helplessness and frustration. These feelings stem from beliefs that parents were not reciprocating their efforts. Teachers have formed these beliefs based on past interactions with these parents. Their frustrations are somewhat valid because they are frustrated that their expectations are unmet. But if we consider where parents are operating from, which is not

having the knowledge and skills to navigate the education system, we can agree that both sides are operating from a place of feeling let down. When people feel let down, it is challenging to allow themselves be vulnerable. It can be argued that operating from this negative place is unhealthy for collaboration and collective trust.

When we start peeling off these complex layers, we see that the feelings come from being let down. To give you an idea, beliefs are crucial in building collective trust. According to Forsyth, Adams and Hoy (2011), beliefs within a group are expressed through repeated social exchange and socialisation. The authors explain that when a group comes together, it is expected that stories, experiences, and opinions will be shared regarding the behaviour of another group. Over time, these stories and opinions can be "shared cognitively through representations in the minds of individuals" (Forsyth, Adams & Hoy, 2011:30). These socially constructed shared beliefs indicate whether the group is ready to be vulnerable with another group or individuals. Vulnerability is another key aspect of trust. Gaining trust means being willing to make oneself vulnerable to others, and believing that they have no ill intentions or feelings that could harm them (Forsyth, Adams & Hoy, 2011). To bring this back to the case in point, it can be argued that teachers will share experiences about encounters with parents. Through repeated socialisation with colleagues during lunchtime in the staff room, these shared beliefs carried through stories and opinions begin to influence other teachers. Therefore, when dealing with parents whose behaviour has already been scrutinised and painted in a negative light, it can be argued that the teacher will not be operating from a place of empathy but from judgment and frustration. They will be closed off because they do not want to be vulnerable. Past disappointments will have taught them not to trust parents because they have been let down before.

As stated earlier, teachers have reported some resentment because parents have not been doing their part, so much so that the lack of support from parents leaves teachers susceptible to burnout. Half of the teachers in the qualitative inquiry reported feeling burned out, overwhelmed, and stretched. They are expected to take on a pastoral role in the learner substance abuse management. This role is emotionally taxing for teachers because they are also expected to balance it with other teaching obligations. The downsizing of staff in some schools due to the impact of Covid-19 has further intensified the pressure on teachers. Although emotional support services are available through the Department, teachers have confirmed they do not have time to utilise them. The teachers feel let down by the Department and the government because they feel they are left to fend for themselves. To give an idea, half of the school staff who participated in the qualitative inquiry expressed feeling abandoned,

unsupported, and underappreciated by the government. Part of the neglect can be attributed to the government's failure to appoint the right people in leadership positions to oversee what is happening in schools and facilitate learner substance abuse management. They feel that having people with no expertise, skills, or experience in the teaching field contributes to the neglect and lack of support for teachers. They think the individuals appointed in these leadership positions in the Department do not have the empathetic understanding required to manage this field of specialisation. Parents in the qualitative inquiry shared similar sentiments about the government and the Departments' lack of involvement. The parents feel disappointed by the government's lack of visibility at the school level. They believe that government officials only visit schools during voting season, which makes them feel used. Officials only show up when they need the parents' votes and then disappear and forget about them. They think that the government is not doing enough to engage with them. Both teachers and parents have expressed little faith in the government and the Department to look out for their interests. The government and the Department have proven to be unreliable, which undermines the school's efforts in managing learner substance abuse.

Reliability is a key feature of trust. It speaks to the extent to which one is willing to place confidence in the other person's actions and goodwill (Forsyth, Adams & Hoy, 2011). When dealing with unreliable individuals or groups, there is a concern that one will be disappointed, leading to a decrease in trust. The setup of the schooling system also complicates the formation of collective trust due to the interdependency among various stakeholders. According to Forsyth, Adams and Hoy (2011), public schools have highly interdependent roles, making collective trust even more complex and unpredictable. For example, a teacher who exhibits unpredictable behaviour becomes a source of vulnerability for parents, as the teacher is responsible for their children's development. Similarly, teachers depend on parents to fulfil their role, and when parents fail to do so, the teachers' support is hindered. The lack of predictability from the government and the Department hampers the efforts of parents and teachers in managing learner substance abuse in these schools. One of the core functions of the government and the Department is policy formulation and implementation. The teachers believe that the collaboration policy between schools and families/parents is failing because the government and the Department have not provided sufficient resources at the school level to facilitate the process. One school principal indicated that schools do not have proper regulatory guidelines on how to handle learner substance abuse cases. This means that school principals and teachers are making things up as they go along. Based on this admission, it is

reasonable to say that the teachers' frustration with parents conceals a deeper disappointment they feel towards the government and the Department.

As mentioned earlier, schools are complex systems due to the interdependency of various stakeholders' roles. Adding to this complexity is the hierarchical nature of the school system. At the macro level, the government and the Department dictate the operations and decision-making; at the ground level, the school principal holds authority over the teachers and the administration staff (Leis & Rimm-Kaufman, 2015). The extent of power and decision-making influence differs between public and private or independent schools (Weinstein, Raczynski & Peña, 2020). Public schools, for example, are fully governed and subsidised by the government, granting the government and the Department complete control over their governance and professional management (South African Schools Act, No. 84 of 1996). On the other hand, private or independent schools do not rely on government subsidies, limiting the government and the Department's control and influence (South African Schools Act, No. 84 of 1996). Power is an inherent aspect of organisational relationships – when used fairly, it can lead to obedience or tolerance. Blau (1986) believes that a collective buy-in from subordinate members in the organisation legitimises the leader's authority. On the other hand, an oppressive exercise of power can provoke resistance against the oppressive leader. Regrettably, the school system is set up differently. Whether or not the school staff supports the government and the Department, their power remains legitimate. Though the term 'oppressive' may seem harsh, the lack of support described by teachers could be seen as a form of oppression towards the school staff.

Moreover, the teachers in this study have confirmed feeling helpless, which could be argued to demonstrate some level of passive resistance against the government and the Department. Since they cannot vent these feelings directly to the government and the Department, the parents become an easy target for the blame. Meanwhile, parents are as hopeless and ill-equipped as they are because of the government and the Department's lack of support through policies at the school level. The power dynamics can also be observed in the teacher-school principal working relationships. Many teachers think they have a good working relationship with their school principals. However, some teachers in the systematic review investigation expressed feeling unheard, underappreciated, and undervalued by their school principals. There were reports of school principals being condescending and not welcoming critical input or feedback from teachers. Nelson et al. (2019) acknowledge that power dynamics exist within the school principal-teacher relationship – where teachers are seen as subordinates and the school principals as superiors. Even so, he believes that a school principal should make

teachers feel valued as this helps to cultivate a positive relationship (Nelson et al., 2019). Moreover, the researcher also captured grievances over favouritism as some teachers felt that their school principal favoured teachers who suck up to them. When it comes to managing learner substance abuse, issues of favouritism were also captured. A school principal expressed a dilemma in balancing support and justice. To support struggling teachers, the school principal may provide them with additional support. Teachers who are not receiving this additional support felt left out. The school principal feels that sometimes this is misinterpreted as favouritism. Favouritism has been shown to decrease motivation (Erdem, Aytaç & Gönül, 2020). Teachers who experience favouritism may also develop a cynical attitude towards the school, which is counterproductive to fulfilling their duties (Erdem, Aytaç & Gönül, 2020). It could be argued that in both cases the consequences are not favourable for collaboration. When it comes to managing learner substance abuse, feeling alienated, demoralised, and dissatisfied with their job may negatively impact teachers' dedication in their pastoral role.

A few parents also brought up the subject of favouritism in the qualitative investigation. These parents feel that favouritism is part of the school culture. It is a widespread problem, especially in primary schools. The parents think that the setup in primary schools facilitates favouritism because of the regular contact with the teachers. It is based on racial and religious backgrounds, prestige, or if the parents had attended the same school as the teachers. These relationships are transactional; the favoured parents bribe the teachers to advance their children to the next grades. Here we see these parents using their social prestige to bargain the social rewards for their children. According to Blau (1986), social rewards can be intrinsic – meaning we may find them enjoyable or satisfying – or extrinsic – such as engaging with others to advance oneself and not because one cares about the relationship. In the current study, it can be argued that the rewards are extrinsic because of the transactional nature of the relationship. These parents give teachers bribes to advance their children to the next grades. The downside of this activity is that parents from poor families who cannot afford to pay these bribes are excluded. In the relational exchange with schools, parents are clients and should therefore all receive the same treatment. The teachers who engage in these unethical activities compromise their integrity and character. Dishonest individuals cannot be trusted. Forsyth, Adams and Hoy (2011) argue that honesty is synonymous with trust, therefore, when teachers demonstrate dishonest behaviour, this behaviour reflects more about their character and integrity. They state that people with high integrity demonstrate a positive correspondence between what they say and what they do. Whether this affects the parents' working relationship with these teachers in managing learner substance abuse remains debatable.

For instance, if the social rewards and profit outweigh the costs, then there is a strong possibility that collaboration can happen. If parents whose social capital is not valued by the teachers choose to go against the teachers, this might compromise them even further. As mentioned earlier, this is deeply ingrained in the system. To advance their children, they have opted to turn a blind eye. Here we see the power dynamic at play. The teachers have the upper hand because they have the power to decide whether a learner advances to the next level. This leaves parents in an inferior position even with their client status. The researcher covered the topic of integrity in the systematic review investigation. Parents tend to hold teachers who instil good values in learners with high standards. This demonstrates confidence in these teachers, and it also garners respect. Conversely, teachers who are abusive towards learners are viewed as poor role models and are met with scepticism by parents. The researcher concludes that parents' collective trust in teachers declines when they perceive them to have low integrity. When observing experiences and perceptions of teachers working relationships, both inquiries revealed a positive and respectful collaborative dynamic between teachers. In the qualitative investigation, teachers said they have a respectful and good working relationship with one another. That being said, it appears that managing learner substance abuse comes with its challenges and sometimes teachers have disagreements. By emphasising the shared objectives and showing willingness to compromise, the teachers find ways to overcome these challenges. Furthermore, there seems to be an unspoken understanding of the importance of collective interests and team effort. This seems to take precedence over individual interests. This highlights the positive impact of shared beliefs among teachers. Beliefs about teacher identity are shaped within a context where these beliefs are shared and cultivated.

According to Forsyth, Adams and Hoy (2011), three contexts facilitate the formation of collective trust within institutions. The first context is the external context – it fosters shared experiences and contextual emotions experienced by many members within the institution. This also considers the unique assumptions, expectations, and coping mechanisms everyone brings to the group. The second context is the internal context – it refers to the conditions within an organisation or institution which may affect the group's capacity to trust another group or individual, such as the structure of the organisation, its leadership, the systems used to evaluate employees, the organisation's history, facilities, and clarity on goals. The last context is the task context – it refers to the skills, competencies, and technologies needed to bring about the desired change within an organisation. Bringing it back to the findings, it can be argued that the external context through shared experiences among teachers helps to strengthen their trust in each other. Furthermore, the willingness to prioritise collective interests over personal

interests can be argued to facilitate collective trust among teachers. The internal context – having goal clarity and shared objectives helps to facilitate collective trust among teachers (Forsyth, Adams & Hoy, 2011). In the systematic review, withholding important information was found to hinder teacher collaboration. The teachers felt it made them look incompetent and disorganised in doing their jobs. According to Forsyth, Adams and Hoy (2011), openness speaks to the actions and transparency on how important and applicable information is distributed. Openness helps to build trust between a trustor and trustee; withholding information and being secretive, on the other hand, leads to suspicion and distrust. The withholding of important information also affects the task context because the teachers say not having the right information makes them look incompetent and disorganised. Competence, skills, and technologies are important in facilitating trust. Forsyth, Adams and Hoy (2011) believe having the right competencies, skills, or technologies to carry out a task increases reliability, which also increases trust. Once again, it also highlights the interdependence of the role functions in schools which requires teachers to place their confidence in their colleagues. Interdependency relies on reliability and helps to make goals clear, thereby minimising uncertainty among group members (Forsyth, Adams & Hoy, 2011).

Parents expressed mixed feelings when asked about their working experiences and views on working with schools, with many reporting feeling welcomed and respected as equal decision-makers in their children's schools in both investigations. However, in the systematic review, some parents complained about difficulties scheduling meetings with school principals and teachers. These parents claimed that they were made to wait for extended periods, sometimes hours or even weeks, to have their concerns addressed. Conversely, teachers and school principals held the opposite view, believing they were open and accessible to parents. Bang (2018) argues that parents sometimes expect teachers to provide comprehensive feedback on their children's behaviour throughout the day or in class. As mentioned earlier, such demands may sometimes be challenging for the school to manage and can potentially impact collaborative efforts. Another issue raised was parents who did not follow school procedures. From the school's perspective, parents complaining about the waiting periods might be less empathetic to the school staff. They are probably concerned about the workload and other activities that must be done before the end of the day. This could easily have been avoided if parents had been properly informed about the turnaround time to the school principal and teacher appointments.

Another topic that came up was about the location of the schools. Both parents and school staff raised concerns about the accessibility of the schools since many are commuter schools

located outside of communities. Parents and school staff in the qualitative investigation think the commuting distance to these schools might be hindering parents from being involved in efforts to manage learner substance abuse in these schools. However, some school principals do not think the problem is the geographical hindrances. They believe it is a matter of parental openness and willingness to work with the schools. These school principals feel that every parent has a choice to take their parenting role seriously; many parents do not voluntarily do so. Some parents in the qualitative investigation concurred with these allegations. They feel that some parents have chosen to be disengaged. Where they differ is the issue of work obligations and commuting to the schools using public transport. They believe many parents find commuting challenging after a long day at work. Teachers also empathise with these parents, understanding that work obligations and difficulty finding work can hinder their commitment to working with schools. The puzzling part to understand is, if these parents are struggling financially, why are they enrolling their children in fee-paying schools?

There are many reasons parents choose these schools but the obvious is linked to their ranking. Quintile 5 schools are believed to be better resourced than schools in the townships, which are ranked quintile 1 (Sayed & Motala, 2012). This connects to the romanticism once previously attached to them as elite schools during the apartheid era (Mackenzie, 1993). That being said, the teachers think that some parents use work obligations or lack of work as excuses to neglect their responsibilities. They argue that many parents in similar circumstances commit to work with schools. Staff have tried to assist these struggling parents through fee exemptions. Regrettably, many parents decline these services due to embarrassment or to conceal their financial capabilities. Some parents in dire economic circumstances seem to project a perceived stigma. According to Stringer and Baker (2018), parents experiencing perceived stigma struggle with shame, embarrassment, and fear of rejection and discrimination. While many of these parents may exhibit perceived stigma, it can also be argued that they experience enacted stigma due to their low-income status. Enacted stigma, described by Stringer and Baker (2018), refers to the visible rejection and prejudice experienced by parents. Schools often label parents from low-income households, unemployed parents, single parents, and illiterate parents as hard-to-reach, hard-to-engage, or non-responsive (Campbell, 2011). These labels suggest that school staff hold shared beliefs about these groups of parents as problematic. Although it is impossible to know for certain, the researcher assumes that parents rejecting financial assistance may fear being judged as failing in their parenting. This unwillingness to accept help from schools shows a diminished collective trust and appears to impact the working relationship between these parents and school staff.

