

MANAGEMENT STRATEGIES FOR LEARNER DISCIPLINE IN SECONDARY SCHOOLS
IN NGAKA MODIRI-MOLEMA DISTRICT

BY

EMEKAKO RAYMOND USILEFE

(25540106)

B. Sc [Ed.] (Hons) Tech Ed., B.Ed. (Hons) Edu Mgt., Laws and Systems, MCP, MCTS, MCSA
and MCITP

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DECLARATION

I, Emekako Raymond Usilefe, declare that this study titled, *Management Strategies for Learner Discipline in Secondary Schools in Ngaka Modiri-Molema District* is my work. This dissertation has never been submitted for any degree at any other university. All sources in this study have been indicated and acknowledged by means of direct and indirect references.

Signed

Date

DEDICATION

I dedicate this piece of work to God Almighty, Who gave me
the grace and strength to finish this study.

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ABSTRACT

MANAGEMENT STRATEGIES FOR LEARNER DISCIPLINE IN SECONDARY SCHOOLS IN NGAKA-MOLEMA DISTRICT.

Learner discipline and its management continue to be a common problem for educators, parents, and learners themselves in South African schools. The purpose of this study was to examine the management strategies as currently applied for learner discipline in secondary schools of Ngaka Modiri-Molema district of the North-West province. The key theories that underpinned this dissertation were theories of management and leadership, the choice theory of behavior and the *geborgenheit* theory. All these theories formed a theoretical framework for the study by offering different aspects of relevance. The study was conducted using the mixed methods approach which was supported by the pragmatic philosophical assumption by using the explanatory sequential research design, it employed the use of questionnaires and interviews (focus groups and one-on-one) for collecting data. The population of this study was all educators in the Ngaka Modiri-Molema district, N=6180. Samples were drawn differently for the quantitative and qualitative phases using different sampling techniques. The sample size used for educators in the quantitative phase was, n=361 educators, while the qualitative phase used, n=20 educators. However, samples for the qualitative phase (n=20) was drawn from the n=361 of the quantitative phase. Both statistical techniques and content analysis were used to arrive at the findings of this study. The main findings of this study revealed that: a vast number of discipline and management strategies available to school managers are not implemented and policies according to South African legislation address more of learner's rights than their basic responsibility towards education. The study concludes that a review of the current policies is done, a proper implementation strategy is adopted for discipline and management strategies and a dialogue for a review of a new disciplinary method other than the use of corporal punishment be done by relevant stakeholders. The study recommends that a similar study is done in other provinces for further comparative studies in order to examine the effectiveness of the discipline and management strategies available for school managers in all South African secondary schools.

KEY CONCEPTS

Learner; Educators; Discipline; Disciplinary Methods/Strategies; Management Strategies; Legal Stipulations; School Management Team (SMT); School Governing Body (SGB); and Secondary Schools.

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CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

Since the end of apartheid, it can be argued that South African society has faced many economic, political, social and educational challenges (Khethiwe, 2013:1). Amongst these has been the decentralisation of school governance through the enactment of new policies in the education system of the country (Khethiwe, 2013:1; Maphosa and Shumba, 2010:387). Decentralisation in this context means that public schools are empowered with the ability to act as juristic persons, able to govern and manage schools at the functional level (Khethiwe, 2013:1; Oosthuizen, 2015:47; Republic of South Africa, 1996:7-8).

At this level, school governance and management can be explained as acts of determining policies and rules that are used to organise and control the school. It may also be seen as the process whereby selected people manage the affairs of the school. The introduction of this process presupposes that all stakeholders have a clear understanding about the responsibilities that come with managing a school (Khethiwe, 2013:1; Tsotetsi, Van Wyk and Lemmer, 2008:387). Obviously, this understanding includes determining school policies and ensuring that rules and policies are implemented effectively. The execution of these complex functions implies the proper management and governance of public schools regarding discipline which requires active participation of parents, educators and learners themselves (RSA, 1996; RSA, 1996a). Tsotetsi *et al.*, (2008:394) maintain that the School Governing Bodies (SGBs) and the School Management Teams (SMTs) should be adequately trained to be able to discharge their duties.

Learner discipline continues to be a common source of problems for educators, parents and learners themselves in secondary schools in South Africa (Eloff, Oosthuizen and Steyn, 2010:126). Despite all efforts to control learner discipline, the problem still presents many challenges for school managers which invariably has detrimental effects to the future of a better society built on sound moral, cultural and Christian values (Zulu and Wolhuter, 2013:1).

Since learner discipline is a major problem in the Republic of South Africa, there are legal structures put in place since 1996 to help the school management in determining, implementing and managing strategies as regards discipline. Examples of these documents are:

- Constitution of the Republic of South Africa, No. 108 of 1996, (RSA, 1996), which contains the Bill of Human Rights;
- South African Schools Act (SASA), No. 84 of 1996, (RSA, 1996a), which ensures that there is a uniform system for governing schools by setting out the laws for governance. SASA also recognises that a new national system for schools is needed to redress past injustices; it supports the rights of learners, educators and parents and sets out the duties and responsibilities of the State.
- Guidelines for governing bodies in establishing code of conduct for learners as stipulated in Notice 776 of 1998 of the Government Gazette (RSA, 1998);
- National Policy of Education Act (NEPA), No. 27 of 1996, (RSA, 1996b) which provides for the determination of the national policy on education generally in the country; and
- Other regulations issued by the Minister of Basic Education (Wolhuter and Russo, 2013:6).

These legal structures mentioned above are used by the school management in establishing a learner's code of conduct and school rules which must be obeyed by all learners in the school.

Learner discipline arguably constitutes a problem in South African secondary schools is evidently clear from scholarly publications (e.g. Eloff *et al*, 2010:126). By all accounts, this problem with learner discipline and its management is not unique to South Africa but occurs as a world-wide problem on all continents (Wolhuter, Van der Walt, and Potgieter, 2013:1). This problem affects teaching and learning negatively (De Wet, 2010:188; Wolhuter, Oosthuizen and Van Staden, 2010:170; Wolhuter and Steyn, 2010:211; Zulu and Wolhuter, 2013:1). Learner discipline also possesses a great challenge for School Management Teams (SMTs) in creating a peaceful learning environment. On a cross-continental scale, a comparative study by Wolhuter and Russo (2013:1) using a survey of eight education systems - Brazil, England, Turkey, Singapore, Malaysia, China, Australia, and New Zealand reveals serious indications of learner ill-discipline. This comparative study was done in order to extract positive management strategies which could be applicable to South African schools. In the United States in Ohio, a case of a student found with an illegal

weapon was jailed and expelled from school (Chiaramonte, 2014:1). Also, Nakpodia (2010:146) affirms that in Nigeria, student ill-discipline has grown to an epidemic and has invariably affected the education management system of the country.

According to Dhlamini (2014:840) educators in South Africa particularly those in secondary schools lack motivation. The issue with motivation can be caused by a host of reasons such as work conditions, work environment, student's behaviour problems and the abolishment of corporal punishment (Strydom, Nortjé, Beukes, Esterhuysen, and Van der Westhuizen, 2012:257). Amongst educators, the *laissez-faire* situation which is common in schools today can be attributed to the lack of proper management efficiency from the School Management Team (Dhlamini, 2014:840). The people appointed as disciplinarians in schools are tasked with leadership roles in ensuring that all school educators act in an effective manner in the reinforcement of appropriate disciplinary and appropriate behavioural habits (Khethiwe, 2013:3).

Recent researches (De Wet 2010:188; Wolhuter, Oosthuizen and Van Staden, 2010:170; Wolhuter and Steyn, 2010:211; Bester and du Plessis, 2010:203; Gasa, 2012:200; Zulu and Wolhuter, 2014:1) reveal ongoing occurrences of different forms of learner misconduct that include aggressive and violent behaviours which have had serious effects on the education system of the country. These acts of aggressive and violent behaviour have become a serious concern for education managers in South African schools. Maphosa and Shumba (2010:387-389) affirm the above that cases of learner ill-discipline are on the increase in South African schools. Sometimes cases are reported of physical and verbal confrontation, theft, substance abuse, watching pornographic content, possession of dangerous weapons and even murder on school premises (Maphosa and Shumba, 2010:389). Khomola (2012:2) emphasized that learners and even educators now face threats of security and safety in school environments due to the lack of proper and effective management strategies for learner discipline. Some of the recent reported cases of learner's ill-discipline are:

- A 14 year old pupil was stabbed to death by another learner in Cape Town on 22nd April, 2015. Reported on SA breaking news by Jamie-Leigh Matroos.
- Crime, Top news on 16th May, 2014 reported a case of a learner brutally stabbing another learner in Wellington school in the Western Cape by REfilwe Pitjeng.

- Reported in SABC news by SAPA on Tuesday, 8th Oct. 2013 was a case of a learner-teacher sexual relationship which happened in Mafikeng High School, in the North-West.
- Retha Kruger reports on skills portal on a series of cases of learners committing suicide or murder as a result of bullying from their peers, on 14th Aug, 2013.
- In May, 2013, a-14-year old school boy brutally killed four members of his family. Reported on Daily Sun Newspaper on 28 May as reported by Retha Kruger.

The present situation of South African public schools above shows lack of discipline and self-discipline amongst high school learners and this greatly hampers the teaching and learning process (Shaikhmag, 2014:435). Having noted the problems of discipline faced by education managers, the management of sound discipline should be a partnership and co-operation between relevant stakeholders such as parents, learners, educators and even the government. In the past, different scholars in their various publications have highlighted different suggestions as regards providing better ideas, models and strategies in the management of learner discipline (Singh and Steyn:2013:1; Serame, Oosthuizen, Wolhuter and Zulu: 2014:1; Leefon, Jacobs, Roux and De Wet: 2013:1; Kourkoutas and Wolhuter, 2013:1). The Minister of Education of South Africa has also endeavoured to improve learner discipline matters by publishing Regulation for Safety Measures in Schools (RSA, 2001). In addition, after the banning of corporal punishment due to the enactment of the SASA and NEPA in 1996 (RSA, 1996a; RSA, 1996b), the Minister of Education published a document “*alternatives to corporal punishment*” which replaced the corporal punishment discipline strategy in order to help educators and education managers deal with misbehaving learners (George, Noncedo and Anass, 2014:2)

Furthermore, as indicated earlier on page 2, in the Republic of South Africa, different legal frameworks are available to School Management Team members and educators generally at schools to help them properly manage issues on learner discipline. These are the Constitution of the Republic of South Africa, No. 108 of 1996, (RSA, 1996), the South African Schools Act (SASA), No. 84 of 1996, (RSA, 1996a), the National Policy of Education Act, No. 27 of 1996, (RSA, 1996b) and international law practiced in South Africa based on section 39(1)(3) of the Bill of Rights in the constitution (RSA, 1996). These documents are available for school managers to serve as mere guideline when drafting the code of learner’s conduct as endorsed in section 8 of the Schools Act (RSA, 1996a).

Khethiwe (2013:5) noted that both educators and families are crucial in providing discipline, safety and security in schools for learners. The SMTs as managers of the school are challenged to implement strategies for managing learner discipline in school on a daily basis with understanding and insight. However, the important question is: To what extent is the School Management Team capable of “establishing and managing a disciplined and purposeful environment dedicated solely towards improving learning and a better society” as required by section 8(2) of the South African Schools Act (RSA, 1996a).

1.2 PROBLEM STATEMENT AND RESEARCH QUESTIONS

Quite a number of publications in the past have addressed learner discipline and its management in South Africa. These publications by scholars concentrated on different aspects of discipline. Some recent examples of issues or problems on learner discipline taken from the Bulletin for Christian Scholarship, KOERS, a South African journal which dedicated one of its 2013 issue to learner discipline. Here is the important selection of what authors concentrated on: Serame, Oosthuizen, Wolhuter and Zulu (2013:1-6) and Kourkoutas and Wolhuter (2013:1-8) who focused on disciplinary methods in handling learner ill- discipline, Singh and Steyn (2013:1-8) investigated contributing factors to learner’s aggression, Wolhuter and Russo (2013:1-11) conducted a large survey on the occurrence of serious incident of learner misconduct in different countries across the world and finding ways of dealing with them.

From the above, these recent scholarly papers on learner discipline focused on different areas of management of learner discipline. Arguably, this reveals that there is still need for more research to be conducted based on the problem on learner discipline management as reported in this document. This study focused on how better holistic management strategies, particularly by the School Management Team (SMT) and, possibly, models in handling learner discipline in secondary schools can be achieved, more so, as none of which has been conducted in Ngaka Modiri-Molema (NMM) district.

In view of the above, more information and better processes are needed by school managers regarding learner discipline, and conclusions drawn from the outcome of this study will be of assistance and interest to education managers. This problem on the proper management of learner

discipline led the researcher to ask questions which helped in discovering better strategies to manage learner discipline in secondary schools in NMM district.

The main question this study addressed was: what are the management strategies that can be applied for learner discipline in secondary schools in NMM district?

The main research question can be sub-divided into sub-problems that can be formulated as the following research questions:

- i. Are there disciplinary methods provided for school managers regarding learner discipline in secondary schools?
- ii. How are the management strategies on learner discipline currently applied on learner discipline in secondary schools?
- iii. How can you describe the role of the school managers in establishing and maintaining learner discipline in secondary schools?
- iv. What are the perceptions of secondary school educators and school management on learner discipline in secondary schools?
- v. Which legal guidelines are available to school managers for managing learner discipline in secondary schools?
- vi. What further suggestions may serve as guidelines to improve management strategies on managing learner discipline in secondary schools?

1.3 AIM OF THE RESEARCH

The aim of this research was to determine management strategies for learner discipline in secondary schools in NMM district.

The sub-aims of this research were to:

- i. Discover the disciplinary methods provided for school managers regarding learner discipline in secondary schools.
- ii. Determine how management strategies on learner discipline are currently applied on learner discipline in secondary schools.
- iii. Establish the role of the school managers in establishing and maintaining learner discipline in secondary schools.

- iv. Explore the perceptions of secondary school educators and school management on learner discipline in secondary schools.
- v. Determine which legal guidelines are available to school managers for managing learner discipline in secondary schools.
- vi. Highlight further suggestions which may serve as guidelines to improve management strategies on managing learner discipline in secondary schools.

1.4 RESEARCH DESIGN

Paradigm as described by Creswell (2014:6) is a basic set of beliefs and philosophical orientation that guides a researcher's action to a study which could arise on the basis of a researcher's discipline orientation, students' mentor's inclination and past research experiences. This study followed a POSITIVIST-interpreivist paradigm with a combined QUAN-qual approach. This combined approach of worldviews as seen by Creswell (2014:19) is also known as the pragmatic worldview where data are collected using mixed methods.

According to Creswell (2014:10) this worldview arises out of actions and situation of the phenomenon under study. The regular reported cases of learner ill-discipline in South Africa schools is a situation that calls for continuous research in the drive towards a better solution. The pragmatic paradigm focuses mainly on what works for a problem and that is why it deals with the problem by employing pluralistic (more than one) approaches to derive more knowledge about the problem (Creswell, 2014:10-11). The chosen paradigm often leads to embracing a quantitative, qualitative, or the mixed approach. In this study, the paradigm chosen was a mixed method design.

Mixed method is defined as the collection and analysis of data through quantitative and qualitative means in a single study in which data are collected concurrently or sequentially, with priority, and involves integration of data at one or more stages in the process of the research (Gary, 2014:194). The mixed methods design used in this study was the explanatory sequential strategy. In this design, there were two phases of data collection. The first stage data was the collection and analysis of data through quantitative means and the second stage was collecting and analysing data through qualitative means but built on the initial quantitative results. This method is used in explaining the results of quantitative data by qualitative means (Creswell, 2014:15,211) [See par. 1.4.1 and 3.6 for more explanation].

As mentioned, the design for this study focused on mixed methods research based on the establishment of a pragmatic paradigm. According to Creswell (2014:12), research design is simply a type of enquiry within any of the three approaches; quantitative, qualitative, and mixed approach in order to help provide direction for the study. Some authors refer to it as strategies of a researcher's inquiry regarding the problem under study. The strategy of enquiry employed in this study was the explanatory sequential mixed methods design. This design chosen involved two phases in which the researcher collected quantitative data and analysed them in the first phase. The results of this phase were then built-on in the second phase through qualitative research (Creswell, 2014:224). The researcher selected this design because it enabled him to use the qualitative data to explain in more detail the quantitative results (Creswell, 2014:231). This enabled the researcher to have a more in-depth understanding of the research questions posed in this study in order to achieve the aim of this research which was to determine management strategies on learner discipline in secondary schools in NMM district. In addition to that, this design also helped achieve triangulation by adopting a pluralistic approach in which one method compensates for the weaknesses of the other and operate side by side or sequentially (Gary, 2014:197). The design also adopted the use of a survey (quantitative) in the first phase and face-to-face and focus group interviews (qualitative) to explain deeper the quantitative responses in the second phase.

1.4.1 Methodology

Based on the design chosen- sequential explanatory method, which takes two phases - the empirical research will start with the quantitative method then followed by the qualitative method.

1.4.1.1 Empirical research (Quantitative)

1.4.1.1.1 Population and Sampling

In this first phase, the population relevant to this study included all educators of secondary schools in the region of NMM district. This district consists of both rural and urban areas. The researcher obtained a detailed list of schools in NMM district in the Area office, Mafikeng. There were N=87 secondary schools which included parallel medium, dual medium, section 20 and 21 schools. This provides for a multitude of different backgrounds. The total population of secondary school educators currently employed under the NMM district, as retrieved from the Mafikeng Area Project Manager as at January 2015, was N= 6,180.

According to O’Leary (2010:162), sampling is the process of selecting elements of a population for inclusion in a research study. For this study, the researcher employed stratified random sampling to divide the population into different stratas. The strata identified in the NMM district and used for this study were three: Mafikeng, Rekopantswe and Ditsobotla (sub-groups). This sampling method enabled the researcher to obtain a truly representative sample (Relmer and Van Ryzin, 2011:170). This means that each member of the entire population of educators had an equal chance of being selected. For ease of distribution sake, a total number of 9 schools were selected in Rekopantswe and Ditsobotla sub-groups and 18 secondary schools in the Mafikeng sub-group using simple random sampling. According to Maree (2010:173) simple random sampling can be defined as a process whereby elements of a population are numbered sequentially for identification and these elements are drawn based on the generation of a pre-determined number. The elements matching these numbers automatically became the sample.