6.3.2 Perceptions of trust and the management of learner substance abuse in schools

The roles and responsibilities of parents, teachers, and school principals in managing learner substance abuse in schools vary. For instance, teachers are responsible for detecting learners suspected of being under the influence of substances and providing educational components aimed at learners. School principals, on the other hand, are more involved in the disciplinary process. They detect suspicious mannerisms and behaviour from learners, test them, facilitate mediation with parents regarding learner behaviour, and facilitate hearings. The specific methods for carrying out these roles and responsibilities may differ from school to school. At the school level, the processes are well-organised, and everyone appears to know their roles and responsibilities, supporting each other in the best way possible. The Department of Basic Education only becomes involved when a child is to be suspended from school. However, the Department's lack of involvement in public schools has frustrated the school staff in public schools. The school principals emphasised the rigidity and senselessness of policies and bureaucratic processes in public schools. Independent schools, on the other hand, seem to enjoy more freedom in how they handle substance abuse cases and create policies on managing this problem. The principals in public schools have little to no power to amend policies or expel learners caught using substances. The Department's influence in these two school categories lies in government funding allocation. Independent or private schools, being privately governed and not relying on government subsidies, have less government control (South African Schools Act, No. 84 of 1996).

The legislation only makes provisions for the setting up of schools, registration, and withdrawal of independent schools with the Department of Education, as well as conditions for granting subsidies and members of the Executive Council (South African Schools Act, No. 84 of 1996). Public schools, on the other hand, are governed and subsidised by the government. This means that the government has full control over matters such as learner admissions policy, language policy in public schools, suspension and expulsion of learners, governance and professional management of public schools, functions of the governing bodies, and closure of public schools (South African Schools Act, No. 84 of 1996). In the study, frustrations were expressed regarding policies that do not align with the expectations of public schools at the ground level. Some school principals say they are expected to protect the learners, but the Department is not providing them with the necessary resources to fulfil this responsibility. There is a perception that the Department prioritises the rights of these learners over the wellbeing of school staff and other learners who are impacted by substance abuse taking place

within these schools. The Department appears to prioritise parents and learners over the school staff because of their clientele status (Weinstein, Raczynski & Peña, 2020). School principals also expressed resentment and feeling undervalued and unappreciated. According to Weinstein, Raczynski and Peña (2020), this can make the school staff feel insecure and unprotected. The Department being in the leadership position is supposed to create conditions that make school staff feel cared for and supported in their work. In the study, the school staff feel that the Department only scrutinises their actions and provides no support. To worsen matters, some parents who are unhappy with the outcome will use their client status to challenge it. Some have even escalated their cases to the Department. Once a case reaches the Department, school principals lose all power to influence the decision-making and outcome. These cases at the Departmental level can take a long time to resolve, leading teachers to assume that the school principals are not doing their job.

As a result, teachers lose faith in the school principal and question their ability to handle these cases. This highlights the volatility of power relations — school principals have power over teachers at the school level. However, power can easily be undermined by parents who escalate the case to the Department because of their client status. It also shows how easily one's position in a situation can alter one's power. This is something that Forsyth, Adams and Hoy (2011) overlook in their analysis of collective trust in schools. The relationship between school principals and the Department is that of an employer-employee, therefore it is based on respect. Unlike trust, respect does not require ongoing social interaction to develop, but rather reflects a positive status, reputation, or standing within a group (Nelson et al., 2019). It can be argued that the school principal's employee status automatically puts them at a disadvantage compared to learners and parents who enjoy client status. The researcher concludes that this is a source of the feelings of letdown. From the analysis, the researcher can conclude that trust has been compromised. However, due to the complexity of the school system, the decline in trust does not automatically mean collaboration is broken. The quality of it may be compromised, but these different stakeholders must continue working together because of the overall goal orientation – wellbeing and academic output of learners in these schools.

When looking at the role of parents, their interaction with the school principal only happens after the child has 'offended'. When the parents were asked about their understanding of their roles and responsibilities in the management of learner substance abuse in their schools, all the parents in the study gave ambiguous responses. This ambiguity is exacerbated by a lack of conversation to facilitate the working relationship between parents and schools in managing the learner substance abuse problem in their schools. Many parents say that only parents of

learners who are 'offenders' are involved in such discussions. Moreover, the educational efforts only target learners, leaving parents to their own devices. There seems to be an expectation from the schools for parents to participate but schools are not communicating what parents are expected to do. As mentioned earlier, there are no clear guidelines or policies at the school level to facilitate this parental involvement in schools. The Policy Framework for the Management of Drug Abuse by Learners in Schools and in Public Further Education and Training Institutions makes provision for what schools should do when dealing with parents. The policy framework places a strong emphasis on educational sessions and the distribution of information about the use, misuse, and abuse of substances to parents (Department of Education, 2002). The policy also encourages schools to make their school policies on drug management available to parents (Department of Education, 2002). The policy acknowledges parents' involvement is important for the compliance of learners in the recovery programmes (Department of Education, 2002). The policy does not, however, specify how parents are expected to be involved and what roles and responsibilities they are expected to take on.

It appears that parents are expected to assist schools in fighting this growing problem, but these parents are not being told how they can do this. Moreover, schools are not transparent about this issue because they do not want to bring a negative image to their schools, which goes back to the argument that schools are operating more like businesses. Another issue here is that all efforts aimed at addressing learner substance abuse are targeted only at learners, leaving the most crucial role players out of the conversations and interventions. Makgopa and Mokhele (2013) argue that parents and the school staff have the same goal — ensuring the child's performance is high. Achieving this goal requires both parents and the school staff to work together. This means continuous communication between the parties involved needs to be maintained (Makgopa & Mokhele, 2013). While this seems to be happening when it comes to the learning areas, when it comes to substance abuse, schools are not being transparent and open to parents about this problem. Transparency is crucial for the development of trust: it speaks to the sharing of important information (Forsyth, Adams & Hoy, 2011). Transparency does play an important role in the development of trust, however, the researcher is not convinced that trust is an issue here. There are two possible factors. If indeed trust is at play, then the school does not trust parents will remain loyal once they know the extent of the learner substance abuse problem in their schools. Or, this is about money and image. Regardless of the reasons, roles and responsibilities for parental involvement in this remain undefined. Until these are clearly defined, parental involvement in this area will remain ambiguous.

Another significant theme that emerged in the narratives was perceived support. This support can take various forms, including social support and emotional support. Social support among teachers in the systematic review investigation is demonstrated through sharing knowledge, skills, and expertise in their respective subjects with their colleagues. There is a sense of loyalty among the teachers. This loyalty comes from understanding the importance of working together in fulfilling pedagogical responsibilities. Even with this sense of loyalty in collectiveness, some teachers prefer seeking support from colleagues they already know because this gives them a sense of security. Leaning towards the familiar leads to a formation of small groups within a larger system. The formation of these groups does not seem to disturb the overall equilibrium of the larger system in schools. When a team effort is required, everyone buys into the collectiveness to achieve a desired outcome. Forsyth, Adams and Hoy (2011) argue that schools, like many other organisations, are made up of role or functional groups. These groups need other groups or individuals for their success. They believe that shared beliefs help to facilitate collective trust. It can be argued that collective trust helps to maintain equilibrium in these schools even when small groups exist within the larger system. Collective trust facilitates goal achievement in these schools. However, there was one case of a life orientation (LO) teacher who felt unsupported by mainstream teachers. The teacher felt overlooked and invisible, especially when her colleagues would discuss cases that required her expertise without informing her. Given the hierarchical nature of the school structure, it could be argued that the mainstream teachers feel superior to the LO teachers, which power imbalance could impact collaboration and learners, who are supposed to benefit from these efforts.

In the qualitative inquiry, collective trust between teachers when managing learner substance abuse is fostered and manifests in openness and respect for individual unique attributes and personalities. What the researcher found interesting about the relationship dynamics is that teachers do not always see eye-to-eye. But seeing themselves as a team and a family helps them to put their differences aside and focus on what must be done, in this case meeting the needs of learners. This study demonstrates that collaboration among teachers continues to occur, even when there are feelings of disappointment. This cooperation can be attributed to the shared goal that teachers strive for and the interdependency of their role functions. Similarly to the systematic review findings, collective trust could be argued to be at play here. The teachers mention putting their differences aside to achieve a common goal. Again, this illustrates a deeper comprehension of the interdependency of their roles in the school generally, as evidenced by the act of putting individual differences aside for the sake of

a group goal. Therefore, when it comes to managing learner substance abuse, the transition becomes easy. However, in some cases, certain school principals exploit this collective mindset to exert power and authority over teachers. While this collective trust can promote teamwork, another teacher felt that the school principal exploits it to extend his control. The teacher thinks the school principal does not want to share the power with the teachers and he does not trust them to do their jobs. Hallam et al. (2015) argue that some school principals struggle with sharing power. Their study shows that teachers with the freedom to make decisions are more inclined to get the job done when they feel that their school principal trusts them to do their job. This school principal-teacher trust has been found to promote job satisfaction, self-efficacy, and collaboration in the teachers (Hallam et al., 2015).

The results of the systematic review support this. The teachers reported that their school principal allows them to exercise autonomy and make decisions. The teachers believe that this fosters a positive working relationship among teachers. In contrast, the frustrations expressed by one teacher in the qualitative investigation show that the working relationship is somewhat strained in their school. It could be argued that collaboration efforts to manage learner substance abuse in this school are also negatively impacted. Moreover, teachers who are forced to remain behind to assist slacking colleagues in their work may become resentful. This resentment could be argued to lower the collective trust among the teaching staff. Another important finding is that some teachers are actively opposing the team's goals or vision, which can disrupt the collective identity of the teachers. These individuals create division and conflict within the team, making other members fearful and hesitant to be open and vulnerable around them. This also makes other teachers reluctant to collaborate with them due to a lack of trust. However, due to the interdependency of their roles, avoiding them is not possible. It could be argued that these teachers are bargaining to maximise their social benefits and rewards. Blau (1986) argues that in social interactions, people are often uncertain about the intentions of others. He believes that not knowing makes people try to minimise any costs they may incur by maximising the benefits of their actions. To achieve this, they must take risks. Risk-taking is inherent in social interaction (Forsyth, Adams & Hoy, 2011; Blau, 1986). Given the interdependency of roles among teachers, this could go either way. The teachers could make themselves vulnerable and take risks, hoping that the individual will fulfil their part of the bargain, or decide to exclude the colleague from the efforts altogether. This caution also exposes the benevolence of these teachers. Benevolence is another important aspect of trust. It involves having confidence or goodwill in others and not taking advantage of their vulnerability (Forsyth, Adams & Hoy, 2011).

When individuals fail to fulfil their responsibilities, it hampers the interdependent nature of role functions, which is connected to goal fulfilment (Forsyth, Adams & Hoy, 2011). Given this is just one individual, it could be argued that efforts to manage learner substance abuse in this school might not be impacted. Unless this individual's role function is central to the school's effort to address the learner substance abuse problem in their school. When examining the experiences and perceptions of emotional support between school principals and teachers, the researcher found that managing learner substance abuse is an emotionally taxing responsibility for all parties involved. The school principals as the head of the schools take a mediating role. This can be done through formal or informal channels. The formal route includes visiting the school principal's office. This route is usually used by teachers who are cautious of opening up about their problems because they fear they will be judged on the open platform. The informal route includes seeking assistance through the WhatsApp group chat. Some teachers choose not to come forward at all. Unfortunately, these teachers can fall into the cracks unless another colleague notices they need help. The school principals said they can only help if the teachers are open and make themselves vulnerable with them or their colleagues. Forsyth, Adams and Hoy (2011), argue that people open up about personal problems to someone they feel confident will not exploit what they share. A study found that the school principal's openness demonstrates that they can be trusted by the teachers (Forsyth, Adams & Hoy, 2011). Bringing it back to the current study, it is unclear why these teachers choose not to come forward. Whether this is a case of not trusting people altogether, or previous experiences have taught them to be cautious, we will never know. But it can be argued that the school principals are creating ways to be accessible to their staff and that demonstrates openness. An interesting finding in the systematic review investigation shows that school principals who are emotionally and physically unavailable to teachers and the rest of the school community create fear and uncertainty. The teachers said that the lack of involvement of a school principal affects the functioning of the school because no one is there to enforce the rules.

Moreover, the staff becomes divided, leading to weakened working relationships. It is clear from this case that the school principal isolates himself from his staff. This could be judged as poor leadership, which speaks to the school principal's competency. Good leaders foster a sense of community within the school and assist in promoting a positive school climate, culture, and teacher efficacy (Noland, 2024). In this case, the school principal abandoned his staff and school. It could be argued that trust too is weakened because the school principal has proven unreliable to his staff. Moreover, this makes the staff question his competency. Forsyth,

Adams and Hoy (2011) posit that any organisation or institution depends on competencies, skills, and technologies to reach desired goals or outcomes — and schools are no different. They argue that competencies, skills, and technologies help to predict success within the organisation or institution. As shown in the narrative, this school is in a complete state of collapse because the leader is not doing their job. Working relationships are weakened because the leader is unavailable to enforce order and discipline. When considering parental support for schools. In the systematic review investigation, the researcher found that parents show their support to the school through volunteer work, doing maintenance work, making financial donations, and participating in school activities. However, it remains a significant challenge for schools to engage all parents due to their work obligations. Working parents are the most difficult parents to reach due to work obligations. According to Campbell (2011), these parents withdraw from attending school events or activities, which makes working with them challenging.

Moreover, there are also noticeable gender disparities, with mothers generally providing more support than fathers. In terms of the support parents receive from schools and staff, the systematic review investigation showed that parents confirmed receiving support from the school in the form of material, social, and emotional support. Contrary to the experiences captured in the systematic investigation, many school principals interviewed in the qualitative investigation feel that parents are often hesitant to seek assistance from the school regarding substance abuse issues with their children. Those willing to work with the school staff take it upon themselves to discuss their concerns and provide any information that may help address the concerning behaviour of their child. The school principals express their willingness to offer support and provide necessary resources and interventions for the learners. However, only a few parents come forward, as many prefer to wait until their child is caught, which makes it difficult to get a confession. This reluctance to come forward is often due to embarrassment and concealing larger problems such as domestic violence at home. When dealing with these parents, school staff must demonstrate sensitivity and empathy to help them feel comfortable. Once parents realise that the school staff are not judgmental or against them, they are more likely to open up, initiating a process to improve the conditions for the learner. Parents whose children are using substances often experience a great deal of guilt. This guilt can be debilitating and make it difficult for them to seek help. The societal stigma, whether enacted or perceived, tends to cause parents to internalise these feelings as failure on their end as parents (Stringer & Baker, 2018). Stringer and Baker (2018) argue that these parents may interpret this

stigma as outright rejection or prejudice. They may also feel shame, embarrassment, and fear of further rejection and discrimination.

Unfortunately, many parents in these situations see stigma as inevitable. Parents of learners who are caught using substances internalise judgment thinking it will be seen as poor parenting. Therefore, adding a layer of domestic violence may heighten the shame and embarrassment, causing hesitance to open up and make themselves vulnerable to the school. The parents' hesitancy reveals a lack of benevolence towards the school staff. Since benevolence is compromised, trust is also compromised (Forsyth, Adams & Hoy, 2011). This lack of trust is caused by fear. The researcher found that many parents are afraid to come forward out of fear that their child will be victimised or expelled from school. This exposes a level of vulnerability in the parents. Parents in the school dynamic are viewed as clients, whose status could be argued to place them at a bargaining advantage. However, this scenario exposes the vulnerability of their position, because the child could be expelled if caught using substances on school premises. This shows that the power dynamics within these relationships are not fixed. Positions change exposing these vulnerabilities in these groups (parents, teachers, and school principals). Whether this fear is based on first-hand experience or second-hand accounts remains unclear. If from second-hand accounts from other parents, this will support Forsyth, Adams and Hoy (2011) argument on shared beliefs as a facilitator of collective trust. They say that beliefs are shared through stories about the other group.

Suppose a parent shares their experience with another parent who shares this information with another parent. Over time this story makes the parent group view the school as unempathetic. Hence, when confronted, some will first deny because they do not know whether their children will be expelled or victimised. In this case, defensive behaviour and concealing the truth may be seen as maximising social rewards and minimising costs. By denying the problem, parents believe they protect their children from consequences and avoid judgment. When looking at support experiences from the parent's perspective, the researcher found that many parents in the qualitative investigation feel that the school staff is very open and receptive. As a result, they find it easier to be open and vulnerable to scrutiny and evaluation from parents. This allows them to express any concerns they have about their children. Parents believe that transparency and vulnerability should be expected not only from parents but also from schools. Again, this shows that transparency and openness are equally important for the formation of trust between parents and the school staff. Additionally, they help facilitate the working relationship and create better solutions for the school. Another parent believes that solutions to combating learner substance abuse in schools should start at a parent-parent level

before involving the schools. This parent feels that many parents have neglected their parental role, assuming that the school will take care of what they should be doing. As mentioned earlier, this issue has historical roots in past political influence, particularly among parents from previously disadvantaged racial groups. Matshe (2014) argues that the issue is more of a lack of skills than ignorance. Moreover, parents in South Africa face many challenges such as poverty, unemployment, and health problems (Roman, Makwakwa & Lacante, 2016). Therefore, schools must consider these factors before these parents are labelled negligent.

In both inquiries, parental involvement in schools appears to be hindered by parental competencies. In the systematic review inquiry, the biggest issues related to parenting and literacy skills. For example, parents who serve on the school governing body complain about their inability to engage with budgets and legal matters due to low literacy levels. These parents expressed eagerness to learn, but schools failed to provide training. One parent described feeling inferior and unworthy of being involved in the school governing body due to discrimination by the school staff against poor and illiterate parents. These experiences caused her to doubt her abilities. In the qualitative inquiry, teachers confirm a lack of parent-centred education about substance abuse in schools. This appears to be a general problem in the sampled schools. Evidence in the systematic review pointed out the same issue where parents are expected to be involved in these roles, yet the schools fail to provide them with the necessary knowledge and skills required to do the job. This lack of education in the management of learner substance abuse prevents parents from acquiring the knowledge and skills needed to identify early signs of substance use and abuse at home. This hinders collaborative efforts because, without the parents' vigilance in detecting certain behaviours associated with the use of substances, the school staff is left to carry the burden alone. The findings clearly show that parental involvement is crucial to the rehabilitation process of the learner. When parents are excluded from collaboration efforts, the effectiveness of rehabilitation and treatment is compromised and likely to fail. Although school staff believe they are doing everything within their power, this battle is too big for them to take on alone. Another issue that is raised here is the undermining of parents who are poor and illiterate. These parents demonstrate a willingness to work with schools but their social capital is not valued by the school system. As a result, one parent said it affected their self-efficacy.

Competencies are important, Forsyth, Adams and Hoy (2011) argue that, in the formation of trust, competence helps to determine reliability and predictability. That being said, this group of parents are unique because life conditions have led them to be poor and uneducated. They are giving what they have, which is their hearts, and that should be sufficient. How these

schools work with these parents is something they must figure out. Another issue raised was the lack of resources. The school staff think their efforts are hindered by a lack of resources to address the learner substance abuse problem in schools. In the qualitative inquiry, all school principals complained about a shortage or lack of resources. They feel let down by the Department of Basic Education for implementing unsustainable intervention strategies, such as drug testing. Many schools bear the financial burden of purchasing these test kits, which they cannot afford. The school principals believe that using these test kits is a waste of their limited resources, as testing the learners does not address the problem beyond providing proof to parents that a learner is under the influence of substances. Instead of dealing with the root cause, the school staff say that the Department of Basic Education does very little besides transferring learners with substance abuse issues from one school to another. They believe this approach only addresses the symptoms of the problem, not the root cause. This reveals a weakened confidence in the Department's ability to help manage this problem of learner substance abuse in schools. This weakened confidence shows a lack of collective trust (Forsyth, Adams & Hoy, 2011). This stems from previous experiences, which have left them feeling let down, therefore, the reliability levels in the Department are low.

The findings show that a lack of adequate resources is hindering efforts to address learner substance abuse in schools. This has led school principals in the study to feel that the Department is setting them up for failure. They feel helpless and disappointed because they believe the Department is not fulfilling its responsibilities. Another issue that could be exacerbating the problem of resources is the ranking of the schools. Quintile 5 schools are affluent fee-charging schools where government financial assistance is limited (Sayed & Motala, 2012). According to the National Norms and Standards for School Funding in 2019 the government allocated R134 per learner in quintile 5 schools compared to R807 for learners in quintile 1 schools (Sayed & Motala, 2012). This means there is a significant R673 gap in funding between quintile 1 and quintile 5 schools. The impact of this underfunding in quintile 5 schools was demonstrated by van Dyk and White (2019) in their study in a primary school in KwaZulu Natal. In 2018, the school received only R86,000 from government subsidies and R40,000 from school fees (van Dyk & White, 2019). The school fees revenue is lower than what the government is funding, which should indicate that the school is not collecting enough money from school fees. According to van Dyk and White (2019), the school was struggling to pay utility bills, such as water and electricity. This case demonstrates the flaws in the ranking system. The government uses various poverty indicators, including school size, age of the population, number of learners enrolled in ordinary public schools, distribution of capital

needs, size of the rural population in each province, and the size of the population dependent on social security grants (Sayed & Motala, 2012:675). The quintile 5 schools are ranked highly because their location is deemed affluent (Sayed & Motala, 2012). This ranking creates a false impression that these schools have better resources than those ranked lower (van Dyk & White, 2019).

Given that some schools are in affluent areas and are still struggling financially, van Dyk and White (2019) argue that the location of the school should not be a factor. They say that 80% of learners in these former Model C schools come from poor areas (van Dyk & White, 2019). The issues echoed in this study were confirmed in the qualitative investigation. These schools are not generating much income from school fees alone. So why does the government continue to apply this ranking system? The underfunding of these incorrectly ranked schools is causing numerous problems. In the current study, school principals report that they are expected to purchase their testing kits, placing an additional financial burden on already limited resources. This underfunding is hindering their efforts to address the learner substance abuse problem adequately. The school staff are doing all they can on their end, but these efforts are undermined by the Department's lack of support. Furthermore, the Department's failure to provide adequate resources to address substance abuse among learners can be seen as a lack of collaboration with the schools. The staff in these schools feel helpless, as they are left to deal with these problems on their own. The feelings expressed here indicate a weakened collective trust in the government and the Department. Resources are central to the schools' functioning; therefore, without them, they cannot achieve their goals (Forsyth, Adams & Hoy, 2011). This negatively affects trust in the Department and government because predictability in carrying out their functions in schools is hindered. Additionally, the Department and government's reliability is reduced because schools feel let down. What this also reveals is the vulnerability of the school principals. While in their schools they are in leadership positions, to the Department and government, due to the employer-employee dynamic their position is subordinate. This may explain the helplessness. The Department and government may be above everyone in the school system, but external pressure from the public threatens their positionality. This shows that power and positionality in schools are not fixed. Depending on the context, anyone can find themselves in a vulnerable position.

When asked to evaluate their effectiveness in managing learner substance abuse, school principals' confidence levels varied between public schools and independent schools. The principal of the independent school exuded confidence in their efforts, ranking them eight out of 10. He believes they are implementing the right policies and have high parental involvement.

In contrast, public school principals' scores varied from two to six out of 10. They feel they are doing everything they can by identifying learners suspected of substance use, informing parents, and connecting them with resources. They also acknowledge that more needs to be done and, with support from parents and the Department, resource provision and skills development will aid their efforts. This here shows how differently independent and public schools are coping with the management of learner substance abuse. As indicated earlier, independent schools have more leeway to do as they please, including expelling the learner if caught with substances. This appears to solve their problem because they do not have to deal with the learner disrupting and potentially influencing other learners. However, it still does not address the actual problem because the learner does not have the help they need. In public schools, on the other hand, due to the bureaucracy, school principals are not allowed to expel learners without following proper protocol from the Department. Moreover, the Department's lack of support seems to hinder their efforts. The ill-defined role and responsibility of parents in managing this problem due to a lack of policies to facilitate this process also undermines the efforts of the school staff in public schools. As a result, parental involvement remains an issue in these schools. Given all the evidence presented above, the researcher concludes that schools are not fit to manage learner substance abuse and they are failing dismally to mitigate it.

6.4 CHAPTER CONCLUSION

This chapter discussed the findings from the systematic literature review and the exploratory qualitative investigations. The goal was to sort, evaluate, and contrast data to identify patterns and commonalities. The researcher used the two theories discussed in chapter two and the literature to interrogate and justify the patterns noted in the data. The following chapter will provide a closing judgement of the findings, discuss the implications for social work practice, and make suggestions for improvement.

CHAPTER SEVEN
CONCLUSION, IMPLICATIONS FOR SOCIAL WORK PRACTICE AND RECOMMENDATIONS

7.1 CONCLUSION

This study aimed to investigate the role of trust in promoting collaboration in managing learner substance abuse in Cape Town schools, as perceived by parents, teachers, and school principals. The investigation employed two research methods: a systematic literature review and an exploratory qualitative design. The findings determine that trust is important for collaborative relationships between parents, teachers, and school principals. However, it is important to note that trust alone does not completely determine collaboration between parents, teachers, and school principals in schools. This can be attributed to the complexity of schools as systems, which involves interdependencies between different stakeholders. Factors such as power dynamics, individual positions, events, and contexts could undermine the formation of trust in schools. The type of school, whether independent or public, also adds to the complexity of schools as a system. For instance, public schools tend to be more complex than independent schools due to the involvement of multiple stakeholders in the decision-making process. These stakeholders include the government, the Department of Basic Education, school staff, learners and parents, and the communities in which the schools are located. The relationships among these stakeholders are impacted by power dynamics and are constantly changing base on the circumstances. The relationship between the government, the Department of Education, and schools mirrors that of an employer and employee, displaying a significant level of authority. Many school staff members have expressed feelings of helplessness and powerlessness. The Department and the government largely dictate what happens in these schools. In addressing the learner substance abuse problem, the Department exerts control through policies and intervention strategies aimed at tackling this issue in schools.

Testing learners who might be suspected of using drugs is one of the intervention strategies mentioned in the findings. The drug testing strategy was deemed ineffective in addressing the problem of learner substance abuse in schools because these test kits only provide evidence that the learner is under the influence, without addressing the root problem of their use. The Department does not provide these testing kits, which leaves the schools to carry the cost burden of the testing kits on their own. Four out of the five schools sampled for this investigation are schools ranked as quintile 5 schools, which receive limited government

subsidies because they are in affluent areas and are believed to be better resourced than schools in quintile 1. Many of these schools were previously reserved for white learners during the apartheid regime. The learner demography of these schools has experienced a drastic change since 1994, with a majority of the learner population now coming from poor communities. Many of these schools are barely generating enough revenue from school fees and are struggling to remain operational. The quintile 5 ranking creates a false perception that these schools are performing better than those in quintile 1, when in reality they may be facing similar struggles. This shows that using a geographical area as a poverty indicator is flawed because it overlooks the migration of the learner population into different areas. In this case, the learner population and parents served by these schools are from poor communities. In addition, the school staff feel that these choices are made by individuals who are not grounded in the realities on the ground because they do not have the necessary teaching skills and field experience. The management of learner substance abuse problems in our schools is no different. Hence, efforts to mitigate this problem are failing.

Another issue arises when a learner is found to be under the influence and needs to be sent to a rehabilitation and treatment centre. Unfortunately, the government and the Department have not included this in their intervention strategies. Many of these centres charge fees for their services, which many parents cannot afford. As a result, the learner is left in the same situation as before they were detected, as the necessary help to overcome substance abuse is too expensive for most parents. Consequently, the school staff are left to deal with these learners on their own, without any proper intervention to address the problem. The school staff believe that keeping these learners in school exposes other learners to their negative influence. Additionally, because learners who are under the influence of drugs can behave violently, it endangers both other learners and school staff. The school staff in the study have expressed a let down by the Department. Instead of addressing the underlying issue, they simply transfer these learners from one school to another. This leaves the staff with the impression that the Department prioritises the rights of the learners over their wellbeing. Instead of getting support from the Department, they feel that their actions are always subject to scrutiny, while the learners and parents do not face any consequences. All of this leads the school staff to believe that they have been abandoned by the Department and the government. The let down expressed by the school staff shows that collective trust has been compromised. The Department and government have proven to be unreliable. That being said, this does not seem to affect their collaboration with the school staff. As mentioned earlier, the employer-employee dynamic creates a power imbalance, so even though they may have expressed a lack of collective trust

towards the government and the Department, as their employer, they do not have a choice but to comply.

The Department and government may seem untouchable due to the power they enjoy because of their position within the school's hierarchy. This study has demonstrated, among other things, that power is situational and fluctuates. The government and the Department are not exempt since their authority is also subject to public scrutiny and challenge. Therefore, leaving them in a vulnerable position. Parental involvement in these schools emerged as another issue. The South African Schools Act, No. 84 of 1996, encourages schools to prioritise parents as important stakeholders in the learning process and provides for parental involvement. It is still debatable how the law should be applied in practice, which is where it falls short. The evidence from the study shows that there are no clear guidelines in schools on how this process should unfold. This confusion has led to a lot of blame-shifting and scapegoating by the school staff who label parents as disengaged. Given the historical context, many of the learners in these schools come from previously disadvantaged racial groups. Their parents were alienated by the system, and as a result, many of them did not know how to navigate the schooling system. Even after 1994, when previously excluded racial groups were integrated into the system, there was a lack of proper strategies to facilitate this integration. So much so that many parents, even today, remain detached. If this had been addressed earlier, it could have helped clarify the role and responsibility of parents in schools.