A representative sample of the population was selected for this study using Krejcie and Morgan’s work on sample size determination. Referring to Krejcie and Morgan (1970: 607-610), the study adopts the relation:

$$n = \frac{p(1 - p)N \cdot \chi^2_{\alpha}(1)}{d^2(N - 1) + p(1 - p)\chi^2(1)}$$

Where n =sample,

Proportion, $p = 0.50$ (for maximization),

N = Total population,

d = Error margin (Degree of accuracy) = 5% = 0.05,

And $\chi^2_{\alpha}(1) = \chi^2_{0.05}(1) = 3.841$ and $p=5\%=0.05$.

Using the Total Population, N , of 6,180, the estimated total minimum sample size was given by:

$$n = \frac{0.5(1 - 0.5)(6108)(3.841)}{0.05^2(6108 - 1) + 0.5(1 - 0.5)(3.841)} = \frac{5865.207}{16.22775} = 361.4 \text{ to } 1 \text{ d. } p$$

Sample size as determined by the relation above is $n=361$ (see Annexure E for generic table). After indicating above that the entire population will be divided into sub-groups using stratified sampling and schools selected through simple random sampling in each sub-groups, the researcher then adopted the purposeful sampling and convenience sampling to select educators in each school. The purposeful sampling was used to select principals and SMT members while the convenience sampling was used to select the remaining number of educators needed in each school. Convenience sampling can be defined as when population elements are selected based on easy availability and convenience (Maree, 2010:177). Prior to this, permission was obtained from school principals before approaching educators in the schools. The table below shows a description of the sampling used to selected the $n=361$ educators in schools.

Table 1.1: Sample of educators in each sub-groups

Sub-groups	No. of schools [X]	No. of educators/school (SMT inclusive)[Y]	Total no. of educators/sub-group[X] x [Y]
Mafikeng	18	10 + [1]	181
Rekopantswe	9	10	90
Ditsobotla	9	10	90
	n=36		n=361

N.B: The + [1] indicated above shows that 1 of the 18 schools in the Mafikeng sub-group will select 11 educators.

1.4.1.1.2 Variables

A variable can be seen as something that assumes different characteristics at a particular time and it is often used to check variations between two components (Relmer and van Ryzin, 2011:31). For this study, the researcher identified the dependent (response) variables and the independent (control) variables (Greenfield, 2012:156). The dependent variable for this study was management strategies on learner discipline, while the independent variables were gender, post-level, age, race,

etc. The independent variables listed served as the predictor or controlled variable which helped as a determining factor for the expected outcome of the study.

1.4.1.1.3 Measuring instrument

The researcher used a closed questionnaire for data collection. The questionnaire was solely designed for the purpose of obtaining facts and opinions about the phenomenon under study: *strategies to manage learner indiscipline*. Structured questions were used for different sections. What makes this kind of instrument particularly appropriate was that it suspended personal prejudices and biases, and ensures objectivity of the researcher.

The questionnaire was divided into different sections. Section A focused on biographical and demographic information of respondents thereby helping the researcher identify the independent variables for the study (see par. 1.4.2.2.2). The remainder sections utilised the ‘a priori’ method by focusing on the sub-research questions of this study (see par. 1.2), thereby addressing the dependent variables through the control variables identified. Some examples of questions in the questionnaire were: what specific strategies have you adopted in your school? What documents guide the disciplining of learners in your school? Are educators adequately trained in applying such disciplinary strategies in your school? etc. The scales for the questionnaire was be a mix of continuous (e.g., very ineffective to very effective) and categorical scales (e.g., yes and no).

1.4.1.1.4 Data collection procedures

In this phase, the study began with a pilot study. A pilot study can also be referred to field testing and can be defined as the means of administering sets of questionnaires in order to establish the content validity of the instrument in order to improve questions, formats, and scales (Creswell, 2014:161). For the pilot study, a separate set of questionnaires were handed out to ten educators located in the Mafikeng sub-group particularly in the Montshiwa area. Purposive sampling was used to select the 10 educators for the pilot study. The researcher purposefully selected educators that are in school management and/or had experience of up to seven years in teaching. The pilot study was for the purpose of wanting feedback and understanding of structured questions in the measuring instrument in order to increase clarity, validity and reliability. In a pilot study, respondents were expected to complete the questionnaires in order to check clarity, increase reliability, validity and practicality, eliminate difficulty of wordings, and to gain feedback on the

type of questions and their formats (Khethiwe, 2013:118). Afterwards, the questionnaire was then finalised and used for the entire sample of the study.

After respondents had been consulted, the researcher distributed the questionnaires in person to educators in selected schools by applying the sampling procedures to ensure a high response rate (see par. 1.4.2.2.1 and 3.7.2.1). The researcher in-person also collect the completed questionnaires from the respondents after administering.

1.4.1.1.5 Data analysis and statistical techniques

Data has no meaning unless interpreted and analysed. Once data were collected through the use of questionnaires, computer packages such as MS Excel and Statistical Package for Social Science (SPSS) were used to capture, analyse and interpret the data. Descriptive and inferential statistics were used to describe data.

1.4.1.1.6 Trustworthiness, validity and reliability

The methods used to establish trustworthiness in quantitative research includes internal validity, external validity, reliability, and objectivity of the research (Susanne, 2012:1).

Internal validity is supported when changes in the dependent variable happens from only the independent variable, and not from other confounding variables. It is important for quantitative researchers to remember possible threats to internal validity from instrumentation and statistical regression. The researcher evaluated trustworthiness by how well the threats to internal validity have been controlled, and the validity of the instruments and measurements used in a study. The researcher also measured this study through statistical tests.

External validity is used to generalise from the research sample to the larger population (Susanne, 2012:1). In this study, the researcher carefully selected the sampling techniques (stratified, simple random and convenience sampling) suitable in establishing trustworthiness for this study. The researcher also considered factors such as subjects, situation, time, intervention, and measures that could affect external validity and generalisability. The researcher managed these factors by ensuring that respondents are contacted through appropriate means before visiting their school to ensure for a comfortable time the distribution of questionnaires.

Reliability is also known as internal consistency and it is used to examine the consistency of the measuring instrument (questionnaires) used in this study. The researcher in this study ensured reliability by employing a pilot test (see par. 1.4.2.2.4 and 3.7.2.4) as a source of pre-test (also known as stability) by administering questionnaires to one group of individuals, after which the same instrument was then administered to the entire sample. Reliability is important to quantitative researchers because it is a basis for validity, and measures whether or not a study obtains the same results each time (Susanne, 2012:2).

Objectivity is used through the methodology of measurements, data collection, and data analysis through which reliability and validity are established (Susanne, 2012:2). Objectivity was attained in this study by creating an appropriate distance between the researcher and respondents in order to reduce bias. The objective researcher in this study is distant so that the researcher is not influenced by the respondents, and does not influence the study.

1.4.1.2 Empirical research (Qualitative)

1.4.1.2.1 Site

The selected site for this research was 5 government secondary schools in Mafikeng which was identified as one of the strata for this study (see par. 1.4.2.2.1). Maree (2010:34) points out that a research site must be suitable and feasible. This site is suitable because the researcher lives in this area thereby making data collection easy. This site also provided a mix of different races so as to capture different cultural backgrounds and see their relevance to the theme of the research. Mafikeng is dominated by the black race and few other races - White, Coloured, Indian - but most importantly, it is known for having troublesome and violent learners.

1.4.1.2.2 Participant Selection

In accordance with the qualitative method, the purposeful sampling which enables the researcher to select participants based on specific criteria was used for the second phase. The selection of participants was for the purpose of collecting data through face-to-face and focus group interviews. A principal or any educator in charge of discipline was selected for face-to-face interview and a focus group interview which contained n=3 educators was selected in 5 secondary schools. This made a total of 5 face-to-face and 5 focus group interviews in all 5 secondary schools selected.

The total participants for this qualitative phase were N=20. Purposeful sampling does not only consider the selection of participants but also involves the settings, incidents, events and activities for data collection (Maree, 2010:178). It involved the researcher hand-picking participants with particular characteristics and the researcher performed purposeful sampling based on the following criteria:

- Participants must live in the Mafikeng region as the research will be conducted in this area.. These participants are located in the Montshiwa area in the Mafikeng sub-group identified in the first phase (see par. 1.4.2.2.1).
- Participants were selected purposely from the first phase respondents (quantitative research) but only those with specific characteristics such as principals or educators in charge of discipline with long-term experience, and in schools identified with problematic learners.

1.4.1.2.3 Data Collection Strategy

As noted earlier in the design, data collection started with the use of questionnaires in the first phase and interviews in the second phase which utilized a qualitative approach (Creswell, 2014:224). In this case, the researcher conducted face-to-face and focus group interviews using semi-structured interview questions in order to elaborate on the quantitative data on views and thoughts regarding the management strategies for learner discipline in secondary schools. The importance of face-to face interviews is that it enables cooperation of participants and in turn gives high response rates (Maree, 2010:92). These relationships help generate more meaningful data than the first phase.

Audio tape was used during all interviews as this aided the researcher in transcribing and coding of data in the section of data analysis. The researcher consented the participants for the use of the tape recorder. The researcher also used field notes and diaries where necessary and applicable so as to record observations, moments of confusion and new ideas.

1.4.1.2.4 Data Analysis

In this phase, the *a priori* style and quantitative results helped inform the researcher on the kind of questions to ask participants. The researcher also took information from the field notes and interview transcripts (focus groups and face-to-face interviews) to form a better understanding of

the information. The researcher then followed a systematic procedure in analysing data by recording data, transcribing data, coding data into themes and categories, analysing, and discussing findings (Creswell, 2014:197).

Once the data had been transcribed and after extensive collaboration and consultation with the supervisor, the researcher then aimed at putting into themes and categories the data generated from the qualitative data. Further discussion will be made on findings.

1.4.1.2.5 Trustworthiness

Trustworthiness is a set of criteria devised for judging the quality of a research (Bryman, 2012:717) Therefore, trustworthiness can be perceived as the ways in which qualitative researchers guarantee that transferability, credibility, dependability, and confirmability are evident in their research (Susanne, 2012:1). For this qualitative phase, trustworthiness was ascertained by member checking. Also, the identified themes and categories from data were discussed with the participants to ensure accuracy and dependability. Results from field notes, interviews and the research diary were also triangulated with regard to common themes to provide reliable findings.

1.4.1.2.6 Researcher's role

During the data collection stage, the researcher observed and listened carefully by creating a form of connection and collaborative partnership with the participants (Maree, 2010:41). For this study, the researcher was like an instrument which is vital and essential in the data collection and analysis stage. During the data collection stage, the researcher observed and listened carefully and continually abided to all ethical guidelines. The researcher also had the responsibility of designing interview questions and analyzing the themes and categories generated during the second phase. The researcher also decided the time allocation for execution of the various stages.

1.4.3 LITERATURE STUDY

This literature study aimed solely at determining management strategies using a theoretical and conceptual framework; management strategies for learner discipline in secondary Schools with focus on NMM district. To reach this aim, the method below was utilised:

Primary and secondary sources were consulted to obtain recent and relevant information with regard to the questions derived from the problem statement. Literature on an appropriate

theoretical framework to include the concept and characteristics of discipline, disciplinary methods, school-based management (SBM), leadership and management models, legal guidelines, international laws, theories on behaviour and discipline (Choice theory and *Geborgenheit* theory) was also consulted, which was conceptualised further from a reasonable standpoint to suit the purpose of the study.

The essence of this is to find reasons and to also understand the application of management strategies on learner discipline and particularly creating a platform for correlation between previous knowledge and empirical findings of this study. This helped come to a reliable conclusion for the purpose of this study.

Applicable computer database searches from the North-West University library relating to the research theme were conducted using Google Scholar, Sabinet References, Emerald, SAePublications, National ETD Portal which includes South African theses and dissertations, ProQuest Dissertations and Thesis, and EbscoHost. Relevant textbooks were also used.

1.5 ETHICAL ASPECTS OF THE RESEARCH

According to O'leary, (2010:41) ethics in its basic meaning refers to rules of behaviour that help to dictate what is acceptable within a profession. Ethics in conducting research however varies across different professional codes or disciplines and/or institutions but there are generally acceptable guidelines. For the purpose of this study, the researcher approached the ethics committee of the Faculty of Education, North-West University, Mafikeng Campus to obtain permission to conduct research in the selected schools situated in NMM district of the North-West Province. Afterwards, the researcher then approached the Chief Directorate, Departmental Research Services, Department of Education, North-West Province, with the permission letter obtained from the ethics committee of the Faculty of Education, North-West University, to obtain permission to conduct research on educators in the selected secondary schools of NMM district of the North-West province. Letters were written to the principals and educators of selected schools to seek their cooperation and consent concerning administering questionnaires and conducting interviews at their schools at their schools.

The researcher observed ethical protection according to contemporary social science. The researcher ensured voluntary participation of respondents by ensuring that none of them were being coerced into participating. He also granted them the right to discontinue at any stage of the study. Similar to voluntary participation is informed consent to participate which was obtained through letters. He made participants aware of the procedures and risk involved in participating in the study. This risk involved could be physical or psychological. The researcher also guaranteed confidentiality by not sharing their identifying information or thoughts with anyone. In addition to this, the researcher consented with participants before using the tape recorder to record during the interview session. Anonymity was also ensured by keeping respondents anonymous throughout the study.

1.6 CONTRIBUTION OF THE STUDY

The introduction of the Constitution of the Republic of South Africa in 1996 coupled with policies by the Department of Education all brought a degree of uncertainty to educators, parents and even learners. After the abolishment of corporal punishment, educators feel that the available strategies and disciplinary methods have not proved very effective on issues regarding learner discipline in secondary schools. Effective management strategies could help ensure safe and positive learning outcomes, thus extending good values to our school communities.

This study is aimed at determining management strategies that can be applied to improve learner discipline in secondary schools in NMM district. The conclusions drawn from the empirical research in this study will help address adequately the research objectives. Thereby, it will provide useful recommendations for school managers in this region of the North-West province for handling learner discipline.

1.7 DEFINITION OF KEY CONCEPTS

In this study, the definition of key concepts helps in understanding the purpose of the research by defining the dependent variables. The following concepts: management strategy, discipline, learner, educator, secondary school and School Management Team will be defined.

1.7.1 Management strategy

Management can be defined “as the activity of controlling and organising the work that a company or organization does. It is also regarded as people in an organization who are responsible or in charge of an organization. Management can also be defined as the way people control and organise different situations that happen around their work” (Longman Dictionary, 2014).

Strategy is “a planned series of actions for achieving something or doing something”. (Longman Dictionary, 2014).

For the purpose of this study, the researcher perceived the school as an organization (Van der Westhuizen, 2013:84-94). Management as defined above describes how secondary school principals and educators in general manage the possible situations emerging from learner’s ill-discipline. Management strategies for learner discipline was the primary focus of this study.

1.7.2 Discipline

Discipline denotatively is “a way of training someone so that they learn to control their behaviour and obey rules. Discipline is also the ability to control one’s Own behaviour, so that you can do what you are expected to do” (Longman Dictionary of Contemporary English, 2014).

According to Serame *et al* (2013:2), discipline is the act of developing self-control and also the ability to acquire the skills required to live in peace and harmony with other people. In this study, the concept discipline referred to how educators and principals ensure a safe and conducive environment for teaching and learning through effective management strategies so that the rights and needs of learners and educators are respected, vindicated and safeguarded with the intention of controlling discipline.

1.7.3 Learner

Learner according to the Longman’s Dictionary means someone who is learning to do something. In the context of this study, a learner would be referred to mean “any person receiving education or obliged to receive education” (RSA, 1996a). The learners focused on in this study are learners admitted into secondary schools in the region of NMM district.

1.7.4 Educator

Based on the context of this study, an educator is defined as “any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at a school” (RSA, 1996a). The educators focused on in this study are educators employed to work in secondary schools in the NMM district.

1.7.5 Secondary school

Secondary school is a school for children between the ages of 11 and 16 or 18 (Longman Dictionary, 2014). In the context of this study, secondary school means a public school or an independent school which enrolls learners in one or more grades from grade 7 to grade 12. These secondary schools are the secondary schools in NMM district.

1.7.6 School Management Team (SMT)

The SMT are tasked with day to day school management activities. The members of the SMT are usually the principal, deputy principals, and the Head of Departments (HODs) of the school. Particularly according to van Wyk and Marumoloa (2012:101), in section 16 of the amended Schools Act (RSA, 1996a), SMT members are tasked with day-to-day implementation of policy making and implementation. Please note, in this document, school management or managers refers to the functions and functioning of the SMT and not the School Governing Body (SGB). The SGB are elected members who are inclusive of parents and perform governing functions and not daily professional functions like the SMT ((s20 (e) RSA, 1996a).

1.8 PRELIMINARY STRUCTURE OF DISSERTATION

Chapter 1: Introduction and problem statement

The chapter provides a general overview of the study, including introduction and rationale, problem statement, research question and objectives, research aim, and the research design and methodology with which the research was conducted.

Chapter 2: Management strategies on learner discipline: Theoretical, conceptual and legal framework.

Theoretical framework on School Based Management (SBM), educational management/leadership theories and strategies will be covered. Conceptual frameworks will also be utilised in qualifying management strategies and behaviours of learners in and out of classrooms.

The characteristics of discipline, disciplinary strategies and legal stipulations which also included legislation used in education concerning management of learner discipline were consulted.

Chapter 3: Research Design and Methodology

This chapter focused on the research design and methodology including population, sampling, measuring instrument, data collection and analysis. Ethical considerations and contribution of the study (in chapter1) were also covered.

Chapter 4: Empirical Findings

This chapter revealed empirical findings. An analysis and interpretation of the empirical data obtained from the questionnaires and interviews was done.

Chapter 5: Conclusions and recommendations

This chapter dealt with the summary of research results, conclusions and recommendations for future or additional research.