This confusion and uncertainty were also observed in the exploratory qualitative investigation concerning the management of learner substance abuse. Parents in the study appeared to associate their role and responsibility with their ordinary parenting responsibilities. Determining questionable behaviours and mannerisms linked to substance abuse is where their parenting falls short. The parents voiced complaints about feeling inadequate to help. They say that every initiative is focused on the learner, leaving out the critical role player – the parents. Leaving parents out of these efforts is a disservice because they are the first people to notice changes in their children's behaviour. This means that leaving parents out of these educational programmes leaves them disempowered and ill-equipped to detect substance abuse behaviour at home because they do not know what to look out for. The systematic literature review inquiry also revealed feelings of being underprepared and powerless. Parents complained about being overlooked when it comes to training. The parents expressed their eagerness to learn but the lack of training undermines cooperative efforts. Some mentioned struggling to engage with budgets and legislation, which could be argued to pose a problem if these individuals are expected to make decisions at a governance level.

When it comes to being open about their children's substance abuse problems, many of the parents are too ashamed and embarrassed to admit when the learner is caught. These parents conceal the learner's use out of fear that their children might be victimised or expelled from school. The issue of shame and embarrassment usually conceals deeper problems back at home, such as domestic violence. Moreover, these parents become fearful to admit because they do not want to be seen as bad parents. Given the sensitivity of the issue of substance abuse as well as the underlying problems at home, parents become hesitant about confessing or reaching out to the school staff out of shame and fear of being labelled as bad parents. This hesitancy revealed a lack of benevolence towards the school staff. It also hinders the working relationship with the school staff. In this situation, collective trust is crucial to fostering a cooperative relationship between parents and the school staff. Given the social stigma associated with substance abuse in general, having a child involved adds another layer. As a result, when parents are questioned about it, they lie because they do not want to be viewed as unfit parents. This vulnerability shows a compromised bargaining power given to their client status. Their client status gives them a bargaining position, especially in these fee-paying schools. This bargaining power could elevate their power from the teachers or the school principals depending on the situation. When a child is caught or suspected of using substances, a parent's position and power are reduced. As shown earlier, these parents are usually ashamed and embarrassed. Moreover, they fear the child may be victimised if they confess. This fear shows a shift in their bargaining power with the school staff. If a case is escalated to the Department, the parents may regain this bargaining power by utilising their client status. Depending on the verdict, if the parent is unhappy with the outcome at the school level, they can escalate the case to the Department. The Department usually overthrows the previous outcome in favour of the learner and the parents. This causes a lot of frustration with the school staff because they feel that the Department favours learners and parents.

Another issue which was found to limit collaboration efforts between parents and the school staff is the language barrier. The language barrier problem was captured in both investigations. The schools in quintile 5, because of their historical location, use either English or Afrikaans as their first language of command. However, a large percentage of the learner population comes from black communities, and many of the parents are not fluent in either of these languages. This poses a challenge since cooperation is hampered without appropriate understanding. Moreover, it can be argued to low collective trust because the sharing of important information is restricted if people do not understand what the other is saying. The researcher found that schools are very discriminatory towards parents who are poor and

illiterate. The discrimination may stem from a lack of collective trust in fulfilling certain obligations due to being poor and illiterate. These parents become disengaged out of fear of embarrassing themselves. Sometimes they must overlook the discrimination for the children's sake, meaning that these parents are willing to prioritise their children because they believe that maximising their educational output will get them accepted by the system that devalues them. Here collective trust is compromised on both sides — the parents and school staff. It seems that the teachers do not believe low-income and illiterate parents are competent to assist with homework or manage learner substance abuse, so they do not think they can be trusted to do so.

The parents' trust is also damaged because they know the schools do not value their social capital, but this does not appear to prevent the parents from working together with the schools because they make these compromises for their children. The lengthy waiting periods to secure a meeting with the school principals and teaching staff may also discourage parents. According to the parents, they must wait long to speak to a school principal or teachers. Although they understand that they may be busy, the waiting can be discouraging because only those who persevere get the opportunity to be seen. Another potential factor that may hinder parental involvement is the issue of favouritism in schools. Some teachers, particularly in primary schools, may give preferential treatment to parents who hold high social status or have attended the same school themselves. According to some parents, there is also an alarming amount of bribery taking place between these parents and the teachers, resulting in their children being promoted to higher grades even when they do not deserve it. The power of the other parents here is somewhat restricted, putting them in a compromised and vulnerable position.

It can be assumed that collective trust between parents who are favoured and those who are excluded is compromised. Although the researcher does not know if this translates into their collaboration, she believes it probably will not because of the difference in role function compared to school staff, who are heavily dependent on their colleagues' success in the school. Collective trust in these teachers may be negatively affected but collaboration may not be entirely broken. The researcher believes that the quality of the collaboration may be negatively affected. The teachers in this situation appear to have an upper hand because the children's advancement to the next grade depends on them. The parents who are not favoured are compelled to work with these teachers out of concern for their children's future. The need to commute to these schools and to fulfil work obligations is another barrier to parental involvement. Although this is a genuine issue for many parents, the school staff believes that it is a matter of choice, as some parents in similar circumstances still manage to be involved.

They perceive this more as a case of poor parenting and lack of interest among these parents. Without this support from parents, the school staff are once again left to fend for themselves. So much so that the teachers in the study expressed experiencing burnout from balancing teaching and pastoral care demands.

While parents may appear to be victims, this is not entirely the case because their client status makes the government and the Department prioritise them. Collective trust among parents was found to be good. The dilemma experienced by parents who work at these schools was another issue raised. These parents say they must remain neutral, which sometimes puts them in a predicament. They are aware that some of the complaints brought forward by parents are true, but they cannot express their agreement due to fear of losing their jobs. Collective trust between parents in these schools seems to vary depending on the situation. Other than that, many of the parents in the study believe they have a good working relationship with other parents. Similarly with schools, they expressed feeling welcomed by the school staff. In contrast to the employer-employee dynamic found in the relationship between the Department, the government, and schools, parents' client status brings an interesting understanding of collective trust and collaboration in schools. As seen in the different situations, trust is crucial in facilitating collaboration. When there has been a breach of trust, parents will continue to work with teachers to maximise their children's future.

When the researcher examined the working relationship among school staff, the roles and responsibilities of teachers and school principals in managing learner substance abuse are generally well-defined. Teachers primarily focus on identifying and detecting learners who may be under the influence. School principals, on the other hand, not only carry out comparable duties but also administer tests, notify parents, assist in mediation and disciplinary procedures, and link parents to the right resources. Although applications may differ slightly between schools, everyone seems to have a clear understanding of what is expected of them. From what the researcher can see, the school staff appear to be doing everything correctly. However, without support from the government, Department, and parents, all their efforts are in vain, as many of these learners end up falling through the cracks. The working relationship between teachers is positive. While teachers may occasionally have differences, which reduce trust, these do not appear to have any impact on their working relationship. The interdependency in their roles and shared goal orientation contribute to a smooth working relationship. The researcher discovered that this interdependency contributes to their collective trust, which explains why teacher collaboration is unaffected even in situations where teachers are disappointed.

Similarly, the working relationship between teachers and school principals is also facilitated by role function interdependency. However, the power imbalances add a layer to this complex relationship between school principals and teachers. School principals hold a position of seniority, which means they are entrusted with giving trust to the teachers. While some teachers in the study expressed feeling supported and validated, others felt undervalued and unheard by their school principals. Some teachers also believe that school principals show favouritism towards certain staff members, allowing them to avoid facing the consequences of their slacking behaviour. It is their perception that school principals use collectiveness to extend their power and control over the teachers. This caused tensions and lowered collective trust in the school principal. It can also be assumed that collective trust between teachers is somewhat compromised because the teachers who are left to pick up work expressed resentment towards their colleagues. While tensions were expressed, they do not appear to affect collaborative efforts including managing learner substance abuse. Because of this perceived favouritism, the researcher believes the quality of collaboration may suffer. Favouritism has been proven to decrease motivation and job satisfaction among teachers. Being a leader means making tough decisions. Striking a balance between fairness and justice can be difficult at times. School principals may provide additional support to struggling teachers. Teachers who are left out may misinterpret this gesture as favouritism.

The researcher also discovered that a positive school climate and teacher collaboration are facilitated by the principal's leadership style, which is welcoming and enforcing rules. On the other hand, a disengaged school principal results in a diversion of the school and working relationships — the school becomes disorderly, and teacher divisions become apparent when the principal is absent and does not enforce the rules. It is evident from these findings that for these efforts to be successful, a significant amount of work needs to be done. Schools are currently failing miserably to manage the rising problem of learner substance abuse. The lack of support from the Department and the government with resources and proper guidelines on the role and responsibilities of parents is undermining all efforts put in by the school staff. The researcher also uncovered that trust in a school context is complicated due to its organisation, its different stakeholders, and power dynamics. The most important lesson learned from this study is that trust is a complicated process that requires both letting up and letting down. For instance, the letdown does not necessarily mean the working relationship is hindered but may provide room for improvement.

7.2 IMPLICATIONS FOR SOCIAL WORK PRACTICE

The current investigation was located within the school environment. The researcher sought to understand the collaboration between school principals, teachers, and parents. She was also interested in understanding these working dynamics within the context of learner substance abuse in schools by zooming in on trust. Apart from substance abuse, learners are negatively affected by "poverty, family conflict, child-headed households, teenage pregnancy, learners infected by HIV and Aids, and mental health problems" (Vergottini & Weyers, 2020:132-133). The researcher is of the view that school principals and teachers are not trained to respond to substance abuse and these issues. When teachers and school principals were asked about substance abuse training, only six out of 11 respondents confirmed having received any form of training. The inconsistency of this training shows that little effort is made here, because out of the six, only two are confirmed to have received training in the last six years. This training is at a superficial level and barely addresses the issues at all. Substance abuse is a disease that calls for specific expertise, abilities, principles, and dispositions, and the training school principals and teachers receive does not address these. People with expertise in this field — like social workers – must be trusted with this responsibility. The researcher calls on specifically for consideration of school social workers. "A school social worker applies social work principles methods within the education system to provide comprehensive services to learners, parents, teachers, and the school community. Their main goal is to address personal, emotional, socioeconomic, and behavioural barriers to learning, creating an environment where learners can reach their full potential" (Vergottini & Weyers, 2020:128). According to Vergottini and Weyers (2020), school social work is a specialisation with distinct roles, functions, and tasks. The tasks include "screening, the development and implementation of projects, the development of supportive infrastructure within schools, networking and remaining abreast of policies" (Vergottini & Weyers, 2020:131). The functions include the following:

- The screening, identification, and assessment of learners in need of social work services
- The interpretation and assessment of identified needs and problems
- The provision of direct intervention services
- The promotion of parental and community involvement
- Consultation with parents, teachers, support staff and other professionals
- Collaboration with other role-players and the coordination of services to ensure that a holistic approach is followed

- Liaising with resource persons within other departments and organisations
- The development of inter-professional teams through, for example, the use of case conferences
- Writing reports on request
- Developing and maintaining a workable, effective administrative system (Vergottini & Weyers, 2020:132).

The researcher argues that, given what school social workers can provide, they are the best people to address the substance abuse problem and other biopsychosocial issues learners are contending with. Evidence from this study paints a dire situation where school principals and teachers are not coping as first responders to this problem. The school staff reported burnout and stress resulting from the demands of balancing unrelated fields. Placing this responsibility in the hands of school social workers will alleviate the burden on teachers and school principals and help restore learning in schools.

7.3 RECOMMENDATIONS

7.3.1 Recommendation for the Western Cape Education Department (WCED) regarding the management of learner substance abuse in schools

7.3.1.1 Addressing parental role and responsibility ambiguity in managing learner substance abuse in schools

Parental involvement in schools is a critical issue that demands immediate attention. One of the primary findings in this study is that there is a lack of clear guidelines on the roles and responsibilities parents should take on in managing the growing problem of learner substance abuse. Without these essential guidelines, parents struggle to understand how they can contribute to the management of learner substance abuse in their schools.

7.3.1.2 Increasing parental involvement

The Western Cape Education Department must take decisive action to establish structured frameworks that facilitate and encourage participation. The Department can enhance communication by leveraging modern messaging and voice platforms like WhatsApp and SMS. During the Covid-19 shutdown, many teachers and school principals reported positive experiences using these tools, highlighting their ease, speed, and convenience for effective communication. To ensure privacy and address concerns raised in the study, it would be

beneficial for the Department to provide teachers with dedicated work cell phones, allowing them to maintain professional boundaries without sharing their personal contact information.

7.3.1.3 Developmental programmes

The development of comprehensive programmes for the school community emerged as a central focus for parents, teachers, and school principals alike in the study. All stakeholders acknowledged the need for increased knowledge and skills to facilitate effective collaboration. Specifically, in addressing learner substance abuse, there is a recognised gap in the ability to identify learners who may be under the influence of substances. Many believe that targeted developmental programmes provided by the Department could significantly enhance their capacity to address these challenges. To empower parents in their governing roles, training on relevant legislation and documents regarding learner substance abuse management is essential. Moreover, information on available treatment services should be readily accessible to the school community to ensure proper support for affected learners.

Ongoing training for both school staff and parents is crucial, covering topics such as the various types of substances, and their effects on mood and behaviour, as well as strategies for collaborative support of learners in need. Incorporating personal experiences into the training can foster understanding and empathy, helping to create a supportive environment where parents, teachers, and learners can discuss their experiences openly. This approach also plays a vital role in reducing the stigma associated with substance abuse.

Another issue that was raised in the study was the discriminatory practices arising from exclusionary language policies in fee-paying schools. Most of the learners and parents served by these schools are neither English nor Afrikaans speakers. Often, communication breakdowns are misinterpreted by school staff as a lack of interest, which results in negative labelling of these parents as unresponsive to the efforts made by the schools. In response to this problem, social and cultural sensitivity practices in schools should be established. Training programmes for teachers and other school staff should be made mandatory, and policies should also be updated to respond to the cultural diversity of its schooling community.

7.3.1.4 Implementing practical response strategies

Two key considerations were presented regarding this matter. The first pertains to the financial implications associated with the test kits. The Department needs to explore viable solutions to alleviate this cost burden on schools. While the test kits serve as an important intervention to provide evidence of substance influence for parents, they do not inherently resolve the

underlying issue. This observation does not undermine their value; rather, it highlights the necessity for the Department to implement practical measures that ensure schools do not bear the full financial weight of these kits. To address this, the researcher suggests that clinics located near these schools collaborate to offer this service.

The findings of this study also reveal that many parents harbour concerns about the reliability of the tests, often stemming from a lack of confidence in the principals' ability to administer them effectively. To mitigate this issue, a partnership between clinics and schools would be beneficial. Trained nurses within the clinics are well equipped to conduct these tests, which could not dispel doubts but also foster a strong relationship between schools and healthcare providers. The schools and parents are advocating for a proactive partnership with the Department and the government for them to support the development of policies and legislation that clearly define the roles and responsibilities of parents, teachers, and school principals in addressing and managing substance abuse among learners. By working together, they can create a healthier and safer environment for our learners.

7.3.1.5 Addressing scarcity of school social workers and school psychologists in schools

The scarcity of school social workers and school psychologists available in schools to manage the referral needs of learners and school staff remains a concern. This shortage can lead to missed opportunities for timely interventions that could facilitate the early rehabilitation of identified learners. By having professional therapists present in schools, the burden on teaching staff could be significantly reduced, enabling them to concentrate on the education and learning requirements of their learners.