CHAPTER TWO

LEARNER DISCIPLINE: THEORIES, LEGAL GUIDELINES AND MANAGEMENT STRATEGIES

2.1 INTRODUCTION

Chapter one focused on the background, problem statement, research design and methodology, trustworthiness, ethical considerations and the possible contribution of the study. In this chapter, focus will be placed on the review of literature supporting the theoretical framework on learner discipline and management strategies on learner discipline for secondary schools. Literature review is defined by Leedy and Omrod (2014:51) as a review of what other researchers have examined relating to the topic of study. The reasons for conducting a literature search for this study are to sharpen the focus of the research questions, to be able to identify the factors that have contributed to the development of the problem over time and to help discover the path down which the researcher can approach the problem in question (O’Leary, 2010:73; Repko, 2012:168). Based on the above, the literature review for this chapter will focus on answering the research questions presented, explore new styles towards managing learner discipline and use the latest methodology books on mixed methods as the researcher will approach the problem in question with both quantitative and qualitative approaches. All these are to help in discovering sound recommendations for educators regarding strategies to manage learner discipline.

Optimal learning can only be achieved in an environment that is conducive for teaching and learning (Padayachie, 2013:23). For several years now, learner discipline problems have been a major concern for educators, administrators and even parents. More than ever before, teachers are faced with serious problems within the school environment with inclusive classrooms, and on a daily basis are confronted with unacceptable learner behaviour and threatening situations to learners and educators at large (WCED, 2007:2). After the abolishment of corporal punishment in South Africa, there was an urgent need to develop ways to deal with issues regarding discipline particularly in innovative ways. The new approach to positive discipline support represents a shift from a control approach towards a developmental and restorative one (Padayachie, 2013:23). This will enable learners to progress towards responsibility, relationship construction and a better sense of well-being. This approach is also embodied and supported by the legal structure of the country

which includes the South African Constitution, No. 108 of 1996 (RSA, 1996), the South African Schools Act, No. 84 of 1996 (RSA, 1996a) and guidelines for governing bodies in establishing a code of conduct for learners as stipulated in Notice 776 of 1998 of the government gazette (RSA, 1998). Research-based management strategies can help tackle issues of learner discipline in schools in order to create a suitable learning environment (Padayachie, 2013:23). This study is also aimed at exploring the school management strategies to help in understanding and managing learner behaviour which will be discussed extensively later on in this chapter as already researched by the Education Management and Development Centre: Metropole North (WCED, 2007:1).

The key components in achieving a successful disciplined environment are management and discipline (Savage and Savage, 2010:3). However, discipline and management cannot be treated as two separate entities. A conducive learning environment invariably helps promote positive discipline (Arthur-Kelly, Lyons, Butterfield and Gordon: 2007:xii). The teacher's role is to orchestrate and manage the school environment by using preventative and proactive strategies. This results not only in teachers becoming effective and influential leaders, but also in establishing an effective and controlled learning environment in and out of the classroom (Belvel, 2010:xi; Savage and Savage, 2010:6). Building relationships of trust, considering prerequisites for success, focusing on continuously advancing the physical environment, establishing and agreeing on classroom parameters for cooperation between learners and learners as well as between learners and teachers are all elements of strategies that could be followed and adopted by the School Management Team (SMT) as regards discipline-related problems (Arthur-Kelly *et al.*, 2007:44).

Primary and secondary sources will be used in order to find relevant information to include theoretical framework on management and leadership theories, choice theory on behaviour, geborgenheit theory of learner security and discipline, School-Based Management (SBM), meaning and characteristics of discipline, causes of learner ill-discipline, disciplinary methods applied in South African schools, functions of the SMT and management of a culture of positive discipline. The reasons for using more than one theory is the avoidance of being so consumed with one theory that an educator become incapable of developing interventions from other theories (Maag, 2004:39). In research, a theoretical framework helps to outline or present a preferred approach towards an idea or thought as they are like maps that give coherence to an empirical enquiry in research (Wikipedia, n.d). The legal documents relevant to learner discipline in this study are the Constitution of the Republic of South Africa, No. 108 of 1996 (RSA, 1996), the

South African Schools Act, No. 84 of 1996 (RSA, 1996a) and relevant international laws as allowed by section 39(a) of the Bill of Rights (RSA, 1996). In a nut shell, this chapter focuses on theories and legal guidelines applicable to the management of learner discipline. This chapter will further examine and explore important discipline management strategies in order to establish discipline and optimal learning by exploring research-based strategies that can help improve positive behaviour. These theories and legal documents will be used where appropriate in different sections of this chapter in explaining and qualifying different author's views regarding learner discipline and discipline management strategies as used in the context of this study.

2.2 THEORETICAL FRAMEWORK

2.2.1 Introduction

Theories of education are basically applied in practice as a conventional way of managing problems in school. Theory and practice may be regarded as separate aspects of education management, which is also referred to as a theory/practice divide (Bush, 1995:18). Theory and practice are difficult and sometimes unrealistic particularly when one is trying to understand the complications of human behaviour in an organisation setting. Bush (1995:17) states that “it has been customary for practitioners to state the dichotomy in robust terms: airy-fairy theory versus down-to-earth practice (theory versus practice)”. Theory is only valuable if it informs guidance to practice for educators and education managers by suggesting new innovative ways in which events and situations can be understood. The possible inter-relationships a between multiplicity of educational theories which can be tested through past literature and empirical research will possibly inform a better way of practice thereby bridging the theory-practice gap (Bush, 1995:17). This study focuses on exploring theories applicable to the management of learner discipline by finding relevance and applicability to educational practice.

The theoretical frameworks applicable to the subject of this investigation – *management strategies on learner discipline* - includes theories of management and leadership, the choice theory of learner behaviour and *geborgenheit* theory. The researcher employed what can be referred to as a pluralistic theoretical approach to the management of learner discipline simply because there is no single all-embracing theory to educational management since there are many kinds of educational institutions and varied nature of problems in schools (Bush, 1995:17, 2003:22). In the same vein,

Ribbens (1985:223) declared that “students of educational management who turn to organisational theory for guidance in their attempt to understand and manage education institutions will not find a single, universally applicable theory but a multiplicity of theoretical approaches, each jealously guarded by a particular epistemic community”. This explains why House, in Bush (1995:19), argued that theories in education are not the same as science theories that are based on set of beliefs, values and techniques but rather based on changing situations that comprise a totality of different ways of seeing a problem.

2.2.2 Theories of management and leadership

Globally, there is now a drastic shift by governments towards the reliance on a skilled workforce. Arguably, in South Africa, there is now considerable importance placed on effective leadership and management, and it is hoped that practices from such leaders will bring the best possible education for their learners (Bush, 2007:391). However, the field of education leadership and management are pluralistic with many competing theories or perspectives. The most vital point to note is that both management and leadership are primarily concerned with the aims of education which provide direction for school management (Bush, 1999:240). The significant concern here is to what extent school managers are able to understand, synthesise, and modify government (national and provincial) policies and develop alternative approaches or strategies based on school values and vision which will help manage issues of learner discipline in secondary schools (Bush, 2003:1).

According to Bush (2007:392), distinguishing between leadership and management still presents difficulty as they overlap with each other.

By leadership, I mean influencing others’ actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change... Leadership takes much ingenuity, energy and skill. Managing is maintaining efficiently and effectively current organizational arrangement. Managing well often exhibits leadership skills, the overall function is toward maintenance, rather than change. I prize both managing and leading and attach no special value to either since different settings and times call for varied responses (Cuban, 1988:56).

From the above quote, leadership can be associated with change, while management is seen as more of a maintenance activity. This shows that to operate in a disciplined environment where optimal teaching and learning should take place, there needs to be a leader who understands and is knowledgeable in applying both leadership and management models that are relevant in the African context.

The adoption of the South African Schools Act, No. 84 of 1996 (RSA, 1996a) and the shift towards School-Based Management (SBM) in South Africa led to more emphasis on the practice of effective school management and leadership (Huber in Bush, 2007:393). The following paragraphs shows a review of the models of educational leadership with a link to similar models of management which are based on international and South African literature and research (Bush and Glover, 2002; Bush, 2003; Bush, Bisschoff, Glover, Heystek, Joubert and Moloi, 2006). Bush's (2007:394) exposition or typology of management and leadership models in which congruence between the kinds of models is explained in a tabular form is further used to highlight the models or theories that form part of the basis of this study.

Table 2.2: Typology of management and leadership models

Management model	Leadership model
Formal	Managerial
Collegial	Participative, transformational and interpersonal
Political	Transactional
Subjective	Post-modern
Ambiguity	Contingency
Cultural	Moral
	Instructional

Adapted from Bush (2007:394)

2.2.2.1 Transformational leadership

This leadership model is linked with the collegial model (Bush 2007:396). Transformational leadership basically is how a leader exerts his influence on his/her followers which is mostly how they inspire their followers or colleagues in order to increase their follower's commitment to organisational goals (Bush, 2014; Leithwood, Jantzi and Steinbach, 1999). This leadership model focuses on the commitment of members. Leithwood et al in Bush (2007:394) conceptualise this leadership model under eight dimensions:

- Building school goals;
- Establishing school goals;
- Providing intellectual stimulation;
- Offering individualised support;
- Modelling best practices and important organisational values;
- Demonstrating high-performance expectations;
- Creating a productive culture; and
- Developing structures to foster participation in school decisions.

From the above, it is evident that this model of leadership is operational in self-managed schools (Bush, 2007:397). According to the Task Team on Education Management Development (DoE, 2006:29), transformation in a school will only depend on the nature and quality of its internal management. This reflects that there must be a proper internal devolution of power within a school for transformational leadership to occur in a self-managing school (Bush, 2007:397). In South African schools, transformation means that all required levels' actions (learners, educators, HODs) are required but principals may face issues of physical, human and financial resources (Bush, 2007:397).

The Schools Act which allows for self-managed schools can help in the management of learner discipline. Through the devolution of power to the School Management Team (SMT) and the School Governing Body (SGB), they are required to manage learner discipline through the adoption of the learner Code of Conduct as endorsed by the South African Schools Act (RSA, 1996a)

2.2.2.2 Participative leadership

According to Leithwood in Bush (2007:397), this model is underpinned by three assumptions:

- Participation will increase school effectiveness
- Participation is justified by demographic principles; and
- In the context of site-based management, leadership is potentially available to any legitimate stakeholder.

Arguably, this model can help increase friendliness between staff and reduces pressure on school principals since there is a form of shared roles with other important stakeholders in the school. Bush (2007:398) points out that the participative model is consistent with the new democratic schools in South Africa based on the introduction of School Governing Bodies (SGBs) for all schools and greater importance given to School Management Teams (SMTs), which suggests a strong bond and commitment to participative decision-making. A good strong working relationship between the principal and the SGB should bring about effective governance (Bush and Heystek, 2003; Bush, 2007).

According to the South African Council of Educators (1996), decision-making by full participation in school governance is a total breakaway from the former apartheid education administration thereby introducing a system of ownership and acceptability to communities. According to Mohapi (2014:275), decision-making is the process of selecting a logical choice. For the purpose of this study, decision-making is based on the premise that SMTs are provided with the task of making strategic decisions for the upliftment and goodwill of the school in general. According to Mohapi (2014:277), seven types of decisions-making can be identified which may be applied to school managers in the Ngaka Modiri-Molema district. They are: democratic; consensus; minority; majority; lack of response; unanimous; and authoritative decision-making.

Prior to democratic governance in South Africa, education in provinces was centralised through the Bantu system of education (Mohapi, 2014:276). The important points on the historical background of school governance in South Africa before independence are: schools were not equally resourced; issues of a school's official language; authoritative form of decision-making; and the centrality of the education system of all provinces under the Bantu education system. Change towards self-management came to light after democracy through the enactment of the

South African Schools Act of 1996 where devolution of power was given to SGBs and the SMTs (Mohapi, 2014:276).

School Based Management (SBM) had been implemented in a growing number of countries and the pattern of implementation is similar to instructional leadership, participatory and transformational leadership. The participatory leadership model helps in staff collaboration by implementing a form of shared roles with other important stakeholders in the school (Bush, 2007:398) while the transformational leadership is how a leader exerts his influence on his/her followers which is mostly how they inspire their followers or colleagues in order to increase their follower's commitment to organisational goals (Bush, 2014; Leithwood, Jantzi and Steinbach, 1999). In this regard, this model of leadership is operational in self-managed schools since the principal is appointed the head of the school by the Head of Department who is an official in the Department of Education (Bush, 2007:397). It can be conceptualised in various ways but in its simplest meaning, it refers to a transfer of decision-making authority and responsibility at the level of the local school (Khattari, Ling and Jha, 2010:3). It promotes freedom, differentiation and responsiveness (Lindberg and Vanyushyn, 2013:40).

SBM can also be thought of as the decentralisation of levels of authority to the school level. Responsibility and decision-making over school operations are transferred to principals, teachers, parents, sometimes students, and other school community members. The school-level actors, however, have to conform to, or operate, within a set of centrally determined policies (World Bank Group, 2014). SBM systems take on many different forms. While some systems transfer authority to principals or teachers only, others encourage or mandate parental and community participation, often in the school.

There are a wide variety of SBM strategies, including full autonomy and authority over all educational matters - discipline, activities, books, etc. (Lindberg and Vanyushyn, 2013:41). However, the role of SBM has shifted from a traditionally administrative focus with activities like scheduling or discipline to more tasking managerial functions (Graczewski, Knudson, and Holtzman, 2009:76). Based on these high tasking functions, Lindberg and Vanyushyn, (2013:41) outlines how the school principals are no longer relying on a conventional management styles when they deal with different situations everyday but rather starting to rely more on their own personal judgment in dealing with school managerial function. Based on this, the school principal

must implement contingent leadership model where a leader adopts the best solution to a particular problem at a particular time.

The new educational policy framework sets an overall vision for South Africa towards democratic governance. The South African Schools Act (SASA), No. 84 of 1996, (RSA, 1996a) indicated after the apartheid era in 1994, a new era of school governance and management with power put in the hands of the SMTs and the SGBs. School managers have the responsibility of adopting a learner code of conduct according to section 8 of the Schools Act (RSA, 1996a).

In practice SMTs adopt one or a combination of two or more of the decisions-making types. However, a participative model of leadership supports a decision-making process done through process of consultation with important stakeholders (learners, educators, and parents). According to the Ministerial Committee's Review of School Governance (2004:85), SMTs and SGBs in South Africa still experience issues that relate to decision-making and its implementation, especially in-terms of their functioning. SGBs experience difficulties with SMTs such as lack of proper communication, failure to implement decisions taken at SGB meetings and spending choices. SMTs also experience difficulties such as SGBs members' availability, commitment, clear distinction on the roles between the SMT and SGB (Joubert, 2014:104). The ministerial report also recommends that a precise point still needs to be reached for ideal and successful participation of members in the decision-making process since there is still a major problem in South African schools regarding participatory fairness and consensus (Joubert, 2014:104; Ministerial Committee's Review of School Governance, 2004:85). According to a document on understanding school leadership and management for ACE School Leadership, the advantage of participative leadership brings about the whole development of the school but it may still take many years before such is experienced in the South African education system (Department of Education, 2007). Referring to the scholarly claims above, without participative leadership of important stakeholders, the school discipline policy (Code of Conduct for learners) may not be properly written, adopted and implemented.

2.2.2.3 Political and transactional leadership

This model reflects a conflict between stakeholders with misunderstandings usually solved through a form of official agreement or pledge (Bush, 2007:398). The exchange or official promise usually

from a higher personnel (principal) to a lower one (subject teacher) becomes the strategy for members of the school. Obviously, the principal or SMT requires the co-operation of its educators which is usually achieved through benefits as agreed between both parties. A major problem as highlighted by Bush (2007:399) is that transactional leadership may not produce a long-term commitment to the vision to be achieved by school managers. Some form of transactional leadership that could occur in secondary schools can be a pledge towards educators on their effective implementation of the strategic plans of the school regarding discipline without any form of resistance (Bush, 2007:399).

Bush and Anderson in Bush (2007:399) reveal evidence regarding the origin and escalation of learner discipline. They explained that learner discipline has its root in the era of protest against the *apartheid* government. The separation of Indian, black and coloured schools from white schools created discipline issues and some cultural clashes which is a result of political activity (Bush *et al.*, 2006:57).

2.2.2.4 Post-modern leadership

The post-modern model of leadership aligns closely with the subjective model of management. It is characterised by the multiplicity of subjective truths and reveals the loss of absolute authority (Bush, 2007:399). In this model, organisational hierarchy is not absolute but rather supports democracy and advocates a more consultative, participatory and inclusionary approach which is very similar to participatory management (Starratt, 2001:348). This model suits the South African 21st century as principals need to promote participation of educators, parents, learners and the community. The SGB is one way of achieving this aim as it is a body guided by legislative power of the Schools Act to bring stakeholders together by act of participative decision-making thereby governing the school in the right direction (RSA, 1996a).

The approach of the post-modern leadership to discipline is similar to the participatory model where hierarchy is not the key to positive discipline but rather an inclusionary model that takes into consideration the subjective thought of important stakeholders in the school.

2.2.2.5 Moral leadership

Moral leadership has to do with values, belief and ethics of leaders and should be the critical focus of leadership (Bush, 2007:400). West-Burnham in Bush (2007:400) discusses two approaches in

this model. The first approach connotes spirituality and explains that leaders should be aligned with spiritual affiliation which prescribes the basis of self-awareness. The second approach is seen as moral confidence which is the ability to behave in a way that is consistent with an ethical system.

According to the document published by the Department of Education (2007) on understanding school leadership and management for ACE School Leadership, school leadership in South Africa refers to spiritual intelligence and leadership. In addition, it concludes that an African society is built on a spiritual world where answers and meaning are found. The Department of Education should cater for this in the curriculum for religious/moral education and the school principals can introduce religious practices through recognised religions for the promotion of moral character in the school (Emekako, 2014:66).

2.2.2.6 Contingent leadership

The contingent approach to leadership is an alternative or non-conventional approach where effective leadership styles are adopted by selecting best strategies to solve a problematic situation (Bush, 2007:402).

With South Africa's diverse education system which ranges from well-organised enabled city schools with adequate provisioning to very poor schools with no access to basic facilities, it would be unappealing and not advisable to prescribe one universal approach to effective school leadership and management. Principals and/or the SMTs should be equipped with the required and necessary skills in order to fit in any kind of situation or circumstances they are required to manage (Bush, 2007:402). Yukl (2002:234) agrees by stating that "a managerial job is too complex and unpredictable to rely on a set of standardised responses of events".

In this sense, leadership can be seen as a process of exerting a certain influence on clear values and beliefs to improve a school. The vision is achieved by leaders who seek for co-operation and commitment from educators and learners.

This reflects that the best discipline strategy be adopted in solving a school learner discipline problem which can be approached through leadership and management. Leaders must therefore assess the situation carefully and react wisely.

2.2.3 Choice Theory of behaviour

The Choice Theory of behaviour was developed by William Glasser. The theory basically provides an explanation of motivation which is evidently different from other theories of behaviour (Glasser, 1998:3). This theory aims to find new ways to understand and explain how learners behave but most importantly, how educators can help these learners exhibit positive behaviour by themselves through the choice that they make.

According to Glasser (1998:5), there are ten axioms of Choice Theory, they are:

- Our behaviour can only be controlled by ourselves.
- All we can provide to someone else is information.
- All continuing psychological problems are relationship problems.
- The problem relationship is always part of our present life and cannot be avoided.
- What happened in the past has everything to do with the present, but we can only please our immediate needs right now and plan to continue satisfying them in the future.
- A person can only satisfy needs by satisfying the pictures in his/her quality world.
- All people do is to behave.
- All behaviours are Total Behaviours and are made up of four components which are acting, thinking, feeling and physiology.
- All Total Behaviours are chosen, but only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how we choose to act and think.
- All Total Behaviours are designated by verbs and named by the part that is the most recognisable.

A vital aspect of Choice theory is the belief that human beings are internally and not externally motivated. While other theories suggest that outside events cause us to behave in certain

predictable ways, Choice theory teaches that outside events or the environment never makes people to do anything but rather behaviours are internally developed notions of what is most important and satisfying (Glasser, 1998:6). In other words, no behaviour is caused by any situation or external factors. Accepting this idea requires a paradigm shift on the part of those who view life according to stimulus-response theory (Crawford, Bodine, and Hoglund, 1993:167). According to the Choice theory paradigm, people or events outside us never stimulate us to do anything, our behaviour always represent the choice we make to satisfy our need at the time. Even a quick action of behaviour is chosen and not automatic (Crawford *et al*, 1993:172). All individuals are driven by genetically transmitted needs that serve as instructions for attempting to live their lives (Glasser, 1998:6). These basic needs are: the need to survive; the need to belong; the need to gain power; the need to be free; and the need to have fun (Glasser, 1998:7).

Sullo (1997:25) specified that although external factors influence choices but humans have more control and are responsible for the choices they make. Knowingly or not, humans constantly compare their perceptions of the world with their current quality world picture (actual expectation). Consciously or not, they determine if their current behaviour is the best available choice to take them in the direction they want to go. When people learn to apply the principles of Choice theory, they are taught how to more consciously self-evaluate so that the behaviours they choose have the best chance of helping achieve responsible choices (Sullo, 1997:25).

2.2.3.1 The application of Choice Theory in educational practice

Understanding thoughts in the brain of learners with behavioural problems can be very difficult and exhausting (Bechuke and Debeila, 2012:240). Social science through theories could inform only little on the causes of learners' ill-discipline and even the best ways of handling them successfully. This study intends to use the Choice theory to explain the behaviour of learners. Choice theory explains that learners are solely responsible for the way they choose to behave and also for the consequences of their choices. Therefore, for educators who use this theory as a discipline management strategy, this theory helps them put a stop to a bad behaviour but most importantly, modifying it without the use of punishments or rewards of any sort (Bechuke and Debeila, 2012:241).

The philosophical assumption of Choice theory explains that students must have a choice (Glasser, 2009:2). This choice can be their choice of curriculum, the rules that govern them in their classrooms and the school in general. This will give a learner some sort of ownership in their learning by getting involved through participation which will obviously bring about self-awareness and esteem (Bechuke and Debeila, 2012:243). Choice theory can be applied in classroom management as it create space to learn because of learners' ownership in the classroom. The possession of this ownership automatically challenges learners to come to class willingly with great eagerness (Bechuke and Debeila, 2012:244). In this regard, a key component of Choice theory is that the basic need for personal competence is an inner drive that is self-initiating and is unrelated to the need for extrinsic rewards or praise (Bechuke and Debeila, 2012:244). Glasser (2009:2) in his work on dealing with discipline problems in classroom management, proposed that educators have two goals, the first being to try to put a stop to unwanted occurrences of learner's bad behaviour and the second, which is the most important, is that educators must teach learners the best ways to control their behaviours. In a follow-up to this, Glasser (2009a:3) affirms that "there is a clear difference between teaching student responsible behaviour and the behaviour improvement programs offered by other organisations". The latter can be used to control the former but educators must also indulge in inculcating positive discipline in learners in and out of classrooms.

Based on the above, Choice theory helps in understanding what motivates a learner's behaviour which may arguably be the best way educators can be able to manage learner behaviour effectively. Therefore, Choice theory clarifies reasons for human behaviour. Regarding the area of learner discipline, Choice theory does not inform how well an educator can approach the best way of disciplining learners guilty of misconduct but rather shows a way of understanding their behaviour especially by helping shape learners on the right choices that support positive school culture thus becoming a strategy for promoting and exhibiting positive learner behaviour.

2.2.4 *Geborgenheit* theory

This theory was formulated in 2009 by Oosthuizen. It discusses critical issues in the application of learner discipline strategies from an Educational Law perspective (Oosthuizen, 2015:4). According to the Oxford German Dictionary (2014), in its freely translated form, the word *Geborgenheit* means "security or a place of security and safety". However, the word is not well

conceptualised in the English version of *security*. A deep examination of the German word over time based on its use by different authors in their papers do not just refer to it as a secure place but as a place with a feeling of over-all well-being and protection (Oosthuizen, 2015:4,5). The *Geborgenheit* theory as referred to by Manyau (2014:153), is particularly concerned with good organisational skills practiced by educators in schools to enhance learner discipline.

2.2.4.1 The application of the *Geborgenheit* theory in educational practice

This study aims at exploring and developing management strategies for learner discipline with the main focus on the School Management. For management to achieve this aim, they need to establish their school as a safe and secured learning environment. It is essential that all participants in the school (learners, educators, parents/guardians and even the state) enhance and apply *Geborgenheit*. Owing to the nature of reality of discipline, education management and law are very suitable tools for achieving a well-regulated environment of *Geborgenheit* (Oosthuizen, 2015:8). These fields in education promote rights and obligations of participants in order to achieve a quiet, peaceful and safe learning environment. According to Oosthuizen (2015:7-9), participants to help achieve *Geborgenheit* in a school are discussed below:

- i. Learners:* Learners are expected to obey rules and regulations and they must also be adequately catered for in terms of a secure and orderly environment. In this regard, a safe study environment must be provided for all learners (Oosthuizen, 2015:7). This environment must be safe from all sorts of violence, sexual harassment, drugs and weapons. In addition, it seeks to produce a calm and orderly classroom atmosphere favourable for effective teaching and learning.
- ii. The educator:* In the Republic of South Africa, educators are expected to exhibit a very sound professional conduct, but also by law they are entitled to just labour practices (Oosthuizen (2015:7). The South African Council for Educators (SACE) helps regulate this professional conduct. In the consideration of fair and just labour practices for educators, education management, educational law and the *Geborgenheit* theory seek to provide a safe place for educators to discharge their duties.
- iii. The parents/guardians of the child:* Parents or guardians as the primary and first educator of a child are entitled to the participation in the education of their child by being involved

in the governing body of the school for the essence of decision-making (Oosthuizen (2015:8).

- iv. *The state:* The finance for education comes from the state. It is expected that the state reaps good values in terms of well-behaved and educated learners enriched with skills necessary to better the economy of the country (Oosthuizen, 2015:9). According to Oosthuizen (2015:9), the application of *Geborgenheit* theory through the national budget via the state helps to achieve a safe environment by enhancing constitutional values that promote social justice for learners and educators; by promoting rights to basic education for all in the best interest of a child and just administrative action for participants in education, thereby, supporting the application of human rights in a typical school environment.

It is important to provide a mentally and physically safe environment for teaching and learning free from distractions, disruptions, and intrusions (Serame, Oosthuizen, Wohulter and Zulu, 2014:3). It has been established in the aforementioned that for teaching and learning to be successful, there is the need for *Geborgenheit*. Furthermore, there is evidence in research that there exist a strong connection between well-behaved disciplined classes and successful teaching (De Wet and Jacobs, 2009:52). It can be said then that educators in schools should promote, encourage and maintain a state of orderly *Geborgenheit* in the school environment and this must be achieved through legally approved disciplinary means in the Republic of South Africa (Serame *et al*, 2014:3).

In par 2.1, the researcher noted that this study adopts the pluralistic theoretical approach: leadership and management theories; the Choice theory; and the *Geborgenheit* theory. The reason for the pluralistic approach is the avoidance of being consumed with one theory so that educators become capable of developing interventions from other theories (Maag, 2004:39). These theories serves different purposes in this study. The theories of leadership and management helps explain how schools managers can adopt the best practices on the management of learner discipline. The Choice theory on the other hand helps educators teach learners how to choose the best behaviour for the promotion of positive school behaviour. The *Geborgenheit* theory help create a secured learning environment by bringing together all participants (learners, educators, parents/guardians and the state) responsible for attaining such.

2.3 CHARACTERISTICS OF DISCIPLINE

Denotatively, discipline can be defined as “a way of training someone so that they learn to control their behaviour and obey rules” (Longman Dictionary of Contemporary English, 2014) [see par. 1.7.2 in chapter 1]. It originates from the Latin word *discipulus*, which means learner and that is why it is inseparable from education. The word discipline also has its roots in the word *disciple* which means to train or teach by instruction or exercise (Khalsa in Padayachie, 2013:82). Discipline is defined by Serame, Oosthuizen, Wolhuter and Zulu (2014:2) as “developing self-control and acquiring the skills required for living in harmony with other people”.

The word ‘discipline’ means adhering to rules and orders given by supervisors or superiors and to the demands of the community or organisation. Padayachie (2013:82) defines discipline as a unity of principles, rules and values, which supports an individual’s relationships with the society thereby ensuring freedom, individual and social rights and the realisation of self-discipline. This directly relates with a person’s cognitive, personal and moral growth. In the same vein, the phenomenon of discipline may also be described as a condition created and formed through a process of a series of behaviours which help indicate and measure certain values of compliance to God’s sameness and uniformity (Husain, Makmur, Musa and Jasruddin, 2015:109).

Classroom discipline is understood predominantly in functionalist terms as “a form of regulation or control- to create and maintain order” (Mellie, Griffiths and Parkes, 2010:13). Ultimately effective classroom discipline creates a positive educational environment that improves learning and social progress (Brown and Vigilante, 2005:5). Therefore, discipline problems should be handled in ways that do not affect the learning process or interfere with the functioning of the classroom. It should be noted that classroom discipline is a subset of the system of rules, regulations and policies that govern schools. Effective discipline is a natural growth of planning, preparation and prevention that begins with the teaching staff and SMT of the school (Brown and Vigilante, 2005:5). Subsequently, in whatever way learner discipline is handled, it must consider dignity as enforced by section 10 of the South African constitution (Savage and Savage, 2010:xii; RSA, 1996). Discipline is not a by-product of the exercise of power but an opportunity to help individual learners achieve the most important goals of education, character, and the development of self-control and the acceptance of responsibility (Savage and Savage, 2010:8).

So far, different author's views have been explored in the way they conceptualise the word discipline. Discipline will now be explored in its characteristics view.

2.3.1 Discipline as a reflection of moral character

Serakwane (2007:25) explains that discipline can be seen as a moral characteristic of individuals which is essential to acquire a positive personality that can assist one to live responsibly in society. In this light, Oosthuizen, Roux and Van der Walt (2003:385) agree that discipline enables a learner to become well-behaved in society and achieving this should be the ultimate goal of schools and education in general thereby guiding learners in the right way. Based on Choice theory, educators must teach learners how to make choices that are acceptable in society.

This definition of discipline as a reflection of moral behaviour makes it preventive in nature but the question is: Is discipline only concerned with preventing misconduct or punishing it? Educational researchers have examined both and up till now, more research is still needed in providing holistic discipline management strategies for school managers.

2.3.2 Discipline as both preventive and corrective measures

Discipline aims to prevent and correct misconduct in learners. It is understood as an activity that guides learners and also maintain order in schools. The adoption of a Code of Conduct and schools rules aids in maintaining order and punishment is usually made available as a corrective measure. Serakwane (2007:27) affirms this by defining discipline “as a process with intention to prevent, suppress and to redirect misbehaviour”.

The *Geborgenheit theory* can help with prevention of misconduct as it provides in the best way possible a secure environment for learning (see par. 2.24 and 2.2.4.1). Corrective measures can be done through the use of disciplinary methods/strategies as provided in the document- *Alternatives to corporal punishment* (DoE, 2000). They are used to correct a case of a learner misconduct in school so educators should endeavour to get acquainted with the proper use of the discipline strategies provided.

2.3.3 Discipline as control

Serakwane (2007:28) is of the opinion that institutions such as prisons, schools and hospitals can only function properly within a disciplined setting and operate through the use of disciplinary

mechanisms such as hierarchical observation, judgement and examination. Certain elements must be put in place such as control of movement and surveillance. In a school setting, a time-table could also be used as a source of controlling mechanism for movement of learners (Serakwane, 2007:28).

A school can be seen as a small society that uses its conduct to protect its interest by adopting a learner's Code of Conduct. The school SMT must consider the application of *Geborgenheit* as a source of control in school. Edwards in Serakwane (2007:29) also maintains that the behaviour of children needs total control because they can be unpredictable and destructive so they need monitoring and control. He also added that the educator's duty is to control the learners in order to stimulate only desired or acceptable behaviours. Edwards in Serakwane (2007:29) also agrees by stating that learners accept punishment as a form of reinforcement to help control their behaviour.

2.3.4 Self-discipline

Self-discipline has to do with behaving respectfully and responsibly. Serakwane (2007:30) maintains that self-discipline helps to reduce the need for the intervention of educators. It is an internal mechanism which helps individuals to control themselves. Joubert and Squelch (2005:2) also see discipline in the same vein stating it is a positive behaviour management aimed at promoting acceptable behaviour and developing self-discipline and self-control in learners.

2.3.5 Discipline as punishment

Discipline and punishment are different concepts but inseparable. Serakwane (2007:31) sees discipline as an ultimate goal where children try to understand their behaviour while punishment is used in controlling learner discipline but may do little or nothing in controlling these behaviours. Joubert and Squelch (2005:2) specify that the use of punitive means are limited by law. For example in South Africa, corporal punishment is prohibited by section 10 of the South African Schools Act, No. 84 of 1996 (RSA, 1996a).

A well-disciplined classroom is an important factor to consider and strive to achieve in teaching and learning. Educators who mainly depend on power and apply punitive models of behavioural control, sometimes share the decision-making process with the learners themselves upholding a

climate where everyone's goal is to attain a disciplined classroom (Serakwane, 2007:31). Therefore, the responsibility and management is shared amongst members in the classroom.

2.3.6 Discipline as a form of creating order

As discussed in earlier, a secured (*geborgenheit*) learning environment is needed for creation of order in a school by involving all participants (learners, educators, parents, and the state) of education in school. Educational processes cannot occur without a disciplined environment as they only survive in a lawful environment. Educational management and training must comply with the requirements of law. In this sense, the bad behaviour of an individual is consequently checked by discipline (Serakwane, 2007:33; Serame, 2011:17).

2.3.7 Discipline ensures fairness

Through discipline, fairness can be achieved in a school setting. Individuals having an interest in educational matters have rights and obligations, and encroaching into these rights by another is unfair (Serame, 2011:18). Hosten in Oosthuizen, (2015:181) defines fairness as values which serves as norms to ensure impartiality when dealing with competing interest of different subjects. Section 35(3) of the constitution also stipulates that every accused person has rights to a fair and just administrative action (RSA, 1996).

2.3.8 Discipline as a form of protection for the learners

A well-disciplined school setting helps to protect learners from unruly and undisciplined behaviour by their fellow learners. A disciplined setting also protects learners from their own stupidity and naughtiness (Serakwane, 2007:33; Oosthuizen, 2015:182).

2.3.9 Discipline is prospective

The objective of education is clearly to prepare the learners for integration in their development to becoming better persons in society and subsequently to able to provide a positive learning environment (Serakwane, 2007:33; Oosthuizen *et al* in Serame, 2009:19). Serame (2011:19) explains further that educators should use the best suited disciplinary method when correcting misbehaviour and consider factors such as learner's age and level of impact of misbehavior on teaching and learning.

From the different ways in which discipline is explained in the aforementioned, (Oosthuizen, *et al*, 2003:385) describes discipline as formation of moral characters and thereby preventive in nature. Serakwane (2007:32) rather sees it as a method of control. However, variations are offered by Joubert and Squelch (2005:3) who advocate self-discipline while Serakwane (2007:32) brings forward the combination of both prevention and control. In this regard, research scholars agree that the use of discipline in its various forms is vital in the effective management of learner discipline.

From the above characteristics of discipline, it is obvious that proper discipline is essential in maintaining a peaceful ordered and disciplined environment. Van der Westhuizen in Oosthuizen (2015:182) notes that there are regulatory Acts and that these Acts are the ontic point of departure of education management. The educator must have knowledge of the different characteristics of discipline in order to implement meaningful disciplinary measures.

2.4 CAUSES OF LEARNER ILL-DISCIPLINE

This study explores the causes of learner ill-discipline to help understand why learners misbehave especially on the root causes of misconduct of learners. Understanding these causes may help educators develop better strategies in managing learner ill-discipline.

The causes of learner misconduct will be discussed under the following headings as grouped by Russouw (2003:424) in his work on learner discipline in South African public schools, which involved 104 schools, as found from respondents:

- Internal causes;
- External causes; and
- Natural causes.

2.4.1 Internal causes of learner misconduct

Internal causes of learner discipline focuses on the bad behaviour exhibited by learners in the school premises. The internal causes are explained in the following paragraphs which were synthesised from empirical findings from research conducted in North-West province and reported by Russouw (2003:425).

Large numbers of learners in a class can cause disruptive behaviour during the teaching-learning process. Many educators are not adequately trained to handle large number of students during their training programmes so this becomes a real challenge (Oosthuizen, Roux, and Van Der Walt, 2003:382). The ratio of male and female teachers in the school can also determine the disciplinary climate of the school. In the North-West province, it has been observed that there are more female teachers than male teachers. Based on this, it is more likely that a school will face more disciplinary problems (Emekako, 2014:68).