7.3.1.6 Accessible rehabilitation and treatment centres for children and adolescents

One of the key challenges facing schools in Cape Town is the limited availability of affordable rehabilitation and treatment centres that cater for the needs of children and adolescents. While learners in need are identified, the current referral process often places a financial burden on parents, which can be prohibitive for many families. This gap can lead to learners struggling to find the necessary support, impacting their ability to engage positively in the school environment. To address this issue effectively, it would be beneficial for the government to establish more rehabilitation and treatment centres throughout Cape Town, especially designed to meet the needs of local school communities. Additionally, a collaborative effort between the Department of Education and the Department of Social Development could result in the development of a comprehensive and updated referral list of available services. This initiative

would not only reduce unnecessary administrative tasks for schools but also assist in identifying services that align with parents' budgets, facilitating smoother referral processes for learners in need. By taking these steps, we can create a more supportive educational framework that fosters learning and development for all learners.

7.3.2 Recommendation to schools regarding management of learner substance abuse in schools

7.3.2.1. Encouraging parental involvement

Recognising the importance of parental involvement in schools and in addressing learner substance abuse issues, the researcher suggests exploring a variety of outreach strategies. The teachers in the study believe that having one-on-one sessions with parents could effectively demonstrate the significance of their participation in their children's developmental, academic progress, and behavioural challenges, including substance abuse. However, understanding that there may be concerns regarding teacher capacity in some schools – it is essential to consider alternative approaches. One viable option could be to organise mass meetings at the beginning of the first term and again in the third term. Requiring parents to attend at least one of these sessions would help reinforce the value of their engagement, and schools could make attendance a priority. This collaboration effort could foster a supportive environment for both learners and parents.

7.3.3 Recommendations for future research relating to the management of learner substance abuse in schools

This study has offered valuable foundational insight into the collaborative relationships between parents, teachers, and school principals, particularly with trust within the context of learner substance abuse. Utilising a qualitative approach, the researcher acknowledges certain limitations, particularly regarding the generalisability of its findings. However, the researcher posits that these findings can serve as a foundational framework for large-scale initiatives and longitudinal studies. Recognising the current limited engagement with research, the researcher encourages these institutions to embrace a more receptive approach to research initiatives. A deeper understanding of learner substance abuse challenges will empower us to develop effective measures that can significantly benefit our school communities.

7.4 FINAL CONCLUSION

This study explored collaboration between parents, teachers, and school principals, with a focus on trust in managing learner substance abuse. The researcher used two designs: a systematic literature review to understand the relational dynamics between parents, teachers, and school principals in South African schools, therefore, serving as a foundational analysis in understanding trust in schools. Out of the 7166 articles noted, only 13 were included in the review. An exploratory qualitative inquiry using interviews focused on the understanding of collaboration between parents, teachers, and school principals in managing learner substance abuse in schools by zooming in on trust in these working relationships. The study was conducted in Cape Town targeting both public and independent primary schools and high schools ranked in quintile 5. Nineteen respondents were sampled using purposive and snowball sampling. The results from the study show that parental involvement in South African schools remains a challenge. The researcher observed that, while this trend appears to be widespread, parents tend to show a greater willingness to collaborate with schools on general activities than substance abuse related issues. When it comes to substance abuse, many parents are hesitant to approach teachers and school principals regarding their children's substance use problem due to concerns about potential consequences, such as expulsion or negative treatment. Additionally, the stigma surrounding these issues often makes parents worry about how it may reflect on their parenting.

This indicates that trust in schools to prioritise the interests of parents and learners is low. Another significant factor behind the low compliance in collaborating with schools on this issue is the absence of clear guidelines outlining how parents should be involved and the specific role they need to take in addressing this problem in schools. This is one of many areas where parents and school staff feel letdown by the Department of Education and the government. Not having clear expectations and guidelines for parents leaves much of the efforts on the shoulders of school staff to manage. Teachers and school principals in public schools face significant challenges in managing learner substance abuse, primarily due to limited autonomy in managing these cases. In contrast, independent schools often possess greater flexibility to modify their policies and take decisive actions, such as expelling learners identified as negative influences on their peers. This disparity highlights the constrained capacity of public schools to effectively implement tailored interventions that could mitigate learner substance abuse in these schools. Although the approach taken by independent schools may appear to solve their issue, it does not tackle the root of the problem, as the learner continues to lack the necessary support to manage this disease. It is clear from the findings that schools alone are not winning this fight against learner substance abuse. The challenges faced

by schools could be alleviated with increased support from the Department of Education, the government, parents, and communities where these schools are located. The researcher ardently believes that these vital efforts should be entrusted to the hands of dedicated experts, including school social workers, school psychologists, and clinics in the communities. Entrusting this responsibility to these experts will not only lighten the load on teachers and school principals but also play a crucial role in revitalising the learning environment in our schools.

BIBLIOGRAPHY

Adams, C.M., Forsyth, P.B. & Mitchell, R.M. 2009. The formation of parent-school trust: a multilevel analysis. *Educational Administration Quarterly.* 45(1):4-33. DOI:10.1177/0013161x08327550.

Akinyemi, A.F., Rembe, S. & Nkonki, V. 2020. Trust and positive working relationships among teachers in communities of practice as an avenue for professional development. *Education Sciences.* 10(5):1-15. DOI:10.3390/educsci10050136.

Alharahsheh, H.H. & Pius, A. 2020. A review of key paradigms: positivism vs interpretivism. *Global Academic Journal of Humanities and Social Sciences.* 2(3):39-43. DOI:10.36348/gajhss.2020.v02i03.001.

Anderson, M., Cox, R.B., Giano, Z. & Shreffler, K.M. 2020. Latino Parent-Child English Language Fluency: Implications for Maternal School Involvement. *Hispanic Journal of Behavioral Sciences.* 42(4):547-562. DOI:10.1177/0739986320956912.

Babbie, E. & Mouton, J. 2001. *The practice of social research: South African edition.* Cape Town: Oxford University Press Southern Africa.

Balyer, A., Karatas, H. & Alci, B. 2015. School principals' roles in establishing collaborative professional learning communities at schools. *Procedia-Social and Behavioral Sciences.* 197:1340-1347. DOI:10.1016/j.sbspro.2015.07.387.

Bang, Y.-S. 2018. Parents' perspectives on how their behaviours impede parent-teacher collaboration. *Social Behaviour and Personality.* 46(11):1787-1799. DOI:10.2224/sbp.7270.

Bearman, M. & Dawson, P. 2013. Qualitative synthesis and systematic review in health professions education. *Medical Education.* 47(3):252-260. DOI:10.1111/medu.12092.

Birnbaum, R. & Saini, M. 2012. A qualitative synthesis of children's participation in custody disputes. *Research on Social Work Practice.* 22(4):400-409. DOI:10.1177/1049731512442985.

Blau, P.M. 1986. *Exchange & Power in Social Life.* New York: Transaction Publishers.

Campbell, C. 2011. *How to involve hard-to-reach parents: Encouraging meaningful parental involvement with schools.* Nottingham: National College for School Leadership.

Carney, T., Myers, B.J., Louw, J., Lombard, C. & Flisher, A.J. 2013. The relationship between substance use and delinquency among high-school students in Cape Town, South Africa. *Journal of Adolescence.* 36(3):447-455. DOI:10.1016/j.adolescence.2013.01.004.

Chang, H.L. 2013. Partnership as a product of trust: Parent-teacher relational trust in a low-income urban school. Ph.D. Thesis. Temple University. Available: https://www.proquest.com/docview/1410824791/fulltextPDF/896B74F5A8C44542PQ/1?accountid=14500&sourcetype=Dissertations%20&%20Theses [2022, August 05].

Chetty, R. 2015. Social complexity of drug abuse, gangsterism and crime in Cape Flats' schools, Western Cape. *Acta Criminologica: African Journal of Criminology & Victimology*. 2015(sed-3):54-65. DOI:10.10520/EJC183381.

Coban, O., Ozdemir, N. & Bellibas, M.S. 2023. Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: testing a multilevel mediation model. *Educational management, administration & leadership.* 51(1):95-115. DOI:10.1177/1741143220968170.

Cook, K. 2008. In-depth interview. In *The SAGE Encyclopedia of Qualitative Research Methods.* L. Given, Ed. Thousand Oaks, California: SAGE Publications, Inc. 423-423. DOI:10.4135/9781412963909.

Creswell, J.W. 2014. *Research design: qualitative, quantitative, and mixed methods approaches.* 4th ed. Thousand Oaks, California SAGE Publications, Inc.

Da Costa, G.E., Thobane, M.S. & Jansen van Rensburg, S.K. 2018. Policing drug abuse in South African schools - risk factors, procedures and ethical considerations. *Servamus Community-based Safety and Security Magazine.* 111(6):48-49. DOI:10.10520/EJC-ecb922f9a.

Daniels, D. 2017. Initiating a different story about immigrant Somali parents' support of their primary school children's education. *South African Journal of Childhood Education.* 7(1):1-8. DOI:10.4102/sajce.v7i1.461.

de Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. 2005. *Research at grass roots: for the social sciences and human services professions.* 3rd ed. Pretoria: Van Schaik Publishers.

Department of Basic Education. 2011a. *National curriculum statement (NCS) grades 4-6 Life Skills.* Pretoria: Department of Basic Education.

Department of Basic Education. 2011b. *National curriculum statement (NCS) grades 7-9 Life Orientation.* Pretoria: Department of Basic Education.

Department of Education. 2002. Promulgation of national policy on the management of drug abuse by learners in public and independent schools and further education and training institutions. *Government Gazette*. 450(24172). 13 December. Government notice no. 3427. Pretoria: Government Printer.

Department of Education. 2007. *National curriculum statement grades 10-12 (general). Learning programme guidelines: Life Orientation.* Pretoria: Department of Education.

Doweiko, H.E. 2009. *Concepts of chemical dependency.* 7th. Belmont, CA: Brooks/Cole.

Duma, M., Kapueja, I. & Khanyile, P. 2011. Educators' experiences on the role of parents in the school governing bodies of rural schools. *American International Journal of Contemporary Research.* 1(3):44-52. Available: http://www.aijcrnet.com/journals/Vol_1_No_3_November_2011/7.pdf.

Eisenstadt, S.N. 1965. Exchange and Power in Social Life by Peter M. Blau. *The American Journal of Sociology.* 71(3):333-334. DOI:10.1086/224096.

Ellis, M., Lock, G. & Lummis, G. 2015. Parent-teacher interactions: Engaging with parents and carers. *The Australian Journal of Teacher Education.* 40(5):160-174. DOI:10.14221/ajte.2015v40n5.9.

Erdem, M., Aytaç, T. & Gönül, T. 2020. The relationship between teachers' perception of organisational cynicism and school administrators' behaviours of favouritism. *European Journal of Education Studies.* 7(6):1-22. DOI:10.5281/zenodo.3886259.

Finkel, E.J. 2014. The I^3 Model: Metatheory, Theory, and Evidence. In *Advances in Experimental Social Psychology.* J.M. Olson and M.P. Zanna, Eds. San Diego: Academic Press Inc, Elsevier Science. 1-104. DOI:10.1016/b978-0-12-800052-6.00001-9.

Forsyth, P.B., Adams, C.M. & Hoy, W.K. 2011. *Collective Trust: Why Schools Can't Improve Without it.* New York: Teachers College Press.

Gumbi, E.B. & Nkoane, M.M. 2019. Sustaining a safe and secure learning environment: a case study of a selected school in Newcastle. *Gender & Behaviour.* 17(3):13673-13691. DOI:10.10520/EJC-19749f644e.

Hallam, P.R., Smith, H.R., Hite, J.M., Hite, S.J. & Wilcox, B.R. 2015. Trust and Collaboration in PLC Teams: Teacher Relationships, Principal Support, and Collaborative Benefits. *National Association of Secondary School Principals (NASSP).* 99(3):193-216. DOI:10.1177/0192636515602330.

Higgins, J.P.T., Thomas, J., Chandle, J., Cumpston, M., Li, T., Page, M.J. & Welch, V.A. 2019. *Cochrane handbook for systematic reviews of interventions.* 2nd ed. United Kingdom: John Wiley & Sons, Inc.

Hiss, A. & Peck, A. 2020. "Good schooling" in a race, gender, and class perspective: The reproduction of inequality at a former Model C school in South Africa. *Journal of the Sociology of Langauge*. 2020(264):25-47. DOI:10.1515/ijsl-2020-2029.

Hlomani-Nyawasha, T.J., Meyer-Weitz, A. & Egbe, C.O. 2020. Factors influencing alcohol use among female in-school adolescents in the Western Cape, South Africa. S*outh African Journal of Psychology*. 50(4):574-586. DOI:10.1177/0081246320946298.

Jimmyns, C.A. & Meyer-Weitz, A. 2019. The Influence of School Contextual Factors on Educators' Efforts in Teaching Sexuality Education in Secondary Schools in Durban, South Africa. *Sexuality and Culture.* 23(4):1110-1130. DOI:10.1007/s12119-019-09616-4.

Jimmyns, C.A. & Meyer-Weitz, A. 2021. The Influence of School Contextual Factors on Caregivers' Involvement in Four Schools in Durban, South Africa. *Child & Youth Services.* 42(1):80-106. DOI:10.1080/0145935x.2020.1836955.

Khaleel, N., Alhosani, M. & Duyar, I. 2021. The Role of School Principals in Promoting Inclusive Schools: A Teachers' Perspective. *Frontiers in Education.* 6(603241). DOI:10.3389/feduc.2021.603241.

Krage, V.A. 2018. Parent, Teacher, and Principal Perspectives of Parent Engagement in a Title 1 Elementary School. Ph.D Thesis. Walden University. Available: https://scholarworks.waldenu.edu/dissertations/5889/ [2022, August 05].

Krefting, L. 1991. Rigor in qualitative research: The assessment of trustworthiness. *The American journal of occupational therapy.* 45(3):214-222. DOI:10.5014/ajot.45.3.214.

Kvale, S. 1996. *Interviews: an introduction to qualitative research interviewing.* Thousand Oaks: Sage.

Leis, M. & Rimm-Kaufman, S.E. 2015. Principal actions related to increases in teacher-principal trust: comparative case studies. *Journal of School Public Relations.* 36(3):260-291. DOI:10.3138/jspr.36.3.260.

Lekli, L. & Kaloti, E. 2015. Building parent-teacher partnerships as an effective means of fostering pupils' success. *Academic Journal of Interdisciplinary Studies.* 4(1):101-104. DOI:10.5901/ajis.2015.v4n1s1p101.

Letuma, M.C. 2023. Dynamics of managing learners' classroom disruptive behaviour: Experiences of secondary school staff, South Africa. PhD Thesis. University of the Free State. Available: https//scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=disruptive+behaviour+and+substance+abuse+among+learners+in+south+african+schools&btnG= [2024, October 13].

Lunsford, T.R. & Lunsford, B.R. 1995. The research sample, part 1: Sampling. *Journal of Prosthetics and Orthotics.* 7(3):105-112. Available: https://journals.lww.com/jpojournal/abstract/1995/00730/The_Research_Sample,_Part_I__Sampling.8.aspx.