The absenteeism of educators from class and in school will definitely cause misconduct of learners as there would be no one to guide and supervise them. This absence by educators may be caused by too many curricular duties, motivational level of educator, fewer educators employed in a school, teacher union activities or even illness of an educator (Russouw, 2003:425; Maphosa, 2011:77).

Bullying is another internal factor. Learners don't have an adequate understanding of the respect of human dignity as specified in section 10 of the constitution of Republic of South Africa, No. 108 of 1996 (RSA, 1996). This leads to the oppression of younger and weaker learners. Due processes as prescribed by legislation do not allow immediate action to be taken against a learner and this causes further disruption. A study by Russouw (2003:425) shows that due process procedures used in labour relations are inappropriate for learner discipline.

School is usually seen by learners as a place of boredom. Children are likely to misbehave when they are bored. Cowley (2006:111) points out that it should be part of the school's priority to deal with boredom and make the school interesting.

2.4.2 External causes of learner misconduct

Quite a number of learner ill-discipline cases or misconduct occurs discipline occurs outside the school environment. Russouw (2003:425) believes in his investigation that a number of external causes have a direct impact and negative influence on a school.

Children without caring parents tend to misbehave. They might get no help when they get home neither will they meet any authority figure to help them with what they have learnt for the day at school. They simply get no one to discipline them when necessary (Serame, 2011:11). Schools often reports that discipline is not adequately maintained by parents at home and that this serves

as one of the major reasons for bad behaviour of learners. Most of these parents expect the school to help their children to behave better. In addition, many of them feel unconcerned and unresponsive in educational matters Russouw (2003:425).

The habit of getting involved in the use of alcohol and drug abuse, experiences of sexual abuse and even exposure to pornography and assault can all lead to ill-discipline of learners in schools (Serame, 2011:21).

Schools in lower socio-economic areas where poverty prevails tend to have a negative influence on school discipline. In addition, learner discipline can also arise from how the educators handle their relations with learners; individually or as a class group. These relations can also be the cause of victimisation of the educator by the learners (Russouw, 2003:425).

The lack of care in homes irrespective of the socio-economic levels of the family can cause misbehaviour as learners strive for attention by any possible means (Serame, 2011:21). Parents could show no tolerance, no respect towards authorities and educators. They also run away from their own responsibilities and leave it to the school alone to teach proper conduct to their children. Another cause is the location of the school as learner discipline in schools can originate from the community rather than the school itself. The community's social system and values can invariably influence the disciplinary climate in a school.

2.4.2 Natural causes of learner misconduct

In this category, consideration will be placed on other occurring causes of learner misconduct that are difficult to place under internal and external causes. These may also be seen as natural causes and they are explained below:

2.4.2.1 Overemphasis on rights

According to Russouw (2003:424), the flexibility of the constitution of the country which places a lot of emphasis on learners' rights seems to reflect in the behaviour of learners at schools and in their respective homes. This has resulted in learners being aware of their constitutional rights but show little or no responsibility to meet their expected obligations in respect of discipline. Overemphasis on rights may cause a nonchalant attitude and lack of insight regarding their role in the teaching-learning process. Unfortunately, the overemphasis on rights is also visible in the

educational approach of some educators and parents. Some principals and educators generally are now confused and do not know how to demand more of their learners. They are tentative and frightened because they might unknowingly infringe on a learner's rights and thereby be faulted on the application of discipline strategy (Russouw, 2003:424). The Bill of Rights in the South African constitution (RSA, 1996) stipulates in different sections certain rights applicable to learners and these rights give learners the edge. They are: Human dignity [section 10]; freedom and security of a person [section 12]; privacy [section 14]; freedom of religion, belief and opinion [section 15]; freedom of association [section 18]; and freedom of expression [section 16] (RSA, 1996).

2.4.2.2 Special needs

Sometimes learners with special needs need to be placed in a mainstream school instead of in a special school. It is most likely for the exhibition of problematic behaviour because the child may struggle to keep up with others with school work and the teacher may not adequately manage the situation in an inclusive kind of education (Waterberger, 2006:2). Oosthuizen (2010:22) also points out that the reason could be that they were handled using the same disciplinary capability as normal children and this could affect their physical or mental well-being.

2.4.2.3 Peer pressure

Peer pressure is one of the most common causes of learner discipline. This may be more rampant where there are more ill-disciplined kids in certain classes or even at the senior grades (Serame, 2011:21). Peer pressure happens as a result of fellow school mates trying to get approval by misbehaving in order to get some sort of reinforcement and that is why Eloff, Oosthuizen, and Steyn (2010:129) support that learner discipline in secondary schools are mainly caused by peer pressure and learners without parental care.

2.5 THE LEGAL BASIS OF DISCIPLINE IN SOUTH AFRICAN SCHOOLS

This section will constitute of the legal documents to consider in South Africa when disciplining a learner which will then be followed by the disciplinary measures or strategies in South African schools. This will entail a discussion of the alternatives to corporal punishment for South African schools.

Guidelines have been set for the consideration of governing bodies in adopting a code of conduct for learners, which are a set of rules and regulations for the purpose of promoting positive discipline, self-discipline and exemplary conduct, as learners learn by observation and experience (DoE, 2007). The code of conduct must be compiled in co-operation with all the relevant persons (teachers, learners and parents) and must be revised regularly (RSA, 1996a; RSA, 1998). This is in-line with the participative leadership model which requires the cooperation of all stakeholders.

The code of conduct should possess the following attributes:

- A school must reach consensus on a uniform disciplinary structure that is consistent, fair and positive (WCED, 2007:14).
- A code of conduct gives expression to the norms and values that are prescriptive for and applicable to learners' behaviour, actions and functioning within that specific school and lastly,
- A code of conduct as prescribed by section 8(2) of the Schools Act, No 84 of 1996 (RSA, 1996a) must be aimed at establishing a disciplined (producing learners with attributes such as self-control, responsibility, obedience, excellence) and purposeful school environment where all school activities are in accordance with the vision of the school, dedicated to the improvement and maintenance of the quality of the learning process.

A valid code of conduct for learners should consider the following important points: It is subject to existing legislation i.e. the Schools Act and the Constitution of South Africa; It must be drawn up against the background of the school's ethics and take into consideration the particular character of the school and the values and culture of the learners and the community; It must promote positive discipline and development, not punishment; It must include a description of the type of behaviour that is not acceptable and must indicate how the school will react to such behaviour; It must be aimed at creating a disciplined and goal orientated school environment within which quality education can take place; It must be accessible and user-friendly. It must meet the requirements of being fair and reasonable and set a standard of ethically correct behaviour; and lastly, it must give learners the right to and the responsibility for being informed about their expected behaviour of (WCED, 2007:15).

Section 8 of the Schools Act, No. 84 of 1996, stipulates that all schools must draw up a code of conduct. However, on a daily basis, the principal and educators are responsible for discipline in

the school, while the governing body has a duty of ensuring that the code of conduct is adopted (RSA, 1996a). During the establishment of the code of conduct, the participation of all role players: parents, educators and learners are compulsory. This process must be democratic and go through the process of consultation and negotiation (WCED, 2007:16). Through this, it is ensured that the whole school community accepts ownership for the code of conduct and the application thereof. It is especially important that all learners admitted in the school be made aware of the content of the code of conduct. It is, however, important that the entire school community be aware of the limits of the code of conduct which are: - On school premises before, during and after school hours; - During all school activities – on or off of school property; and - Outside the school property when the learner is identifiable because of school uniform (WCED, 2007:16).

After consultation and participation of all stakeholders during the development of the code of conduct for learners, it must contain an introduction containing the principles and philosophies of the Schools Act, references to common law and national legislation, a mission and vision statement of the school, general school rules that comply with fairness, disciplinary procedures and forms of punishment for offenders of all school rules (WCED, 2007:16). Relating to the forms of disciplinary procedures and forms of punishment, the code of conduct must clearly outline possible forms of learner discipline and forms of restorative measures (response and support). These forms of discipline are usually from level 1 to 4 (WCED, 2007:16-20).

2.5.1 Legal stipulations

This section focuses on the legal determinants used for managing learner misconduct. Oosthuizen (2015:45-46) in his book ‘Aspects of Education Law’ stipulates that sources of the law of education are derived from the statutory law, common law and case law. Based on statutory law, the following sections and aspects of legal documents are of importance in this exposition.

2.5.1.1 The South African Constitution [No. 108 of 1996]

Section 29(1) of the South African constitution (RSA, 1996) and article 26 of the Declaration of Human Rights (UN, 1948) discusses the rights of everyone to a basic education including the child. In South Africa, education is to be free at a particular level and the serious misconduct of learners can interfere with these rights. For example, a 14-year-old pupil was stabbed to death by another learner in Cape Town on 22nd April 2015 as reported on SA breaking news by Jamie-Leigh

Matroos. These learners' right to basic education have been hampered. However, providing a secure place for learning can help reduce such dangerous occurrences from happening.

Section 9(3) of the South African constitution (RSA, 1996) stipulates that the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds. This indicates that educators must handle cases of learner discipline fairly and on the basis of equality by giving room to just administrative action (Serame, 2011:7).

Section 28(2) of the constitution (RSA, 1996) stipulates that the best interest of a child must be of paramount interest. The child referred to here is less than 18 years. Any administrative decision made as regards disciplinary action must take into consideration the interest of the child (Serame *et al*, 2014:3).

Section 10 of the South African constitution (RSA, 1996) states that everyone has inherent dignity and the right to have their dignity protected and respected. In no way must any disciplinary measures violate or infringe on a learner's rights. Human dignity is a core value upon which a learner's right may be measured (Serame *et al*, 2014:3).

Section 12(1) of the constitution (RSA, 1996) states that everyone has the right to freedom and security of the person, which includes the right not to be tortured in any way, and not to be treated or punished in a cruel, inhuman or degrading way. This section has direct implications for what happens in schools and classrooms. The *geborgenheit* theory of security is relevant in this situation (Serame *et al*, 2014:3). Learner misbehaviour can be gross at times and negatively affect the smooth running of the schools and the safety of educators and learners. Disciplinary strategies that school authorities and educators use to punish learners must not result in torture that demeans the humanity of a child (Maphosa and Shumba, 2010:388).

Section 14 of the South African Constitution (RSA, 1996) states that everyone has the right to privacy not to be searched or their property seized. The privacy of a child should be protected and respected so educators must only search learners on reasonable suspicion (Serame, 2011:8).

Every child has the right to fair administrative justice that is reasonable and procedural according to section 33(1) of the South African constitution (RSA, 1996). Section 33(2) further states that everyone whose right has been adversely affected by administrative action has the right to be given

written reasons. Conclusively, any child who has been in any way accused of gross misconduct must be allowed to a fair administrative Act (Serame, 2011:9).

2.5.1.2 The South African Schools Act [No. 84 of 1996]

The South Africa Schools Act (SASA), No. of 84 of 1996 (RSA, 1996a) provides for a uniform system for governing schools by setting out the laws for governance. SASA also recognises that a new national system for schools is needed to redress past injustices, and it supports the rights of learners, educators and parents and sets out the duties and responsibilities of the State.

The Act places the responsibility of maintaining discipline in order to avoid learner misconduct against the educators and learners themselves. The use of corporal punishment in schools is banned and according to the Act, the perpetrator is liable to a sentence, based on section 10 (RSA, 1996a). In accordance with this, the educator must look for alternative ways to handle learner conduct in schools. Also, SASA, stipulates regulations for safety measures at schools and categorically states in section 8(a)[2a] that dangerous objects and drugs should not be allowed in the school environment. Singh and Steyn (2013:1) emphasise that learners continue to possess and bring weapons into school and at times use them against each other and their educators therefore making it difficult to provide a safe study environment in which learning can take place.

Furthermore, section 8 of SASA stipulates that a code of conduct, i.e. discipline policy must be adopted by the School Governing Body with due consultation with learners, parents and educators of the school. Sometimes, when applying the code of conduct for learners in handling issues with serious misconduct, it may lead to the suspension and expulsion of a learner. Suspension which is one of the methods of handling discipline issues of learners as defined by Oosthuizen (2015:186) is the temporary refusal of the admission of a learner to attend a school or live in a school hostel.

In section 9(1) of SASA, the governing body, on reasonable grounds and as a precautionary measure, may suspend a learner who is suspected of serious misconduct from attending school. The learner must be granted reasonable opportunity to be heard, based on natural justice, which must take place no more than 7 days after the suspension of such learner. Section 9(1b) states that if disciplinary proceedings are not conducted within seven school days after the suspension, the SGB must obtain the approval from the Head of Department who is an official in the Department of Education, to carry on with such suspension.

Section 9(2) states that a learner at a public school may be expelled only by the Head of Department who is an official in the Department of Education, if found guilty of serious misconduct after disciplinary proceedings as referred to in section 8. Furthermore, section 9(4) states that a learner or the parent of a learner who has been expelled from a public school may appeal against the decision of the Head of Department to the Member of the Executive Council (MEC) within 14 days of receiving the notice of expulsion. Sub-section (6) of same section stipulates that a learner who has appealed in the manner contemplated in subsection (4), must, pending the outcome of the appeal, be given access to education in the manner determined by the Head of Department.

Schools are also required by section 20(d) of the Schools Act (RSA, 1996a) to adopt a Code of Conduct i.e. discipline policy. The discussion in this paragraph culminates into disciplinary policies for learners in secondary schools. A school policy, as defined by van Wyk and Pelsler (2014: 834) is a tool that is applied on a day-to-day basis on the direction of operations of a school and it is basically used to guide educators, learners and parents when clarifying a school's vision, goals and values. School discipline policies are meant to help stop the exhibition of bad behaviours of learners and also to provide for a prevention of specific negative occurrences. Therefore, one can arguably say that a discipline policy helps maintain order and also assists learners become followers in the promotion of positive behaviour. In this sense, discipline policies are invaluable in the management of a sound and safe learning environment free of violence (van Wyk and Pelsler, 2014: 834).

2.5.1.3 International Legal stipulations

Serame *et al* (2014:3) point out that the Republic of South Africa is bound by all conventions as engaged by section 39(1)[b,c] of the Bill of Rights of the South African constitution (RSA, 1996) to international law. This involves consideration of both international and foreign law. Some of the relevant international laws applicable to this study are *the African Charter on the Rights and Welfare of a child [ACRWC]* (African Union, 1999) and *the Convention on the Rights of the Child (United Nations, 1989)*.

The ACRWC, Article 4(1) stipulates that in all matters regards children, their best interest must be placed into consideration. In a school, all matters connected there within a learner must be attended to professionally by educators, parents and educational managers. In support of that, the Convention of the Rights of a Child also has certain considerations when dealing with learner

discipline. Article 3(1) of the United Nation Convention (UN, 1989:4) outlines that all parties involved in matters relating to a child in school must place primary importance on the child and section 3 (1,2) stipulates that all parties involved including parents or legal guardian must follow all legislative and administrative measures on matters pertaining to the child.

Furthermore, Article 18 of the United Nations Convention (UN, 1989:7) states that the child must be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, to include sexual abuse. It is the duty of the educators to protect these learners from such dangers.

Article 28(2) of the Convention of the United Nations (UN, 1989:9) states that all parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention. This signifies that fairness procedures must be followed during disciplinary actions in schools.

Section 37(a) of the Convention (UN, 1989:10) stipulates that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age. This also confirms section 10 of SASA (RSA, 1996a), that no form of corporal punishment may be administered to a learner. It reflects that no learner of a school may suffer from corporal punishment as a disciplinary action.

2.6 DISCIPLINARY STRATEGIES APPLIED IN SCHOOLS

Disciplinary strategies are ways educators and education managers find to curb and react towards cases of learner misconduct. In South Africa, during the apartheid era of school governance, educators relied solely on the use of corporal punishment in which disciplining was taken as punishment (Maphosa, 2011:77). However, since the country achieved democracy, the use of capital punishment or any other severe form of physical punishment is now prohibited in South Africa (RSA, 1996; RSA, 1996a; and RSA, 1996b). The use of corporal punishment is considered as a criminal activity and offenders are liable for prosecution (Maphosa, 2011:78). The Minister of Education published a document which specifies alternatives to the use of corporal punishment and it notes that educators are to administer these alternative measures according to the magnitude

of offense or misconduct committed by a learner (DoE, 2000:25). These offences are documented at different levels.

Positive reinforcement which is always advised for adoption in schools and it is balanced with disciplinary strategies. Reasonable discipline should, however, be applied to learners and not attempt to humiliate learners unreasonably (McIntyre in Serame 2011:22). Some educators and parents motivate for a more assertive and confidential style of discipline. Some individuals claim that many problems with modern schooling stem from the weakness in classroom discipline. It is not clear, however, how this viewpoint reflects what is happening in schools using this type of approach. Classroom discipline and behaviour is highly problematic even with the existence of extremely rigid codes of behaviour. In practice, many educators find the learners unmanageable and do not enforce discipline at all (McIntyre in Serame 2011:22). The misbehaviour of learners is common in all schools, however, poor disciplinary management within a school can cause a more general breakdown in order.

For educators to apply some of the disciplinary strategies below, there is need for written permission from the Provincial Department of Education. The methods discussed below are selected based on the importance to the purpose of this study as logically discussed in Maphosa (2011:79) and Serame (2011:23). Oosthuizen *et al* in Serame *et al* (2014:3) referred to it as retroactive or reactive methods for maintaining discipline.

2.6.1 Counselling

Counsellors are adequately trained to help learners towards positive behaviour. Learners are often referred to the school counsellor in matters that are psychological in nature that a mere educator or education manager cannot adequately deal with. Oosthuizen, Roux and Walt in Serame (2011:23) point out that counselling requires supreme care and diplomacy. Counsellors must also practice moral leadership on learners in order to inculcate in them true values.

2.6.2 Detention

Detention is one of the oldest means of punishment for misconduct of a learner. It can simply be defined as the detainment of a person in order to punish (Oosthuizen, 2007:38). In this case, the learner will have to sacrifice certain stipulated time by the educator or principal after school hours in carrying out any form of punishment stipulated in the school premises. Serame (2011:23) noted

that even though it is still commonly and popularly used in schools today, it has become boring in the way it is applied.

2.6.3 Verbal and written warnings

Usually issued by the principal of a school, these are records of learners who break the code of conduct, which must be adequately kept in case reference to them is needed (Serame, 2011:23). Reprimand is a verbal warning method applied by both educators and parents to correct learner's misconduct or disciplinary problems such as swearing, classroom disruption, wrong clothing, and untidiness and so on. Rosen (2005:29) in his book on best practices for administrators outlines four guidelines on verbal reprimand as: focus on clear goals of the main problem; focus on issues and not personalities; forget the past and focus on the present; and focus on consequences.

2.6.4 Deprive learners of privileges

It is punitive in nature and deemed very effective by many parents and educators and is also one of the methods used. It simply is a way of depriving learners of certain privileges that they previously enjoyed as a form of punishment and Rosen (2005:40) comments that the rights of learners must be adequately protected when adopting this method for handling learner misconduct.

2.6.5 Menial tasks

According to Longman Dictionary, (2014) a menial task can be defined as "boring and needs no skill". It originates from a French word *mensie* meaning household, but other jobs outside the home are also referred to as menial jobs. In the school setting, educators may assign a menial task to learners to keep them busy such as cleaning or note taking (Serame, 2011:23).

2.6.6 Prayers by educators

There is a popular saying that prayer changes sin considering the fact that Russouw in Serame, (2011:24) points out that misconduct can be traced back to the origin of sin from the earliest existence of man. Parents have taken steps in praying for the school regularly in specific areas at different times (Oosthuizen, 2010:65). Christian educators realise that to deal with discipline at school, depends entirely on prayer and the Lord's will (Oosthuizen, 2007:31).

2.6.7 Rewards

Rewards are ways of appreciating learners with gifts as a result of their good conduct and that is why the sole reason of reward is to strengthen and improve on good conduct (Oosthuizen, 2010:46). Rewards are of two types: planned and unplanned rewards (Serame, 2011:25). Planned reward is the situation where the learners are aware of the kind of rewards they will receive good conduct; it is assured ahead of time before the learners start working towards winning while unplanned, which may also be called spontaneous rewards are won without having ideas or expecting any form of motivation (Grootman, 2008:53). When good behaviour helps cancel out previous bad conduct, it is also a form of reward and when learners at foundation phase are shown rewards in the forms of candy, it makes them react impulsively (Oosthuizen, 2010:46).

2.6.8 Parents involvement

Parents are to take responsibility in the discipline of their children both at school and at home (DoE, 2000:22). According to the Schools Act (RSA, 1996a), parents should be allowed to partake in the writing of the Code of Conduct for learners thereby involving themselves as required by common law in the discipline of their children. Schulze and Dzivani in Serame (2011:25) hold that parents should be made aware of the developmental programmes at schools regarding the discipline of their children. However, parents are to be involved in every part of the education of their children in order to take responsibility of whatever is the outcome of their children's conduct (Serame, 2011:25).

2.6.9 Referrals to the School Governing Body (SGB)

Referrals mostly happen with serious misconduct of learners such as suspension and expulsion (Maphosa, 2011:79). However, Oosthuizen (2007:18) in his work on learner discipline conducted in secondary schools shows that other less serious misconduct can also be referred to the disciplinary committee for hearing. Referral creates positive behaviours in learners and it should be applied by following the right procedures.

2.6.10 Suspension

According to SASA (RSA, 1996a), suspension is the refusal by the SGB to allow a child to attend school for not more than one week. SASA section 9(1) states that the governing body may, on

reasonable grounds and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending school, but may only enforce such suspension after the learner has been granted a reasonable opportunity to make representations to it in relation to such suspension. It should be noted that when a learner is suspended, the rights of the child to education is also temporarily suspended. This suspension also covers every school facility enjoyed by the learner as at the time of the suspension. Suspension is the most used form of discipline used for serious misconduct. Sometimes, expulsion precedes suspension in cases where a learner is found guilty and this is the complete removal of a learner from school.

2.6.11 Expulsion

This may be regarded as the permanent exclusion of a learner from school. Before a child is expelled, there must be a proper investigation of the nature of the crime committed to ensuring fairness. Serious offences that may give rise to expulsion are mentioned by Maphosa (2011:79) as criminal offences, physical assault, and violence.

According to SASA (RSA, 1996a), section 9(4) states that “a learner or the parent of a learner who has been expelled from a public school may appeal against the decision of the Head of Department to the Member of the Executive Council within 14 days of receiving the notice of expulsion” and section 9(6) states that “a learner who has appealed in the manner contemplated in subsection (4) of 9, must, pending the outcome of the appeal, be given access to education in the manner determined by the Head of Department”. Expulsion should be the last resort in handling learner discipline.

2.6.12 Corporal punishment

Although, the use of corporal punishment has been prohibited from use since 1996 by the Department of Education, but it is still considered a method of handling learner discipline. More so, Section 12 of the Constitution of the Republic of South Africa, No. 108 of 1996, (RSA, 1996) states that “everyone has the right not to be treated or punished in a cruel, inhuman or degrading way”. In line with the Constitution, the National Education Policy Act of 1996 (RSA, 1996b) states that “no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution”. In addition, SASA, 1996, section 10(1) states that “a person may not conduct or participate in any initiation practices against a learner at a school or

in a hostel accommodating learners of a school”. This is a reflection that corporal punishment may be effective but no longer constitutional right to apply in South African schools

The abolishment of the corporal punishment left a big vacuum in handling learners with serious misconduct (Wolhuter and Oosthuizen, in Emekako, 2014:17).

2.7 FUNCTIONS OF DIFFERENT STAKEHOLDERS IN MANAGING DISCIPLINE

The School Management Team (SMT) is tasked with the day-to-day school management activities. The members of the SMT are usually the principal, deputy principals, and the Head of Departments of the school. According to van Wyk and Marumoloa (2012:101), under section 16 of the amended Schools Act (RSA, 1996a), SMT members are tasked with day-to-day policy making and implementation. Based on the above definition of the SMT, it simply shows that the top management professional functioning will bring about the positive wholeness of the school. Other stakeholders that are included in this section also tend to help with the problem of learner discipline such as class prefect, subject educators, Representative Council of Learners (RCL), and the School Governing Body (SGB). Their functions are highlighted below:

2.7.1 The School Manager (The Principal)

Section 16 (3) of the South African Schools Act, No. of 84 of 1996, (RSA, 1996a) prescribes the professional management of the school is to be handled by the principal under supervision of the Head of Department. According to Mahlangu (2014:317) principals are like school influencers, leaders and fore-runners of the SGB. They interpret policies to other stakeholders and above all, act as a link between the Department, SGB, and the school. They also adopts leadership models mentioned, such as those mentioned in par. 2.2.1 and provide *geborgenheit* (a place of security) in school. Their functions regarding the management of discipline according to Mahlangu (2014:317) and section 16a of the Schools Act (RSA, 1996a) are:

- Primarily responsible for ideology behind the concept of positive behaviour in the school;
- To ensure that all stakeholders (educators, learners and parents) are aware of the policy regarding learner discipline in the school;
- To ensure that policies designed and adopted for managing discipline are consistently implemented;

- To ensure that records of learner behaviour are kept;
- To organise staff training and development regarding the management of learners' behaviour;
- To organise meetings with learners' parents about the progress and behaviour of their children;
- To always conduct an orientation for newly admitted learners especially in grade 8; and
- To ensure that learners are dealt with fairly and consistently according to standard legislation.

2.7.2 The Deputy Head (Deputy Principal)

The deputy principal works under the supervision of the school principal and assists in leadership and governance. Their duties go deeper in focusing on learner discipline, teacher supervision, arranging meetings and even school logistics (Singh, 2010:1).

According to DoE (2000a) and WCED (2007:7), the responsibilities of the deputy principal regarding discipline are to:

- Support the principal in the performance of duties to create a positive school culture;
- Be responsible for the application and supervision of discipline related matters in the school;
- Support the principal in the provision of learner support and guidance regarding good discipline;
- Supervise the RCL of the school; and
- Be responsible for the supervision and mentoring of a prefect programme in the school.

2.7.3 The Department Head (Head of Department)

The Head of Department (HOD) occupies a leadership position in a school and disseminates information to the rest of the members of the department. Therefore, the HOD undertakes administrative support for the school.

According to Department of Education (2000a) and (WCED: 2007:7), the responsibilities of the HOD in school with regards to disciplinary matters are to:

- Be in-charge of regular formal meetings with grade teachers, senior educators, etc.;
- Be a link with multifunctional teams from the district, community organisations and NGOs for external help on handling learner behavioural problems; and
- Organise discussions about disciplinary tendencies and concerns in the school.

Other stakeholders that can help the school management in the management of learner discipline are synthesised below:

2.7.4 Duties of the Educator

According to WCED (2007:33), the duties of educators as regards to maintaining discipline are to:

- Create a learner-centred classroom where discussion is happens in an orderly manner;
- To prepare well on their subject well;
- Promote co-operation between learners;
- Not make threats and criticism;
- Use only the school's code of conduct for a learner to be punished;
- Move around and observe learners while they are busy with classroom activities so they should always stand when teaching; and
- Approach the school principal for advice and support regarding interventions and how to handle specific learner needs in difficult situations. They should rather get help than allow disciplinary problems to develop amongst learners.

2.7.5 Duties and responsibilities of the School Governing Body (SGB)

According to WCED (2007:33), the SGB is to help maintain discipline in the following ways:

- Be responsible for the development and amendment of the code of conduct for learners in co-operation with parents, educators and learners;
- Appoint a disciplinary committee and conduct fair hearings with focus only on positive intervention as a restorative option;
- Ensure that the disciplinary methods applied by educators are within the framework of the South African legislation; and
- Hold regular meetings with parents to discuss disciplinary matters.

2.7.6 Duties and responsibilities of the Representative Council of Learners (RCL)

The responsibilities of the RCL according to WCED (2007:10) are to:

- Encourage fellow learners to participate and act responsibly for the sound working of the school;
- Hold regular meeting with learners for the promotion of good discipline;
- Create a link for positive communication between educators and SMT;
- Create a platform for learner involvement through clubs; and
- Take part in SGB activities and meetings that directly concern learners.

2.7.7 Class prefect

According to WCED (2007:34), the duties and responsibilities of the class prefect are to:

- Promote good discipline in class and on the school premises. Report observable cases beyond control to an educator or the principal.
- Monitor class attendance.
- Liaise with class educators about learner issues and grievances.

2.8 MANAGEMENT STRATEGIES FOR LEARNER DISCIPLINE

Different aspects of learner discipline were discussed in previous paragraphs. It seems as if there is a feeling amongst different authors that it is critical to design a number of management strategies to deal with disciplinary matters (WCED, 2007:2; Bilaty, Rembe, and Shumba, 2014:1581). The management strategies referred to here are from the literature and are quite different from the management strategies that will be presented in chapter 5 as a form of proposed framework which school managers can adopt for the management of learner discipline. They will be extracted from past literature and empirical findings of this study. Management strategies in literature will obviously be implemented in combination with discipline strategies to combat various disciplinary challenges. These strategies form the basis of a new approach to discipline support and represent a shift from control, towards a developmental and restorative approach (WCED, 2007:2). Learners should be enabled to progress towards responsibility; relationship building and a greater sense of well-being which are embodied in the South African Constitution, No. 108 of 1996, the South

African Schools Act, No. 84 of 1996, the South African Schools Act, Notice 776 of 1998, and the specific outcomes of the National Curriculum Statement which give priority to the concept of responsibility (WCED, 2007:2). According to WCED (2007:2), this approach is essentially holistic and contains clear guidelines for actions, which every school can follow, maintain or even develop on discipline related matters.

Understanding and managing learner discipline has become a serious task for educators in South Africa. The point of departure and guiding facts on discipline strategies are: positive discipline as basis for school development, establishment of a classroom code of conduct for effective classroom management, expansion of support structures, and provision of a skill development programme for educators (WCED, 2007:3).

2.8.1 Positive discipline as basis

Positive discipline helps develop in school a culture of total wellness and supports the teaching of responsibility and positive symbiotic relationship between participants in the school e.g. learner and educators. This developmental approach focuses on allowing children the opportunity to grow positively and also make good decisions. This aligns about Glasser's Choice theory which employs educators to teach learners with taking responsibility for their choices (Glasser, 2009:2; Bechuke and Debeila, 2012:243).

A shift of focus to effective discipline management is the improvement of positive relationships; a climate of trust and understanding implemented by the whole school and class is essential for positive behaviour. With this in place, mutual respect, care, a feeling of belongingness in the school can be realised more easily. Schools have an important task to teach children to differentiate between acceptable and unacceptable behaviour. In a positive school climate, school rules are a vital tool to the whole development of the learner. According to WCED (2007:7), the strategy for positive discipline arguably relies on the principles of integrated management which involves all the stakeholders involved in the management of discipline in schools i.e. educators, parents, etc. (see par. 2.7 for more details).

According to the Parent Institute (2006), parents can support for high school learners by:

- Being involved in the child's life. Being informed about the development of teenagers to ensure that they understand the behaviour better;

- Creating quality time for the child. Adolescence is a time during which the teenager disengages him/herself from family. Time with family and parents is however vitally important for the emotional and social development of the child. Listening rather than just talking because adolescents want their feelings to be acknowledged and respected; and
- Reinforcing positive behaviour, which is more effective than disapproval. Disapproving remarks harm an adolescent's feelings and confidence. The best instruments available to parents for building meaningful relationships are love, care, sensitivity, encouragement, attention, and appreciation.

2.8.2 Classroom management

Classroom management is another approach towards building a positive learning environment. Classroom management as defined by Mabea (2013:4) is the way in which educators keep order daily and adhere to published rules while conducting lessons. For purposes of clarity and synthesis, the important strategic principles to be followed as seen in WCED (2007:29-32) are:

- Know your learners by name and establish a meaningful relationship with the learner;
- Be consistent in your expectations and application of discipline;
- Be punctual, organised and prepared for lessons. This promotes discipline;
- Set realistic and achievable targets for your learners;
- Motivate your learners through awards and encouragement;
- Create positive learning experiences for your learners by presenting well prepared and interesting lessons. As an educator, you should get to class without learners waiting for you. Make sure you use your teaching time to the full and start the teaching process with a positive attitude;
- Handle a disruptive learner in class immediately without delay;
- When rounding up a lesson, ensure that learners have clarity about your expectations on matters such as homework, assessment tasks and incomplete work;
- It is of paramount importance to know each child's personal background. For example, if his/her parents had a serious fight at home, the learner may be affected in class;

- Learners do not handle conflict properly as they mostly blame others for their issues so try to listen and adopt the use of positive reinforcement. Your professional conduct as an educator really counts at this stage;
- Always be clear with your instructions for learners as vagueness may be confusing to them;
- Classroom discipline used must conform to the code of conduct for learners in the school. This ensures consistent actions and creates security among learners;
- Some issues of learner discipline require a long-term strategy to eliminate it. In such situation, you can rely on the support teams;
- Behaviour does not exist in a vacuum. As an educator, try to understand why a learner exhibit certain attributes through theories of behaviours;
- Set a good example for your learners as you are part of their role models; and
- Only function within accepted legislative framework of rules, rights and responsibilities and not in terms of your position as an educator.

Classroom code of conduct is a very useful tool for effective classroom management. A classroom code of conduct describes and outlines the responsibilities and rights of each learner in the class. It helps in the management of sound discipline and behaviour in the classroom. It also contributes to enhancement in learning process (WCED, 2007:33). It further encourages the act of taking responsibility for learners, improved classroom environment, enhanced learner participation, improved relationship between educator and learner, and lastly, promotes effective learning.

When a school or educator is drafting a classroom code of conduct, the following are to be considered: rules should be clear and comprehensive, it should be created with the possibility of change and improvement, it should not follow the *must not* but the style of *must*, it should make provisions for rewards for observable positive attitudes and punishment for offenders. A classroom code of conduct or even a school's code of conduct is not complete until it consistently applies punishment for offending learners (WCED, 2007:33-34).

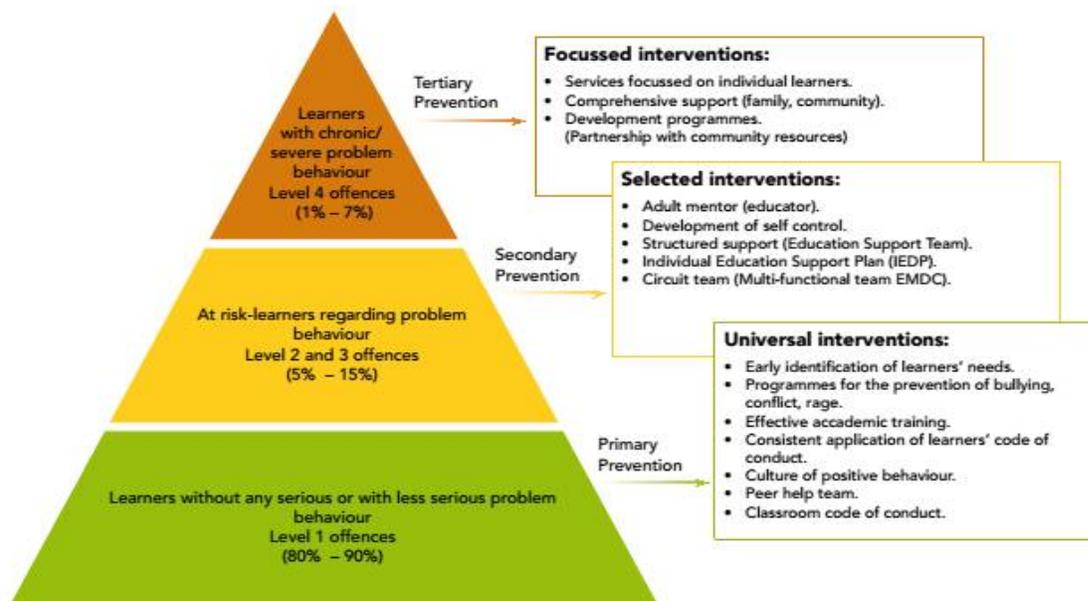
During the drafting of the classroom rules, the educators must organise a form of discussion with learners during a teaching period. The learners and educators must together determine the content for successful classroom learning. The rules must be phrased in a positive manner. Rewards and punishment should also be discussed. This final draft should be given to learners for final approval

after which it can now be placed on classroom walls. Copies should also be given to them to put in their lockers (WCED, 2007:34).