Mack, N.C., Woodsong, K., MacQueen, G., Guest, G. & Namey, E. 2005. *Qualitative research methods: A data collector's field guide.* North Carolina: Family Health International. Available: https://www.fhi360.org/wp-content/uploads/2024/01/Qualitative-Research-Methods-A-Data-Collectors-Field-Guide.pdf.

Mackenzie, C.G. 1993. New models of school management in South Africa - license for change or loophole for separatism. *British journal of educational studies.* 41(3):287-301. DOI:10.1080/00071005.1993.9973967.

Mafora, P. 2013. Learners' and teachers' perceptions of principals' leadership in Soweto secondary schools: a social justice analysis. *South African Journal of Education.* 33(3):1-15. DOI:10.15700/201503070742.

Maistry, S.M. & Africa, I.E. 2020. Neoliberal stratification: The confounding effect of the school poverty quintile ranking system in South Africa. *South African Journal of Education*. 40(4):1-9. DOI: 10.15700/saje.v40n4a1872.

Makgoke, S. & Mofokeng, J.T. 2020. Strategies for policing alcohol and illicit substance abuse amongst learners of selected secondary schools within the City of Tshwane Metropolitan Municipality. *Acta Criminologica: African Journal of Criminology & Victimology.* 33(1):91-114. DOI:doi:10.10520/ejc-crim-v33-n1-a6.

Makgopa, M. & Mokhele, M. 2013. Teachers' Perceptions on Parental Involvement: A Case Study of Two South African Schools. *Journal of Educational and Social Research.* 3(3):219-225. DOI:10.5901/jesr.2013.v3n3p219.

Maribo, T., Jensen, C.M., Madsen, L.S. & Handberg, C. 2020. Experiences with and perspectives on goal setting in spinal cord injury rehabilitation: a systematic review of qualitative studies. *Spinal Cord.* 58(9):949-958. DOI:10.1038/s41393-020-0485-8.

Matshe, P.F. 2014. Challenges of parental involvement in rural public schools in Ngaka Modiri Moleme District of North West province (South Africa). *International Journal of Humanities Social Sciences and Education.* 1(6):93-103. Available: https://www.arcjournals.org/pdfs/ijhsse/v1-i6/13.pdf.

Mauldin, R.L. 2020. *Foundations of Social Work Research.* Arlington, Texas: Mavs Open Press.

Mbatha, P.S.M. 2017. Empowering Schools' Stakeholders through Effective and Efficient Partnerships, Participation and Collaboration to Avert Schooling Decadence. Ph.D Thesis. Available: https://ujcontent.uj.ac.za/esploro/outputs/doctoral/Empowering-schools-stakeholders-through-effective-and/9911954507691/filesAndLinks?index=0 [2024, June 24].

Mbokazi, Z. 2015. Dimensions of successful leadership in Soweto township secondary schools. *Educational Management Administration & Leadership.* 43(3):468-482. DOI:10.1177/1741143215570304.

Michael, S., Wolhuter, C.C. & van Wyk, N. 2012. The Management of Parental Involvement in Multicultural Schools in South Africa: A Case Study. *Centre for Educational Policy Studies Journal (CEPS).* 2(1):57-82. DOI:10.26529/cepsj.395.

Mncanca, M., Ramsaroop, S. & Petersen, N. 2021. Foundation phase teachers' views of the involvement of male caregivers in young children's education. *South African Journal of Childhood Education.* 11(1):1-9. DOI:10.4102/sajce.v11i1.1050.

Mncube, V. 2009. The perceptions of parents of their role in the democratic governance of schools in South Africa: are they on board? *South African Journal of Education.* 29(1):83-103. DOI:10.15700/saje.v29n1a231.

Mohale, D. & Mokwena, K.E. 2020. Substance use amongst high school learners in the south of Johannesburg: Is this the new norm? *South African Family Practice.* 62(1):1-6. DOI:10.4102/safp.v62i1.5122.

Moher D, Liberati A, Tetzlaff J, Altman D.G, & The PRISMA Group. 2009. Preferred Reporting Items for Systematic Reviews and MetaAnalyses: The PRISMA Statement. *PLoS Med.* 6(6): e1000097. DOI:10.1371/journal.pmed1000097.

Mokwena, K.E. & Setshego, N.J. 2021. Substance abuse among high school learners in a rural education district in the Free State Province, South Africa. *South African Family Practice.* 63(1):e1-e6. DOI:10.4102/safp.v63i1.5302.

Moloantoa, K. & Geyer, S. 2021. Efficacy Testing of A Work-Based Support Programme for Teachers in the North West Province of South Africa. *Perspectives in Education.* 39(2):208-224. DOI:10.18820/2519593X/pie.v39.i2.15.

Motamedi, M., Caldwell, L., Wegner, L., Smith, E. & Jones, D. 2016. Girls just want to know where to have fun: Preventing substance use initiation in an under-resourced community in South Africa through healthwise. *Prevention Science.* 17(6):700-709. DOI:10.1007/s11121-016-0654-3.

Munje, P.N. & Mncube, V. 2018. The lack of parent involvement as hindrance in selected public primary schools in South Africa: the voices of educators. *Perspectives in Education.* 36(1):80-93. DOI:10.18820/2519593X/pie.v36i1.6.

Munnik, E. & Smith, M. 2019. Contextualising school readiness in South Africa: Stakeholders' perspectives. *South African Journal of Childhood Education.* 9(1):1-13. DOI:10.4102/sajce.v9i1.680.

Nelson, J.L., Heftvedt, K.A., Haardörfer, R. & Hayward, J.L. 2019. Trust and respect at work: Justice antecedents and the role of coworker dynamics. *Work and Occupations.* 46(3):307-338. DOI:10.1177/0730888419835261.

Newman, M. & Gough, D. 2020. Systematic Reviews in Educational Research: Methodology, Perspectives and Application. In *Systematic Reviews in Educational Research.* O. Zawacki-Richter, M. Kerres, S. Bedenlier, M. Bond and K. Buntins, Eds. Wiesbaden: Springer Nature. 3-22. DOI:10.1007/978-3-658-27602-7.

Noblit, G. & Hare, R. 1988. *Meta-Ethnography: Qualitative research methods.* Thousand Oaks, California: SAGE Publications, Inc.

Noland, W.G. 2024. Principal-Teacher Relationships and Making a Stronger School Environment. Ph.D Thesis. Youngstown State University. Available: http://rave.ohiolink.edu/etdc/view?acc_num=ysu1710244813057777 [2024, July 07].

Nzama, M.V. & Ajani, O.A. 2021. Substance Abuse among High School Learners in South Africa: A Case Study of Promoting Factors. *African Journal of Development Studies (AJDS).* Special Issue:141-161. DOI:10.10520/ejc-aa_affrika1_v2021_nsi1_a12.

Ogbonnaya, U.I. & Awuah, F.K. 2019. Quintile ranking of schools in South Africa and learners' achievement in probability. *Statistics Education Research Journal.* 18(1):106-119. DOI:10.52041/serj.v18i1.153.

Okeke, C.I. 2014. Effective home-school partnership: Some strategies to help strengthen parental involvement. *South African Journal of Education.* 34(3):1-9. DOI:10.15700/201409161044.

Peltzer, K. & Phaswana-Mafuya, N. 2018. Drug use among youth and adults in a population-based survey in South Africa. *South African Journal of Psychiatry.* 24(a1139):1-6. DOI:10.4102/sajpsychiatry.v24i0.1139.

Price, H.E. 2015. Principals' social interactions with teachers: How principal-teacher social relations correlate with teachers' perceptions of student engagement. *Journal of Educational Administration.* 53(1):116-139. DOI:10.1108/JEA-02-2014-0023.

Quan-Baffour, K.P. 2020. School governing body for parents' productive involvement in South Africa. *International Journal of Educational Management.* 34(5):837-848. DOI:10.1108/IJEM-04-2018-0132.

Roman, N.V., Makwakwa, T. & Lacante, M. 2016. Perceptions of parenting styles in South Africa: The effects of gender and ethnicity. *Cogent Psychology.* 3(1):1-12. DOI:10.1080/23311908.2016.1153231.

Rubin, A. & Babbie, E.R. 2017. *Research methods for social work.* 9th edition. Boston, MA: Cengage Learning.

Sayed, Y. & Motala, S. 2012. Equity and 'No Fee' Schools in South Africa: Challenges and Prospects. *Social Policy & Administration.* 46(6):672-687. DOI:10.1111/j.1467-9515.2012.00862.x.

Shenton, A.K. 2004. Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information.* 21(2):63-75. DOI:10.3233/EFI-2004-22201.

Sibanda, L. 2018. Distributed leadership in three diverse public schools: Perceptions of deputy principals in Johannesburg. *Issues in Educational Research.* 28(3):781-796. DOI:10.3316/informit.864376294237699.

Sloan, P. & Oliver, D. 2013. Building Trust in Multi-stakeholder Partnerships: Critical Emotional Incidents and Practices of Engagement. *Organization Studies.* 34(12):1835-1868. DOI:10.1177/0170840613495018.

South African Schools Act No. 84 of 1996. 1996. *Government Gazette*. 377(17579). 15 November. Government notice no. 1867. Cape Town: Government Printer.

South African Schools Act No. 84 of 1996, as amended. 2011. Available: https://www.gov.za/documents/acts/basic-education-laws-amendment-act-15-2011-19-sep-2011 [2024, June 23].

Stevens, R.E., Loudon, D.L., Cole, H. & Wrenn, B. 2006. *Concise encyclopedia of church and religious organization marketing.* Binghamton, New York: The Harworth Press, Inc.

Stringer, K.L. & Baker, E.H. 2018. Stigma as a Barrier to Substance Abuse Treatment Among Those With Unmet Need: An Analysis of Parenthood and Marital Status. *Journal of Family Issues.* 39(1):3-27. DOI:10.1177/0192513X15581659.

Suri, H. 2020. Ethical Considerations of Conducting Systematic Reviews in Educational Research. In *Systematic Reviews in Educational Research: Methodology, Perspectives and Application.* O. Zawacki-Richter, M. Kerres, S. Bedenlier, M. Bond and K.

Buntins, Eds. Wiesbaden: Springer Nature. 41-54. DOI:10.1007/978-3-658-27602-7_3.

Symeou, L., Roussounidou, E. & Michaelides, M. 2012. "I Feel Much More Confident Now to Talk With Parents": An Evaluation of In-Service Training on Teacher-Parent Communication. *The School Community Journal.* 22(1):65-87. Available: https://www.adi.org/journal/2012ss/SymeouRoussounidouMichaelidesSpring2012.pdf .

Tawfik, G.M., Dila, K.A.S., Mohamed, M.Y.F., Tam, D.N.H., Kien, N.D., Ahmed, A.M. & Huy, N.T. 2019. A step-by-step guide for conducting a systematic review and meta-analysis with simulation data. *Tropical Medicine and Health.* 47(46):1-9. DOI:10.1186/s41182-019-0165-6.

The National Education Collaboration Trust (NECT). 2016. *School-parent-community engagement framework.* Gauteng: Department of Education.

Thomson, A.M., Perry, J.L. & Miller, T.K. 2009. Conceptualizing and Measuring Collaboration. *Journal of Public Administration Research and Theory.* 19(1):23-56. DOI:10.1093/jopart/mum036.

Tschannen-Moran, M. 2001. Collaboration and the need for trust. *Journal of Educational administration.* 39(4):308. DOI:10.1108/EUM0000000005493.

van Deventer, K. 2009. Perspectives of teachers on the implementation of Life Orientation in Grades R-11 from selected Western Cape schools. *South African Journal of Education.* 29(1):127-145. DOI:10.15700/saje.v29n1a233.

van Dyk, H. & White, C.J. 2019. Theory and practice of the quintile ranking of schools in South Africa: A financial management perspective. *South African Journal of Education.* 39(Supplement 1):S1-S9. DOI:10.15700/saje.v39ns1a1820.

Vergottini, M. & Weyers, M. 2020. The foundations and nature of South African school social work: An overview. *Social Work-Maatskaplike Werk.* 56(2):125-138. DOI:10.15270/52-2-816.

Walters, C.H. 2001. Assumptions of qualitative research methods. *Perspectives in Learning.* 2(1):14. Available: https://csuepress.columbusstate.edu/pil/vol2/iss1/14.

Walton, K.L., Avenant, J. & Van Schalkwyk, I. 2016. Educators' experiences of their relationships with adolescents involved in drug use. *South African Journal of Education.* 36(3):1-10. DOI:10.15700/saje.v36n3a1188.

Weinstein, J., Raczynski, D. & Peña, J. 2020. Relational trust and positional power between school principals and teachers in Chile: A study of primary schools. *Educational Management, Administration & Leadership.* 48(1):64-81. DOI:10.1177/1741143218792912.

Weyers, M., Strydom, H. & Huisamen, A. 2008. Triangulation in social work research: The theory and examples of its practical application. *Social Work.* 44(2):207-222. DOI:10.15270/44-2-251.

Wiles, R., Crow, G., Heath, S. & Charles, V. 2008. The Management of Confidentiality and Anonymity in Social Research. *International Journal of Social Research Methodology.* 11(5):417-428. DOI:10.1080/13645570701622231.

Williams, C.G. 2011. Distributed leadership in South African schools: possibilities and constraints. *South African Journal of Education.* 31(2):190-200. DOI:10.15700/saje.v31n2a421.

Xie, H., Weybright, E.H., Caldwell, L.L., Wegner, L. & Smith, E.A. 2020. Parenting practice, leisure experience, and substance use among South African adolescents. *Journal of Leisure Research.* 51(1):36-55. DOI:10.1080/00222216.2019.1620144.

APPENDICES

APPENDIX A: ETHICS APPROVAL FROM THE UNIVERSITY OF CAPE TOWN (UCT)

UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

DEPARTMENT OF SOCIAL WORK AND SOCIAL DEVELOPMENT: FACULTY OF HUMANITIES

Taryn Powell
Administrative Assistant
University of Cape Town 515,
Level 5 Leslie Social Building
Upper Campus, Rondebosch
7700
Tel: +27 (0) 21 650 3483
E-mail: taryn.powell@uct.ac.za
Web:
socialdevelopment.uct.ac.za

14 December 2023

Student: **Amanda Manqoyi-Ouamba (MNQAMA001)**

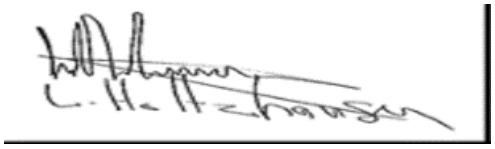
Supervisor: **Dr Khosi Kubeka**

Outcome: **ACCEPTED**

I am pleased to inform you that ethical clearance was given by an Ethics Review Committee of the Faculty of Humanities for your study, ***Exploring the Role of Trust in Collaborative Efforts in the Management of Substance Abuse Issues in Schools: Perspectives of Parents of Black Learners in Cape Town***. The reference number is SWK-REC-2018-SR018.

I wish you all the best for your study.