2.8.3 Support structures

Support structure is described based on the synthesis of the research undertaken by the Education Management and Development Centre (EMDC) on learner discipline and management. To improve positive behaviour, the SMT creates systems to help as interventions rather than punishment through consultation and participation of stakeholders, which is done through participatory, contingent and transformational leadership. It helps by focusing on learners with behaviour problems and regular offenders by providing a holistic approach for learners in order to establish and achieve the goals of a well-disciplined environment (WCED, 2007:24). Below is a graphical representation showing a simple support structure that can be adopted by the SMT:

Figure 1.1: Support structures and intervention for misbehaving learners



Adapted from WCED (2007:24)

The figure above shows the level of offences as prescribed in the code of conduct for learners and possible interventions that can be used. According to WCED (2007), other practical guides or

strategies to understanding, managing and promoting positive learner discipline is discussed in subsequent paragraphs.

2.8.4 Skill development programme

A school must provide a skill development programme for educators in the form of interventions for the purpose of handling learner discipline problems. It should be developed by outlining quick responses and rationale to learner's behavioural problems. For example, an inappropriate behaviour can be making noise during teaching. In this situation, a possible intervention can be planned ignoring so as not encourage attention seeking behaviour (WCED, 2007:36). In addition, educators must act as professionals by organising disciplinary hearings for serious problems of learners and needs to find better ways of handling stress from both job and learners. This automatically helps in their anger management. Lastly, educators should be enlightened on conflict management. Conflict results based on different opinions or arguments. Conflicts can be destructive or constructive (WCED, 2007:36). Educators should be encouraged to promote constructive conflict which often leads to growth, improved relationships, initiative, and creative ideas for the whole development of the school.

2.9 SUMMARY

A well-managed and disciplined environment is essential to preventing behaviour problems and for establishing an ordered classroom environment for smooth teaching and learning. The SMT of a school is responsible for the professional management of the school by managing and maintaining day-to-day school activities among which is learner discipline. Instead of just using punishment, the educator should study the behaviour of learners using Choice theory, establish the cause of behavioural problems and implement holistic whole strategies. Padayachie (2013:106) supports this notion by stating that rather than punishing learners, the educators should prevent the escalation of behavioural problems by administering preventative strategies. Consequently, discipline strategies will not only ensure an orderly school and organised classroom but also improve an educator's behaviour, lower their stress thereby achieving optimal results (Padayachie, 2013:106).

2.10 CONCLUSION

Chapter two of this study focused on the review of literature relevant to the theme of this study: management strategies for learner discipline. Theories of leadership and management, behaviour and learner security were discussed. School-Based Management (SBM) in South African schools, meaning, characteristics and causes of learner discipline, disciplinary methods, and functions of the School Management Team were also discussed in details. Lastly, positive management strategies for learner discipline were explored.

The next chapter will deal with the discussion of the research paradigm, design and methodology that will be employed to gather data for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapters 2 presented the theoretical framework for the empirical investigation on management strategies for learner discipline in secondary schools by reviewing literature on leadership and management models, *geborgenheit* theory on security, characteristics of discipline, disciplinary strategies, legal guidelines, and management strategies for learner discipline. In this chapter, the researcher explores the research aims, research paradigm, the research design and methodology to be used in this investigation about management strategies for constructive discipline.

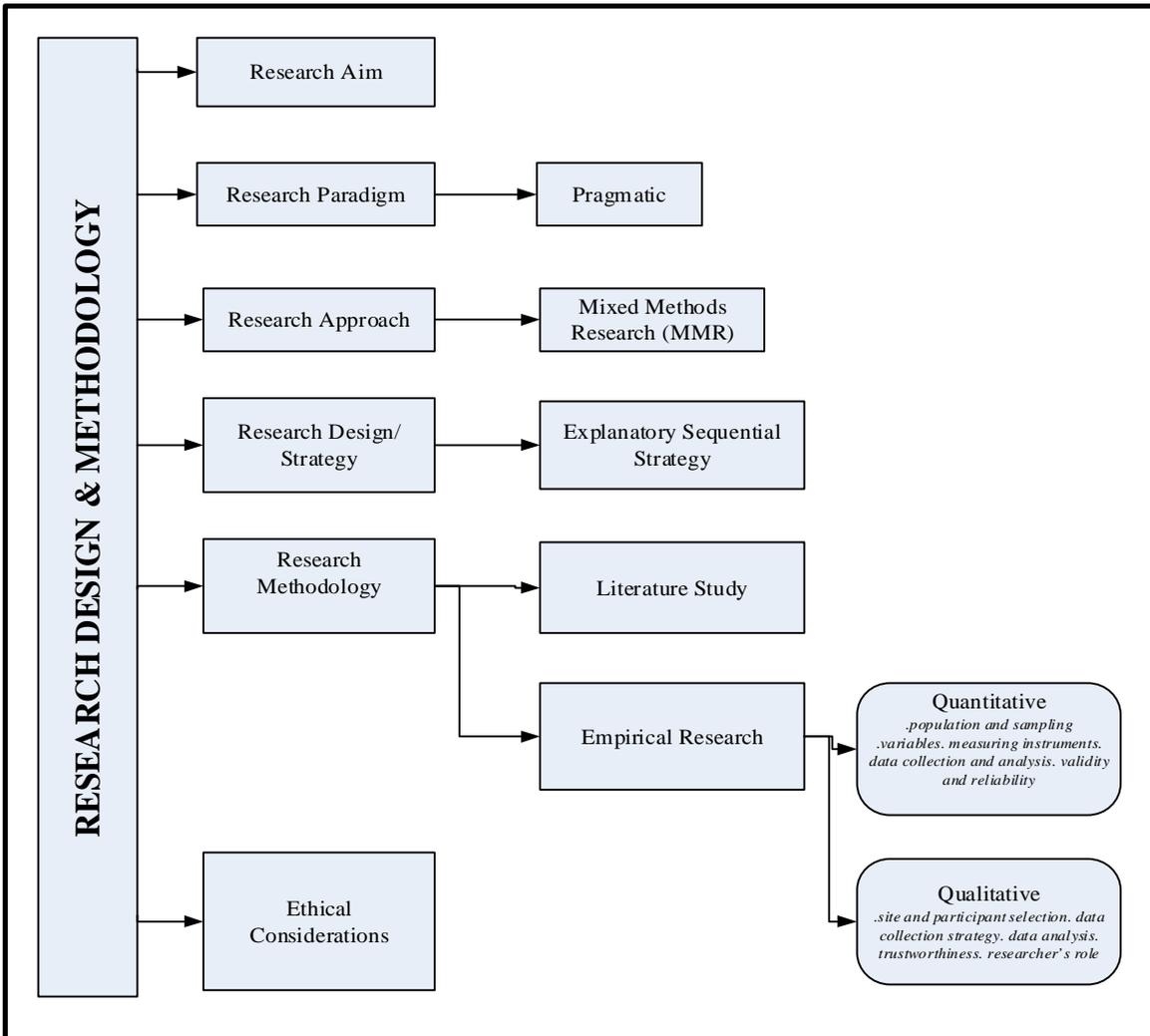
The choice of a research paradigm and the selection of research methods to be used in a research study can only be made in terms of the situation but particularly the phenomena under study (Clough and Nutbrown, 2012:20). However, there are traditions that help determine ways of proceeding and which frequently determine our view of how a phenomenon should actually be investigated.

3.2 CHAPTER MAP

A document map is a representation of the relationships under construction by using a diagram (Chukwuere, 2015:4). The idea of the map is to understand and showcase a concept and structure (Novak and Cañas, 2008:38). In other words, it can be seen as a structural graphical representation of the flow of the content covered in a document. It is a directive that links one area of knowledge to another comprehensively.

Figure 3.1 below is a document map of the design and methodology adopted by the researcher. It shows the link or flow from the paradigm choice down to the methodology chosen. It can be referred to as the blue print adopted by the researcher.

Figure 3.2: The chapter map



Source: Adapted from Chukwuere (2015:3)

3.3 RESEARCH AIMS

The purpose of this research study on management strategies on learner discipline in secondary schools is to give significance, motivation, and direction to educators and school management on better holistic ways of managing learner misconduct. The constituent elements of a purpose statement include the reasoning of the study, the topic, the central and related research questions and anticipated outcomes. In accordance with Saldana, Leavy and Beretva (2011:32, 33) the pre-determined flow of this study was not fixed from beginning to end because it evolved and changed

as the research proceeded, as new insights into the study were gained, and as surprising eventualities arise.

As stated in chapter 1 of this study (see par. 1.3), the main aims is to:

Determine management strategies for learner discipline in secondary schools in Ngaka Modiri-Molema (NMM) District.

The sub-aims of this research are to:

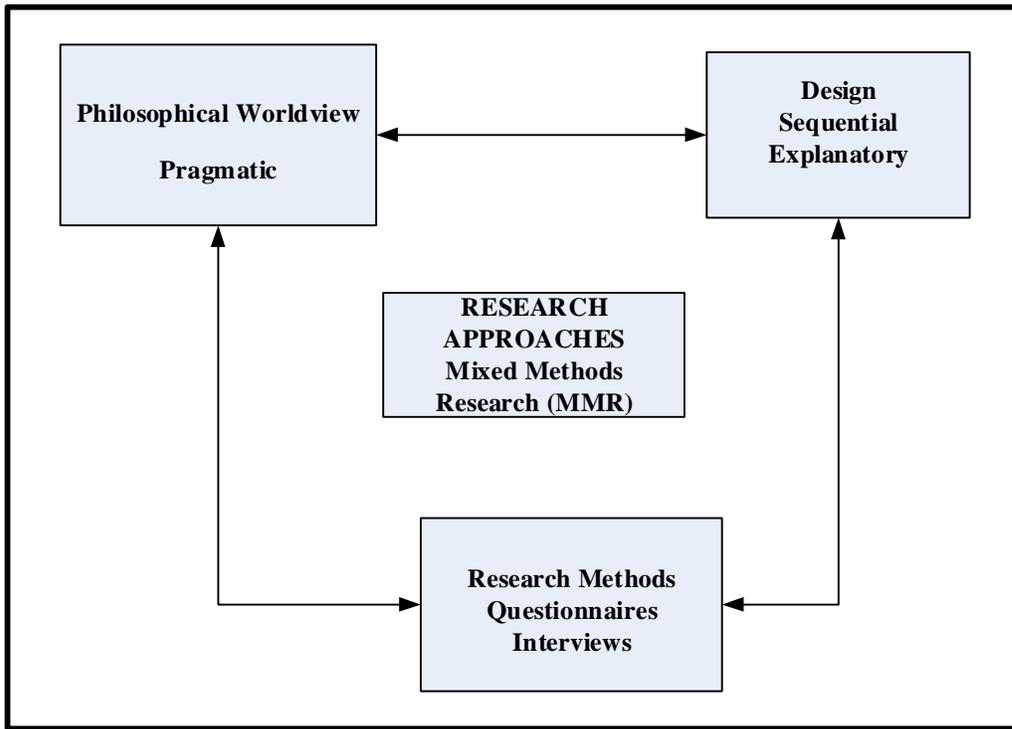
- i. Discover the disciplinary methods provided for school managers regarding learner discipline in secondary schools.
- ii. Determine how management strategies on learner discipline are currently applied on learner discipline in secondary schools.
- iii. Establish the role of the school managers in establishing and maintaining learner discipline in secondary schools.
- iv. Explore the perceptions of secondary school educators and school management on learner discipline in secondary schools.
- v. Determine which legal guidelines are available to school managers for managing learner discipline in secondary schools.
- vi. Highlight further suggestions which that may serve as guidelines to improve management strategies on managing learner discipline in secondary schools.

The researcher adopted the mixed methods approach (see par. 3.5) and the explanatory sequential strategy as design (see par. 3.6) which helped in achieving the aims of this study. A detailed discussion of the research philosophical assumption that shapes the design and methodology that is used for the empirical investigation of this study is presented in the section that follows.

3.4 RESEARCH PARADIGM

The most important components towards the approach to a research study are the philosophical assumptions, design and the methods chosen (Creswell, 2014:5). Figure 3.2 below shows a framework for research showing the interconnection of worldview or paradigm, design, research methods, and approaches.

Figure 3:2: A framework for research – the interconnection of worldviews, designs and methods



Source: Adapted from Creswell (2014:5).

Paradigm often looks hidden in a research study but largely influence the direction of the research. In this regard, a research proposal as noted by Creswell (2014:6) should address the paradigm in the following ways:

- The philosophical paradigm or worldview proposed to be used in the study.
- An explanation of the ideas of the paradigm chosen.
- How the worldview helps in shaping the approach of the study.

Creswell (2014:6) explains the concept paradigm as a general philosophical orientation about the world and the nature of research that the researcher adopts in a study. This paradigm may arise from students' mentors' preference, past research experiences or even discipline orientation. The type of belief brought into the study determines the approach to follow. In this study, the researcher followed the pragmatic paradigm which is typically seen as an approach to mixed methods research (Creswell, 2014:5). The pragmatic paradigm arises out of actions, situations and

consequences as it focuses more on what exactly works for a problem (Patton in Creswell, 2014:10). It aims at solving the problem by adopting a pluralistic approach in the study.

In my own view, the pragmatic paradigm helped shape my study in the following ways:

- The pragmatic paradigm is not committed to one system of philosophy so in this study, I adopted the mixed methods research meaning the researcher drew data from both quantitative and qualitative assumptions. It is in the opinion of the researcher that this method allowed the researcher to arrive at a better solution to the problem of this study.
- It provides me with the liberty to determine the methods, techniques and procedures that best meets my needs and purpose. In this study, the explanatory sequential design was chosen (refer to par. 3.6 for more details).

Based on the above, the choice of the mixed approach towards conducting research by this paradigm opens the door to multiple methods [quantitative and qualitative], different worldviews [post-positivism and social constructivism] as well as different forms of data collection [questionnaires, interviews, test scores, document analysis and observation] and analysis [statistical software and coding of interview data] (Creswell, 2014:11). The aim of this research is to determine the strategies to manage learner discipline in secondary schools and this paradigm chosen is simply the best because it explores all possible way of doing research.

3.5 RESEARCH APPROACH

According to Creswell (2014:17) a researcher's philosophical assumption, design and methods all contribute to a research approach which can be quantitative, qualitative or the mixed methods approach. For this study, the choice of the paradigm and design adopts the mixed methods approach. The idea behind this method is that it helps in gaining in-depth understanding of trends and patterns, generating and testing theories, evolving new measuring instruments, learning about different perspectives and even understanding variables through a quantitative and qualitative study (Maree, 2010:263).

A mixed methods research can therefore be defined in its simplest form as the procedure for collecting, analyzing and mixing both quantitative and qualitative data at some stage in the research process with a single study in order to understand the phenomenon under study more

completely (Creswell in Maree, 2010: 263). In this study, the researcher collects information through questionnaires and open-ended interviews to answer the research questions. However, in addition to a researcher's philosophical assumption, design and methods, other reasons for the choice of an approach (mixed methods in this study) will be the nature of the research problem and question, the personal experience of the researcher, and the audience for whom the researcher writes (Creswell, 2014:20, 21).

The benefits of choosing a mixed methods design, as identified by Greene, Carawelli, and Graham in Gary (2014:196) are namely: triangulation; complementarity; development; initiation; and expansion.

Triangulation in this study seeks collaboration and correspondence from different methods used in the study. This helps increase the validity of constructs in the method's bias and inquirer's biases. Complementarily on the other end helps seeks clarity, improvement, and clarification of results from the quantitative results with the qualitative interview. Development in the theme of this dissertation statement means it seeks to use the findings of the quantitative research to inform the other method (qualitative). By initiation, it would help seek a discovery of the paradox and even contradiction in the past, generating new perspectives and possibility the re-formulation of questions for future study. Lastly, expansion simply describes the extent the breadth and range of inquiry by using different methods (Gray, 2014:198).

3.6 RESEARCH DESIGN

According to Maree (2010:70), research design is a strategy that is typically based on a philosophical assumption which helps in the selection of participants (qualitative) or respondents (quantitative), data collection procedures or statistical techniques to be used for the study and the analysis to be done. Based on this definition, the strategy of enquiry also known as the research design is determined by the researcher's philosophical assumption, researcher's skills and practice and even patterns of data collection. However, it should be noted that a researcher may select the choice of design based on the most appropriate for generating the kind of data required to answer the research question postulated (Maree, 2010: 70).

Research design can be viewed in different ways because of the existence of different approaches (Punch, 2014:114). For this study, research design places the researcher in the practical world and connects research objectives and questions (see par. 3.6.1) to data and can be defined as the basic plan for a researcher which includes four main ideas (Punch, 2014:114:115). These ideas are outlined below:

- The strategy to follow. This can be a set of ideas which guides the procedure of the research. This study adopted the mixed (quantitative and qualitative) methods. The strategy to guide the study is the explanatory sequential strategy simply because it tries to understand the quantitative results deeper through qualitative means the lived experiences of participants selected in this study (Creswell, 2014:224) [see more details after bullets];
- The conceptual framework. In this study focus was placed on theories of management strategies in secondary schools by reviewing literature on management strategies on discipline, leadership and management models, theories of discipline and behaviour, meaning and characteristics of discipline, disciplinary methods, and legal guidelines on learner discipline;
- From whom will data will be collected? This part has to do with sampling of this study but for the sake of this research, data were collected from educators (principals, School Management Team members and subject educators) [refer to par. 3.7.2.1];
- Lastly, how will the data be collected and analysed? In this study, data were analysed in two phases. In the first phase, data collected from educators were analysed with statistical software: MS Excel and Statistical Package for Social Science (SPSS) and in the second phase, data were collected from principals with one on one interviews and analysed into themes and categories through coding (refer to par. 3.7.2.4,5 and 3.7.3.3,4).

As mentioned, the design (also known as strategy of enquiry) used in this study will focused on mixed methods research based on the establishment of a pragmatic paradigm. The strategy of enquiry employed in this study was the *explanatory sequential* mixed methods design. This design chosen involved two phases in which the researcher collected quantitative data and analyse them in the first phase. The results of this phase were then built on in the second phase through qualitative research (Creswell, 2014:224). The researcher selected this design purposely because it uses the qualitative data to explain in more detail the quantitative results (Creswell, 2014:231).