Yours sincerely
A/Professor L. Holtzhausen
Chair: Ethics Review Committee



APPENDIX B: CONSENT APPROVAL LETTER FROM THE WESTERN CAPE DEPARTMENT OF EDUCATION

Western Cape Government
Education

Directorate: Research

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20190612-5811
ENQUIRIES: Dr A T Wyngaard

Mrs Amanda Manqoyi-Ouamba
36 St James Street
7 Glen Park
Vredehoek
8001

Dear Mrs Amanda Manqoyi-Ouamba

RESEARCH PROPOSAL: EXPLORING THE ROLE OF TRUST IN COLLABORATIVE EFFORTS IN THE MANAGEMENT OF SUBSTANCE ABUSE ISSUES IN SCHOOLS: PERSPECTIVES OF PARENTS, TEACHERS, AND SCHOOL PRINCIPALS/HEADS IN CAPE TOWN

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

- Principals, educators and learners are under no obligation to assist you in your investigation.
- Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
- You make all the arrangements concerning your investigation.
- Educators' programmes are not to be interrupted.
- The Study is to be conducted from **03 February 2020 till 25 June 2021**
- No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
- Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
- A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
- Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
- A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
- The Department receives a copy of the completed report/dissertation/thesis addressed to:

  The Director: Research Services
  Western Cape Education Department
  Private Bag X9114
  CAPE TOWN
  8000

We wish you success in your research.
Kind regards.
Signed: Dr Audrey T Wyngaard

Directorate: Research
DATE: 29 January 2020

Lower Parliament Street, Cape Town, 8001 Private Bag X9114, Cape Town, 8000 tel: +27 21 467 9272 fax: 0865902282 Employment and salary enquiries: 0861 92 33 22
Safe Schools: 0800 45 46 47 www.westerncape.gov.za

APPENDIX C: INFORMED CONSENT FORMS

This informed consent is for parents, teachers, and school principals/heads in the Cape Town Metropole Area. You are invited to participate in the study that seeks to understand your experiences and views on collaboration/partnership with schools on the management of substance use, misuse and abuse issues in schools.

This Informed Consent Form has two parts:

- Information Sheet (to share information about the study with you)
- Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form (should you wish to have a copy)

Part I: Information Sheet

Introduction

My name is Amanda Manqoyi-Ouamba, I am currently a PhD candidate in the Department of Social Development at UCT. I am conducting this research to better understand the collaboration/partnership between the schools and the parents on the management of substance use, misuse, and abuse in Cape Town schools. Substance use, misuse, and abuse are a growing problem in our schools, and this problem has rendered our schools ungovernable and unsafe. I am interested in the perspectives of the parents, teachers, and the school principals/heads on this matter, as I feel that your voice has not been represented. Therefore, your voice on this matter will help me gain a holistic understanding of the problem.

This consent form may contain words that you do not understand. Please ask me to stop as we go through the information, and I will take time to explain. If you have questions later, you can ask them of me or another researcher.

Purpose of the research

Collaboration as a practice is a useful skill which could yield good results in the fight against the growing pandemic of substance use, misuse, and abuse in our schools. Therefore, conducting a study of this nature will help me understand some of the things that are working or not so that I can try and come up with ways in which schools and parents can work together towards a common goal of ridding our schools of the scourge of substance use, misuse, and abuse.

Type of Research Intervention

This research will involve your participation in an interview that will take about one and a half hours (minimum).

Participant Selection

You are being invited to take part in this research because I feel that your experience as a parent/guardian, or teacher, or school principal can contribute much to our understanding and knowledge of school-parent collaboration/partnership.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate, all the services you receive at the school will continue and nothing will change. The choice that you make will have no bearing on your job or any work-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier.

Risks

If you feel that the question is sensitive and personal or feel uncomfortable talking about some of the topics. You do not have to answer any question(s) or take part in the discussion/interview if you do not wish to do so, and that is also fine. You do not have to give me any reason for not responding to any questions, or for refusing to take part in the interview.

OR

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to answer any questions or participate in the discussion/interview if you feel the questions(s) are too personal or if talking about them makes you uncomfortable.

Benefits

There will be no direct benefit to you, but your participation is likely to help me find out more about how to come up with ways that will ensure collaboration efforts between schools and parents are effective. This can help with early detection and management of substance use, misuse, and abuse of learners in our schools. Early detection can lead to early intervention in ensuring that the learners receive the help they need before they become addicted to whatever substance of choice.

Privacy/Anonymity/Confidentiality

The information collected from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know your details and all information will be locked up in a safe place. It will not be shared with or given to anyone except for academic publication and use.

Who to Contact

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact any of the following:

Name of Principle Investigator: Amanda Manqoyi-Ouamba

Name of Organization: The University of Cape Town

Contact Details: mnqama001@myuct.ac.za/ 083 374 7190

Supervisor: Dr Khosi Kubeka

Name of Organization: The University of Cape Town

Position: Senior Lecturer

Department: Department of Social Development

Contact Details: Khosi.Kubeka@uct.ac.za/ 021-650-3494

Part II: Certificate of Consent

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant_____
Signature of Participant _____
Date _____
Day/month/year

If illiterate [1]

I have read the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Thumbprint of participant

Date _____
Day/month/year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands the following:

1. Participation is voluntary
2. They can withdraw at any time
3. Possible risks and benefits
4. There is no reimbursement

I confirm that the participant was allowed to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print Name of Researcher/person taking the consent_____

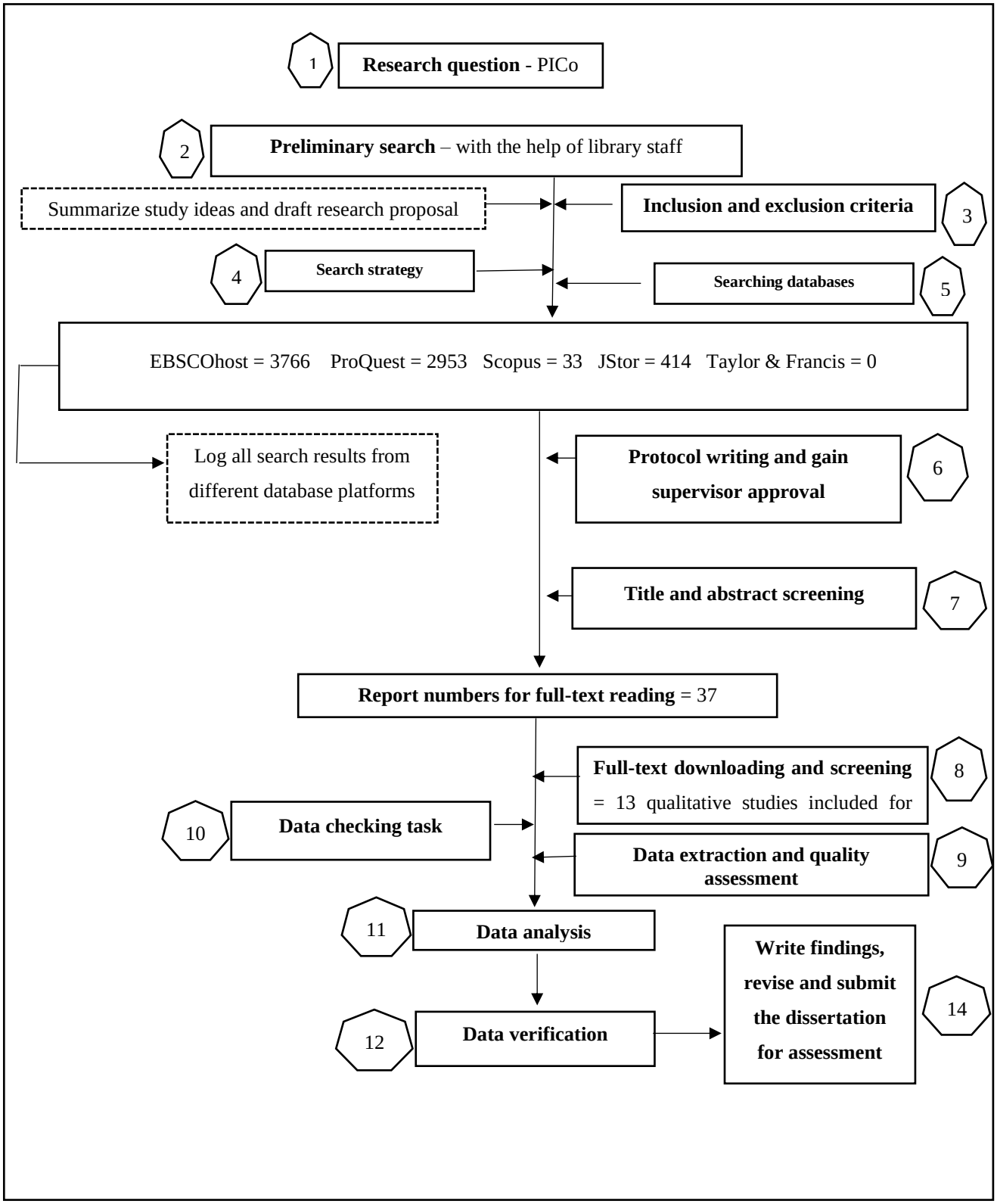
Signature of Researcher /person taking the consent_____

Date _____
Day/month/year

_____

APPENDIX D: STRUCTURE OF THE SYSTEMATIC REVIEW PROCESS

Figure 3: Step-by-step systematic review process



Source: Tawfik et al. (2019: Fig 1)

APPENDIX E: SEMI-STRUCTURED INTERVIEW GUIDE

"Examining the Role of Trust in Collaborative Efforts in the Management of Learner Substance Abuse Issues in Schools: Perspectives of Parents, Teachers, and School Principals in Cape Town"

Semi-structured interview guide Parents

1. Demographic information

- Please tell a little about yourself:

Where you are originally from?

Where do you currently live now?

What race do you identify with?

What gender do you identify with?

What is your highest level of education?

Are you currently employed, unemployed, or looking for work?

If working, what type of work do you do?

2. Main research questions

What are the experiences of parents on working together in managing learner substance abuse in schools?

Measure of Social Exchange Relationships:

How would you describe your relationship with your child's school?

1. Do you know what is your role as a parent when it comes to learner substance abuse management in this school?
2. Would you say that your efforts in managing substance abuse issues in the school are met in the same manner you would've expected? If **YES/NO**, how? Probe.
3. Based on the description provided earlier, how would you describe your working relationship with the school when it comes to handling substance abuse-related issues, would you say that you and the schoolwork as a team in addressing substance abuse issues in the school? If **YES,** how? If **NO**, what could be causing the differences?
4. Have you made any efforts to address the issue of substances in this school, and if so, do you feel that those efforts are reciprocated (met with the same feelings) by the school? If **YES**, how do they demonstrate that? If **NO**, what do you think could be causing the resistance?

5. What measures/conditions do you think you have to specify for the school to return the favour in the efforts demonstrated in assisting with the management of substance abuse issues in this school?
6. Do you think you and the school share the same ideas, feelings and hopes on how substance abuse issues are managed in this school?
7. Do you think that the school allows you to share those ideas, feelings, and hopes freely? If **YES/NO**, do you also allow the school to do them freely as well?
8. Do you think that the relationship between you and the school is based on confidence that each party fulfils their obligations in managing substance abuse issues in the school? If **YES/NO** probe [**Mutual trust**]
9. Would you say that the relationship is based on the confidence that each party behaves in the manner they are expected when it comes to managing substance abuse issues in this school? If **YES/NO** probe [**Mutual trust**]
10. How would you grade the success/effectiveness of the working relationship with the school in managing substance abuse issues in this school? Please expand on your grading. [**Exchange quality**]
11. If as a parent, you have a child who is using/abusing substances, do you feel that the school is welcoming for the parents to open up about such issues? Probe further.
12. If you do open up, do you feel that the school responds/will respond in a helpful, encouraging and caring manner? If **YES? NO,** probe further.
13. Based on your experiences, do you think that both, you and the school made a considerable/huge emotional investment in the working relationship in managing substance abuse issues in this school? If **YES/NO**, probe further.
14. Do you think you and the school share equal inputs and outputs in managing substance abuse issues in this school? If **YES/NO**, probe further.

How do these experiences influence the trust between parents, teachers, and school principals in managing learner substance abuse in schools?

Measuring Collective Trust

Parent Trust in School:

15. Do you feel that the school does what it is supposed? [**Reliability**], if **YES** how? If **NO**, where are they failing?

16. How is the school's attitude towards child safety? [**Reliability**]
17. Do you ever worry about your child's safety in the school? if **YES/NO** what has made you conclude? (please share an incident)
18. How is the school's attitude towards childcare? [**Benevolence**]
19. Do you feel that your child is well taken care of in the school? if **YES/NO** what made you conclude that they are doing that? (do have any incident that happened that made that you would like to share?) [**Benevolence**]
20. How is the school's attitude in helping parents? [**Benevolence**]
21. Do you feel that they are always willing to help parents? if **YES** how are they demonstrating that (care), please give an example. If **NO** what made you come to that conclusion (please share an event/incident)? [**Benevolence**]
22. How is the communication of the school with the parents on issues concerning learner substance abuse? [**Openness**]
23. Do you feel that as a parent the school keeps you informed about what is happening in the school? If **YES,** how are they achieving this? If **NO**, do you have an incident you would like to share that made you come to this conclusion? [**Openness**]
24. When you raise an issue, do you feel listened to? If **YES**, how did the school affirm your feelings? If **NO**, please explain. [**Openness**]
25. Do you feel that the school is always honest with you (parents)? if **YES**, how (can you share an incident)? If **NO**, why (can you share an incident)? [**Honesty**]
26. Do you feel that you trust the school? If **YES/NO** what made you develop this ***trust/distrust*** towards the school? (is there any incident you would like to share?) [**Honesty**]
27. What are your perceptions of the school's competency? [**Competency**]
28. Would you say they are doing a terrific or a horrible job? Probe on response [**Competency**]

Parent Trust in Principal:

29. How would you describe your relationship with the school principal?
30. Based on the kind of relationship you've described with the principal, would you say that the principal has an 'open door policy' to parents? If **YES/NO** what made you come to that conclusion (please share an incident) [**Openness**]
31. Would you say that the principal in this school likes to talk to the parents? If **YES/NO**, can you please share an incident that made you come to that conclusion [**Openness**]

32. How would you describe the principal of your school when it comes to criticism, would you say he/she invites criticism from parents? If **YES**, how? If **NO**, why (can you please share an incident). [**Openness**]
33. How would you describe the principal when it comes to praise from parents, would you say that he/she invites praise? If **YES**, how is he/she doing that? If **NO,** why? (can you give an example). [**Openness**]
34. Based on the relationship you described with the principal, would you say that the principal treats the parents with respect? If **YES/NO** what made you come to that conclusion (can you please share an incident) [**Benevolence**]
35. Would you say that the principal in this school is always ready to help the parents? If **YES/NO** what made you feel this way (please share an incident) **[Benevolence**]
36. Would you say that the principal tries to be helpful or kind, even though they end up causing problems or become unsuccessful, or is it something they are doing intentionally? [**Benevolence**]
37. Based on what you've described, would you say that the principal is always honest? If **YES/NO**, what made you come to this conclusion? (do you have an incident you would like to share) [**Honesty**]
38. Again, based on what you described earlier, would you say that the principal in this school is trustworthy? If **YES**, how do they demonstrate this trustworthiness? (can you share an incident). If **NO**, why? (can you give an example) [**Honesty**]
39. Do you feel that the principal in this school owns up to his/her mistakes? If **YES**, how? Can you please give an incident If **NO**, what made you come to this conclusion? Do you have an incident you would like to share? [**Honesty**]
40. Based on your experiences, do you think the principal in this school has high standards for all kids? If **YES/NO**, what made you come to that conclusion? [**Competence**].
41. Based on your experiences, would you say the principal in this school knows how to make learning happen? If **YES**, how? If **NO**, why? Do you have any incidents, you would like to share? [**Competence**]
42. Based on your experience with the principal, how would you describe their reliability? [**Reliability**]
43. What made you come to that conclusion? Do you have an incident you would like to share? [**Reliability**]
44. Based on your response, would you say that the principal is always there when you need him/her? If **YES/NO** please explain why? [**Reliability**]

45. Do you think you can count on him/her to do his/her job? If **YES/NO** please explain why [**Reliability**]

46. Would you then say that he/she is good at his/her job? If **YES/NO** please explain [**Reliability**]

To find out what kind of challenges the parents think hinder trust in their collaborative efforts in working together in managing learner substance abuse issues

1. What challenges do you experience with the school, that might be hindering your efforts?
2. -Are there any challenges with the school principal that might be hindering your efforts?
3. -Are there any challenges with the teachers that might be hindering your efforts?
4. Are there any challenges other than those presented e.g. the Department of Basic Education, Bureaucracy within the schooling system, policies etc?
5. Are there any challenges other than those presented by the school e.g. work/unemployment, travelling expenses, time etc?

What do parents think needs to be done to facilitate trust in their collaborative efforts in managing learner substance abuse in schools?

- Is there anything you think can be done to the Department of Basic Education, Bureaucracy within the schooling system, policies etc
- **If working parent,** is there anything that you think employers should do to assist working parents to ensure that they attend school meetings and activities etc?
- Is there anything you would like to add, that you think may add value to the findings of the study?

Thank you for your time.

"Examining the Role of Trust in Collaborative Efforts in the Management of Learner Substance Abuse Issues in Schools: Perspectives of Parents, Teachers, and School Principals in Cape Town"

Semi-structured interview guide Teachers

Demographic information

- Please tell me a little about yourself:
- What is your position in the school?
- Which grade(s) are you responsible for?
- Which subjects are you responsible for in your school?
- What is your highest educational qualification?
- Do you have any substance abuse related training or qualification?
- What gender do you identify with?
- What race do you identify with?

Main research questions

What are the experiences of teachers in working together to manage learner substance abuse in schools?

Measure of Social Exchange Relationships:

- How would you describe your working relationship in this school?
- How would you describe your working relationship with the principal and parents in managing substance abuse issues? If **YES**, how? If **NO**, motivate?
- Based on the description provided earlier on the relationship with your principal, colleagues and parents, would you say that you all work as a team in addressing substance abuse issues in the school? If **YES,** how? If **NO**, what could be causing the differences?
- How would you describe the behaviour of the staff and parents, when it comes to your efforts in managing substance abuse issues in this school?
- Would you say that your efforts in managing substance abuse issues in the school are met in the same manner you would've expected? If **YES/NO**, how? Probe.
- Do you feel that your efforts in addressing the issue of substances in this school are reciprocated (met with the same feelings) by the school? If **YES**, how do they demonstrate that? If **NO**, what you think could be causing the resistance?
- Do you think you and the school share the same ideas, feelings and hopes on how substance abuse issues are managed in this school?

- Do you think that the school allows you to share those ideas, feelings, and hopes freely? If **YES/NO**, do you also allow the school to them freely as well?
- Do you think that the relationship between you and the school is based on confidence that each party fulfils their obligations in managing substance abuse issues in the school? If **YES/NO** probe [**Mutual trust**]
- Would you say that the relationship is based on the confidence that each party behaves in the manner they are expected when it comes to managing substance abuse issues in this school? If **YES/NO** probe [**Mutual trust**]
- What measures/conditions do you think you have to specify in order for other parties [principal, colleagues, and parents] return the favour in the efforts demonstrated in assisting with the management of substance abuse issues in this school?
- If as a teacher, you notice/suspect a child is using/abusing substances, do you feel that the parents are welcoming to open up about such issues? Probe further.
- If they do open up, do you feel that you/teachers responds/will respond in a helpful, encouraging and caring manner? If **YES? NO,** probe further.
- Based on your experiences, do you think that both, you and the school made a considerable/huge emotional investment in the working relationship in managing substance abuse issues in this school? If **YES/NO**, probe further.
- Do you think you and the school share equal inputs and outputs in managing substance abuse issues in this school? If **YES/NO**, probe further.
- What are your perceptions of the success/effectiveness of the working relationship with the principal in managing substance abuse issues in this school? Please expand on you grading. **[Exchange quality]**
- What are your perceptions on the success/effectiveness of the working relationship with colleagues in managing substance abuse issues in this school. Please expand on you grading. [**Exchange quality**]
- What are your perceptions on the success/effectiveness of the working relationship with the parents in managing substance abuse issues in this school? Please expand on you grading. [**Exchange quality]**

How do these experiences influence the trust between parents, teachers, and school principals in managing learner substance abuse in schools?

<u>Measuring Collective Trust</u>

Teacher Trust in Principal:

47. How would you describe your relationship with your school principal? [PROBE]

    - Do you feel teachers in this school rely on the principal? [**Reliability**], if **YES,** please motivate? If **NO**, why?

    - Do you feel that the principal in this school acts in the best interest of the teachers? If **YES**, how? If **NO**, why? [**Reliability**]

    - Do you feel that the principal in this school shows concern for teachers? If **YES**, how? If **NO**, why? [**Benevolence**]

48. What are your views concerning the principal's integrity in this school?
49. Do you feel that the teachers in this school have faith in the integrity of the principal? **[Openness]** If **YES**, motivate. If **NO**, why?
50. How would you describe the relationship dynamics between the teachers and the school principals?

    - Do feel that the principal informs the teachers about everything that is going on in your school? **[Openness]** If **YES**, how does he/she achieve this? If **NO**, motivate.

    - When you raise an issue, do you feel listened to? If **YES**, how does the principal affirm your feelings? If **NO**, please explain? [**Openness**]

51. What are your views on most of the actions of the principal in this school? **[Risk of Vulnerability]** [PROBE]
52. Do you, or other teachers trust the principal in this school? **[Risk of Vulnerability]** If **YES**, motivate. If **NO**, why.
53. What are your views on the principal's competency with substance abuse issues?
54. Do you feel that the principal in this school is competent in his/her job in handling substance abuse related issues in this school? **[Competency]** If **YES**, motivate. If **NO**, why.

Teacher Trust in Colleagues:

55. How would you describe your relationship with your colleagues? [PROBE]

56. Do you feel that teachers in this school look out for each other? **[Benevolence]** If **YES**, how? If **NO**, motivate.

57. How do you, as the teachers handle difficult situation?

    - Would you say that teachers in this school depend on each other for help? **[Reliability]** If **YES**, how. If **NO**, motivate.

-Do you feel that teachers in this school are open with each other? **[Openness]** If **YES**, motivate. If **NO**, why.

58. What are your views about your colleagues when it comes to relationship dynamics?

    - Do you think teachers in this school are more trusting of each other? **[Risk of Vulnerability]** If **YES**, motivate. If **NO**, why.

    - have you ever experienced any tensions among your colleagues that may be caused by suspicion of another person's actions **[Risk of Vulnerability]** If **YES**, why. If **NO**, motivate.

    -When your colleagues share or tell you something, do you believe that they are being honest with you? **[Honesty]** If **YES**, motivate. If **NO**, why.

59. What are you views on the competency of the teachers with substance abuse related issues in this school?

    -Do you feel that teachers in this school are doing a good job when it comes to handling substance abuse issues? **[Competency]** If **YES**, motivate. If **NO**, why.

Teacher Trust in Parents:

60. How would you describe your relationship with the parents? [PROBE]
61. How would you describe parental support in this school?

    -Can you say that teachers in this school count on parental support in this school? **[Reliability]** If **YES**, motivate. If **NO**, why.

    -When parents in this school commit themselves in doing something, how reliable are they in their commitments? **[Reliability]** If **YES**, motivate. If **NO**, why.

62. Are parents in this school open to talk to teachers about substance abuse related issues that are concerning their children or school in general? **[Openness]** [PROBE]
63. When they do come, do you believe them what they tell you? **[Honesty]** If **YES**, motivate. If **NO**, why.
64. Do teachers trust parents in this school? **[Risk of Vulnerability]** If **YES**, motivate. If **NO**, why.
65. What are you views on parents' contribution to managing substance abuse related issues in this school?

    -Do you think parents are doing a good job or a bad job? **[Competency]** If **YES**, motivate. If **NO**, why.

What do teachers think are the challenges that hinder trust in their collaborative efforts in managing learner substance abuse in schools?

What challenges do you experience with the school principal that might be hindering your efforts?

- What challenges do you experience with your colleagues that might be hindering your efforts?
- What challenges do you experience with the parents, that might be hindering your efforts?
- Are there any challenges other than those presented e.g the Department of Basic Education, Bureaucracy within the schooling system, policies etc.

What do teachers think needs to be done to facilitate trust in their collaborative efforts in managing learner substance abuse in schools?

1. What do you think can be done better to help promote good working relations with the school principal?

2. What do you think can be done better to help promote good working relations with your colleagues?

3. What do you think can be done better to help promote good working relations with the parents?

4. Is there anything you think can be done to the Department of Basic Education, Bureaucracy within the schooling system, policies etc

5. Is there anything you would like to add, which you think may add value to the findings of the study?

Thank you for your time.

"Examining the Role of Trust in Collaborative Efforts in the Management of Learner Substance Abuse Issues in Schools: Perspectives of Parents, Teachers, and School Principals in Cape Town"

Semi-structured interview guide Principals

Demographic information

- Please tell me a little about yourself:
- What is your position in the school?
- If teaching, which grade(s) are you responsible for?
- Which subjects are you responsible for in your school?
- What is your highest educational qualification?
- Do you have any substance abuse-related training or qualifications?
- What gender do you identify with?
- What race do you identify with?

Main research questions

What are the experiences of school principals on working together in managing learner substance abuse in schools?

Measure of Social Exchange Relationships:

- How can you describe your working relationship with your school staff and parents in this school?
- Would you say that you all work as a team in addressing substance abuse issues in the school? If YES, how? If NO, what could be causing the differences?
- How would you describe the behaviour of the staff and parents, when it comes to your efforts in managing substance abuse issues in this school?
- Would you say that your efforts are met in the same manner you would've expected? If **YES/NO**, how? what you think could be causing the resistance?
- Do you think that the relationship between you and the school staff and parents is based on confidence that each party fulfils their obligations in managing substance abuse issues in the school? If **YES/NO** probe [**Mutual trust**]
- Would you say that the relationship is based on the confidence that each party behaves in the manner they are expected when it comes to managing substance abuse issues in this school? If **YES/NO** probe [**Mutual trust**]
- What measures/conditions do you think you have to specify in order for other parties [*teachers, school counsellors, social workers, and parents*] return the favour in the efforts demonstrated in assisting with the management of substance abuse issues in this school?

- Do you think you and the school share the same ideas, feelings and hopes on how substance abuse issues are managed in this school?
- Do you think that the staff and parents allow you to share those ideas, feelings, and hopes freely? If **YES/NO**, do you also allow them to them freely as well?
- If as a principal, you notice/suspect a child is using/abusing substances, do you feel that the parents are welcoming to open up about such issues? Probe further.
- If they do open up, do you feel that you respond in a helpful, encouraging and caring manner? If **YES? NO,** probe further.
- Based on your experiences, do you think that both, you, the school staff and parents made a considerable/huge emotional investment in the working relationship in managing substance abuse issues in this school? If **YES/NO**, probe further.
- Do you think you and the school staff and the parents share equal inputs and outputs in managing substance abuse issues in this school? If **YES/NO**, probe further.

What are your perceptions on the success/effectiveness of the working relationship with the school staff in managing substance abuse issues in this school? Please expand on you grading. [**Exchange quality**]

- What are your perceptions on the success/effectiveness of the working relationship with the parents in managing substance abuse issues in this school? Please expand on you grading. [**Exchange quality]**

How do these experiences influence the trust between parents, teachers, and school principals in managing learner substance abuse in schools?

Measuring Collective Trust

Principal Trust in School Staff:

- What are your views about your school staff? **[Openness]**
- Do you feel that teachers in this school are open with each other? **[Openness]** If **YES**, motivate. If **NO**, why
- Do you think teachers in this school depend on each other for help? **[Reliability]** If **YES**, how? If **NO**, motivate.
- How does your staff deal with difficult situations? **[Reliability]**
- Do you feel that teachers in this school look out for each other? **[Benevolence]** If **YES**, how? If **NO**, motivate.
- How would you describe the relationship dynamics in your school? **[Risk of Vulnerability]**

- Do you think teachers in this school are more trusting of each other? **[Risk of Vulnerability]** If **YES**, motivate. If **NO**, why?
- have you ever experienced any tensions among your staff that may be caused by suspicion of another person's actions? **[Risk of Vulnerability]** If **YES**, why? If **NO**, motivate.
- When your school staff share or tell you something, do you believe that they are being honest with you? **[Honesty]** If **YES**, motivate. If **NO**, why
- What are your views on the competency of the teachers in this school?
- Do you feel that teachers in this school are doing a good job when it comes to handling substance abuse issues? **[Competency]** If **YES**, motivate. If **NO**, why?

Principal Trust in Parents:

- How would you describe your relationship with the parents? [PROBE]
- How would you describe parental support in this school?
- Can you say that you count on parental support in this school? **[Reliability]** If **YES**, motivate. If **NO**, why?
  - When parents in this school commit themselves to doing something, how reliable are they in their commitments? **[Reliability]** If **YES**, motivate. If **NO**, why?
- Are parents in this school open to talk to you about substance abuse-related issues that are concerning their children or school in general? **[Openness]** [PROBE]
- When they do come, do you believe what they tell you? **[Honesty]** If **YES**, motivate. If **NO**, why?
- Do you trust parents in this school? **[Risk of Vulnerability]** If **YES**, motivate. If **NO**, why?
- What are your views on parents' contribution in this school?
- Do you think parents are doing a good job or a bad job? **[Competency]** If **YES**, motivate. If **NO**, why?

What do school principals think are the challenges that hinder trust in their collaborative efforts in managing learner substance abuse in schools?

- What challenges do you experience with the parents, that might be hindering your efforts?
- What challenges do you experience with the school staff that might be hindering your efforts?
- Are there any challenges other than those presented e.g. the Department of Basic Education, Bureaucracy within the schooling system, policies etc?

What do school principals think needs to be done to facilitate trust in their collaborative efforts in managing learner substance abuse in schools?

- What do you think can be done better to help promote good working relations with the parents?
- What do you think can be done to help promote good working relations with the school staff?
- Is there anything you think can be done to the Department of Basic Education, Bureaucracy within the schooling system, policies etc
- Is there anything you would like to add, that you think may add value to the findings of the study?

Thank you for your time.