This enabled the researcher to have a more in-depth understanding of the research questions posed earlier in this study in order to achieve the aim of the research which is to determine management strategies on learner discipline in secondary schools in NMM District. In addition to that, this design also helped achieve triangulation by adopting a pluralistic approach in which one method compensates for the weaknesses of the other and operates side by side or sequentially (Gray, 2014:197). This design embraced the use of a survey (quantitative) in the first phase and one-on-one interviews (qualitative) in the second phase to explain deeper the quantitative responses from the first phase.

The following table places side by side the research sub-aims and the questions that can be used to achieve the objectives of this study plus the instruments that are suitable for collecting data. The figure below shows presents the alignment. Only instruments suitable for achieving the research sub-aims were used for data collection and the presentation and analysis of results (chapter 4) would be done according to the instruments used.

Table 3.3: The alignment of research aims, questions and data collection instruments

Research Sub-Aims	Questions	Instruments
Discover the disciplinary methods provided for school managers regarding learner discipline in your school.	Are there disciplinary methods provided for school managers regarding learner discipline in your school?	Literature review, and questionnaire, interview.
Determine how management strategies on learner discipline are currently applied to learner discipline in your school.	How are the management strategies on learner discipline currently applied on learner discipline in your school?	Literature review, questionnaire and interview

Establish the role of the school managers in establishing and maintaining learner discipline in your school.	How can you describe the role of the school managers in establishing and maintaining learner discipline in your school?	Literature review, questionnaire and interview.
Explore the perceptions of secondary school learners and school management on learner discipline in your school.	What are the perceptions of secondary school learners and school management on learner discipline in your school?	Literature review and interview.
Determine which legal guidelines are available to school managers for managing learner discipline in your school.	Which legal guidelines are available to school managers for managing learner discipline in your school?	Literature review and questionnaire.
Highlight further suggestions which may serve as guidelines to improve management strategies on managing learner discipline in your school.	What further suggestions may serve as guidelines to improve management strategies on managing learner discipline in your school?	Literature review and interview.

3.7 RESEARCH METHODOLOGY

The design chosen was the sequential explanatory method, which took two phases. The empirical research started with the quantitative method then was followed by the qualitative method. The methodology for this study starts with the literature review.

3.7.1 Literature study

Literature review as described by Leedy and Omrod, (2014:51) is a review of what other researchers have investigated relating to one's own topic of study. The reasons for conducting a literature search for this study are to sharpen the focus of the research questions, to be able to identify the factors that have contributed to the development of the problem over time, to help discover the path at which the researcher can approach the problem in question "management strategies on learner discipline", to identify the defining elements i.e. phenomena, paradigms, concepts, theories and methods that can be used in attempting to write and discover a solution to the problem (O'Leary, 2010:73; Repko, 2012: 168).

This literature aimed at solely determining management strategies using theoretical and conceptual framework. To reach this aim, primary and secondary sources were consulted to obtain recent and relevant information with regard to the questions derived from the problem statement. An appropriate theoretical framework which included the leadership and management models, theories on behaviour (choice theory) and *geborgenheit* theory of security, characteristics of discipline, disciplinary strategies, legal stipulations; South African and international laws, functions and functioning of relevant stakeholders in a school regarding learner discipline and possible management strategies.

The essence of reviewing literature in this study was to help find reasons and understand the application of educational management strategies to learner discipline and particularly creating a platform for correlation between previous knowledge and empirical findings of this study. Arguably, a reliable and valid conclusion would be drawn from the correlation.

Journals from applicable computer database searches were done using North-West University online library relating to the research theme. Database used were Google Scholar, Emerald, SAePublications, National ETD Portal which includes South African theses and dissertations, and EbscoHost. Relevant textbooks will also be used from the North-West University library, Mafikeng Campus.

3.7.2 Empirical research (Quantitative)

3.7.2.1 Population and Sampling

As explained in par. 1.4.2.2.1(chapter 1), the total population of the study were educators of secondary schools in NMM district which was N= 6,180. This total population was obtained from the Mafikeng Area Project Manager as at January, 2015. The NMM district demographics were both rural and urban areas. The number of secondary schools in NMM district were N=87 which included parallel medium, dual medium, section 20 and 21 schools. This provided a multitude of different backgrounds.

According to O’Leary (2010: 162), sampling is the process of selecting elements of a population for inclusion in a research study. For this study, the researcher employed stratified random sampling by dividing the population into different strata. The strata identified for this study in the NMM district were three: Mafikeng, Rekopantswe and Ditsobotla (sub-groups). This sampling method enabled the researcher to obtain a truly representative sample (Relmer and Van Ryzin, 2011: 170). This means that each member of the entire population of educators will have an equal chance of being selected. Please refer to the table 3.2 below for the distribution of the stratas. The selection of schools in each strata (sub-groups) was through simple random sampling. According to Maree (2010:173) simple random sampling can be defined as a process whereby elements of a population are numbered sequentially for identification and these elements are drawn based on the generation of a pre-determined number. The elements matching to these numbers automatically made up the sample.

A representative sample of the population was selected for this study using Krejcie and Morgan’s (1970: 607-610) work on sample size determination. The study embraced the relation:

$$n = \frac{p(1 - p)N \cdot \chi^2 \alpha(1)}{d^2(N - 1) + p(1 - p)\chi^2(1)}$$

Where n =sample,

Proportion, $p = 0.50$ (for maximization),

N = Total population,

$d = \text{Error margin (Degree of accuracy)} = 5\% = 0.05,$

And $\chi_{\alpha}^2(1) = \chi_{0.05}^2(1) = 3.841$ and $p=5\%=0.05.$

Using the Total population, N, of 6, 180, the estimated total minimum sample size is given by:

$$n = \frac{0.5(1 - 0.5)(6108)(3.841)}{0.05^2(6108 - 1) + 0.5(1 - 0.5)(3.841)} = \frac{5865.207}{16.22775} = 361.4 \text{ to } 1 \text{ d.p}$$

Sample size determined by the relation above is $n=361$. The researcher adopted purposeful sampling and convenience sampling to select educators in each school. The purposeful sampling was used to select principals and SMT members while convenience sampling was used to select educators needed in each school. Convenience sampling can be defined when population elements are selected based on easy availability and convenience (Maree, 2010:177). The table below shows a distribution of the sub-groups and a description of the sampling of educators used in schools.

Table 4.2: Sample of educators in each sub-groups

Sub-groups	No. of schools [X]	No. of educators/school (SMT inclusive)[Y]	Total no. of educators/sub-group[X] x [Y]
Mafikeng	18	10 + [1]	181
Rekopantswe	9	10	90
Ditsobotla	9	10	90
	n=36		n=361

N.B: The + [1] indicated above shows that 1 of the 18 schools in the Mafikeng sub-group will select 11 educators.

3.7.2.2 Variables

Variables can be seen as something that assumes different characteristics at a particular time and it is often used to check variations between two components (Relmer and van Ryzin, 2011:31). In this study, the researcher identified the dependent (response) variables and the independent

(control) variables (Greenfield, 2012:156). The dependent variable for the study was management strategies on learner discipline, while the independent variables were gender, post-level, age, race, etc.

3.7.2.3 Measuring instrument

The researcher used a closed ended questionnaire for data collection. The questionnaire was solely designed for the purpose of obtaining facts and opinions about the phenomenon under study: strategies to manage learner indiscipline. Structured questions were used for different sections. What made this kind of instrument particularly appropriate is that it suspends personal prejudices, biases, and ensures objectivity of the researcher.

The questionnaires used were divided into different sections. Section A focused on biographical and demographical information of respondents thereby helping the researcher identify the independent variables for the study (see par. 3.7.2.2). The remainder sections utilised the '*a-priori*' method by focusing on the sub-research questions of this study (see par. 1.3), thereby addressing the dependent variables through the control variables identified. Some examples of questions in the questionnaire were: what specific strategies have you adopted in your school? What documents guides the disciplining of learners in your school? Are educators adequately trained in applying such strategies in your school? etc. The scales for the questionnaire were a mix of continuous (e.g., very ineffective to very effective) and categorical scale (e.g., yes and no).

3.7.2.4 Data collection procedures

In this phase, the study began with a pilot study. A pilot study can also be referred to field testing and can be defined as the means of administering sets of questionnaires in order to establish the content validity of the instrument in order to improve questions, formats, and scales (Creswell, 2014:161). For the pilot study, separate set of questionnaires were handed out to ten educators located in the Mafikeng sub-group particularly in the Montshiwa area. Purposive sampling was used to select the ten educators for the pilot study. The researcher purposefully selected educators that are in school management and/or with experience of up to seven years in teaching. The pilot study was for the purpose of gathering feedback and understanding of structured questions in the measuring instrument in order to increase clarity, validity and reliability. In a pilot study, respondents are expected to complete the questionnaires in order to check clarity, increase

reliability, validity and practicality, eliminate difficulty of wordings, and to gain feedback on the type of questions and their formats (Khethiwe, 2013:118). Afterwards, the questionnaire was then finalised and used for the entire sample of the study.

After respondents had been consulted, the researcher distributed the questionnaires in person to educators in selected schools by using stratified sampling in the regions of the North-West province identified to ensure high response rate. The researcher also collected the completed questionnaires from the respondents after administering.

3.7.2.5 Data analysis and statistical techniques

Data has no meaning unless interpreted and analysed. The data collected were analysed with computer packages such as MS Excel, Statistical Package for Social Science (SPSS), and Statistical Analysis System (SAS) in order to interpret the data. The researcher started by coding questionnaires with Excel and later imported data to SPSS and SAS. Descriptive statistics were used to describe data. For inferential statistics, correlation was calculated to check for the relationship between the variables in the questionnaire. An analysis of variance (ANOVA) was also computed to test for effect and interacting variables which were hypothesised. According to Gray (2014:136), data can be interpreted in different forms, descriptive statistics is basically for summarising a set of data or information associated with a population while, inferential statistics is used to infer as to generalise to a given sample of a population.

3.7.2.6 Trustworthiness, validity and reliability

The methods used to establish trustworthiness in quantitative research includes internal validity, external validity, reliability, and objectivity of the research (Susanne, 2012:1).

Internal validity in this study was supported when changes in the dependent variable happens from only the independent variable, and not from other confounding variables. It is important for quantitative researchers to remember possible threats to internal validity from instrumentation and statistical regression. The researcher evaluated trustworthiness by how well the threats to internal validity had been controlled, and the validity of the instruments and measurements used in a study. The researcher measured this study through statistical tests.

External validity is used to generalise from the research sample to the larger population (Susanne, 2012:1). In this study, the researcher carefully selected the sampling techniques (stratified, simple random and convenience sampling) that were most suitable in establishing trustworthiness for this study (stratified sampling). The researcher also considered factors such as subjects, situation, time, intervention, and measures that could affect external validity and generalizability. The researcher managed these factors by ensuring that respondents are contacted through appropriate means before visiting their school to ensure a comfortable time for the distribution of questionnaires.

Reliability is also known as internal consistency and it is used to examine the consistency of the measuring instrument (questionnaires) used in this study. The researcher in this study ensured reliability by employing a pilot test (see par. 3.7.2.4) as a source of pre-test (also known as stability) by administering questionnaires to one group of individuals, after which the same instrument was administered to the entire sample. Reliability is important to quantitative researchers because it is a basis for validity, and measures whether or not a study obtains the same results each time (Susanne, 2012:2).

Objectivity is used through the methodology of measurements, data collection, and data analysis through which reliability and validity are established (Susanne, 2012:2). Objectivity was attained by creating an appropriate distance between the researcher and respondents in order to reduce bias. The objective researcher in this study was distant so that the researcher cannot be influenced by the respondents, and does not influence the study in any way.

3.7.3 Empirical research (Qualitative)

3.7.3.1 Site

The selected sites for this proposed research was five government secondary schools in Mahikeng which is identified as one of the strata for this study. Maree (2010:34) points out that a research site must be suitable and feasible. This site is suitable because the researcher lives in this area thereby making data collection easy. This site also provides a mix of different races so as to capture different cultural background and see its relevance in the theme of the research. Mahikeng is dominated by the black race and other races; White, Coloured, Indians but most importantly, it is known for having troublesome and violent learners.

3.7.3.2 Participant selection

In accordance with the qualitative method, purposeful sampling which enables the researcher to select participants based on specific criteria was used for the second phase. A principal or any educator in charge of discipline were selected for one-on-one interview and a focus group interview which included n=3 educators was also selected. This selection was done in 5 schools making a total of 5 one-on-one and 5 focus group interviews in all 5 schools selected. The total participants selected were N=20. Purposeful sampling does not only consider the selection of participants but also involves the settings, incidents, events and activities for data collection (Maree, 2010:178). It involves the researcher hand-picking participants with particular characteristics and the researcher performed purposeful sampling based on the following criteria:

- Participants live in the Mafikeng region as the research was conducted in this area. The interview was carried out in schools located in the Montshiwa area of the Mafikeng sub-group identified in the first phase (see par. 1.4.2.2.1 and 3.7.2.1).
- Participants will be selected purposely from the first phase respondents (quantitative research) but only those with specific characteristics such as principals or educators with long-term experience but especially in schools identified with problematic learners.

3.7.3.3 Data collection strategy

As noted earlier in the design, data collection started with a rigorous quantitative sampling in the first phase and purposeful sampling in the second phase which utilised the quantitative and the qualitative approach (Creswell, 2014:224). In this phase, the researcher conducted face-to-face and focus group interviews using semi-structured questions with the selected participants in order to elaborate on the quantitative data on views and thoughts regarding the strategies to manage learner discipline in secondary schools. The importance of face-to face interviews is that it enables cooperation of participants and in turns gives high response rates (Maree, 2010:92). These relationships help generate more meaningful data than the first phase. Audio tape was used during all interviews as this helped the researcher in transcribing and coding of data in the section of data analysis. The researcher also used field notes and diaries where necessary and applicable so as to record observations, moments of confusion, new ideas.

3.7.3.4 Data analysis

In this phase, the quantitative results helped inform the researcher on the kind of questions to ask participants. The researcher utilised information from the field notes and interview transcripts from both face-to-face and focus groups to form a better understanding of the information by coding. The researcher followed a systematic procedure in analysing data by recording data, transcribing data, coding data into themes and categories, analysing, and then discussing findings (Creswell, 2014:197).

Once data had been transcribed and extensive collaboration and consultation with supervisor, the researcher then coded transcription into themes and categories. Further discussion will be made on these findings in chapter 4.

3.7.3.5 Trustworthiness

Trustworthiness is a set of criteria devised for judging the quality of a research (Bryman, 2012:717). Therefore, trustworthiness can be perceived as the ways in which qualitative researchers guarantee that transferability, credibility, dependability, and confirmability are evident in their research (Susanne, 2012:1). For this qualitative phase, trustworthiness was established by member checking. Also, the identified themes and categories from data were discussed with the participants to ensure accuracy and dependability. Results from field notes, interviews and the research diary were also triangulated in regards to common themes to provide reliable findings.

3.7.3.6 Researcher's role

During the data collection stage, the researcher observed and listened carefully by creating a form of connection and collaborative partnership with the participants (Maree, 2010:41). For this study, the researcher was like an instrument; vital and essential in the data collection and analyses stage. During the data collection stage, the researcher observed and listened carefully and continually abided by all ethical guidelines. The researcher also shouldered the responsibility of designing (interview questions) and analyzing the themes and categories generated during the second phase. The researcher also decided the time allocation for execution of the various stages.

3.8 ETHICAL CONSIDERATIONS

According to O’Leary, (2010:41) ethics in its basic meaning refers to rules of behaviour that help to dictate what is acceptable within a profession. Ethics in conducting research however varies across different professional codes or disciplines and/or institutions but there are generally acceptable guidelines. For this study, the researcher obtained permission to conduct research from the ethics committee of the Department of Education and Training (North-West University, Mafikeng Campus) to conduct research and collect data from educators through gatekeepers (Department of Education, Chief Directorate, Departmental Research Services, North-West Province) in secondary schools in the identified sub-groups (see par. 1.4.2.2.1 and 37.2.1) of the NMM district.

Letters were written to the principals and educators of selected schools to seek their cooperation and consent concerning administering questionnaires and conducting interviews at their schools. The researcher observed ethical protection according to contemporary social science. The researcher ensured voluntary participation of respondents by ensuring that none of them is being coerced into participating. He also granted them the right to discontinue at any stage of the study. He made aware the procedures and risks involved in participating in the study. The researcher also guaranteed confidentiality by not sharing their identifying information or thoughts with anyone. Anonymity was also ensured by keeping respondents anonymous throughout the study.

3.9 CONTRIBUTION OF THE STUDY

The introduction of the Constitution of the Republic of South Africa in 1996 coupled with policies by the Department of Education all brought a degree of uncertainty to educators, parents and even learners. After the abolishment of corporal punishment, educators also feel that the available strategies and disciplinary methods have not proved very effective on issues regarding learner discipline in secondary schools. Effective management strategies could help ensure safe and positive learning outcomes, thus extending good values to our school communities.

This study aimed at determining management strategies that can be applied to improve learner discipline in secondary schools in NMM district. The conclusions drawn from the empirical research in this study helped address adequately the research objectives. Thereby, it provided

useful recommendations for school managers in this region of the North-West province for handling learner discipline.

3.10 CONCLUSION

This chapter focused on the research design and methodology that guided the researcher in the effective conduct of this study: strategy to manage learner discipline. Focus was placed on two phases (quantitative and qualitative methods) in order to draw rich information from the research questions. The next chapter will deal with empirical results/findings which will in turn be used in the interpretation and discussion of results/findings.

CHAPTER 4

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In chapter 3, the focus was placed on the research design and methodology used for this study. It discussed in details the empirical investigation used for the mixed methods approach; quantitative and qualitative. It ranged from population and sampling techniques down to the method of data collection and its analysis. It also included the ethical clearance for conducting the research and the trustworthiness of the data collected. This chapter focuses on the presentation, analysis and discussion of findings. In this chapter, the research findings from the empirical investigation (quantitative and qualitative) were presented. The findings were based on addressing the research problem and the sub-questions as outlined in chapter 1 (see par. 1.2). The aim of this research study was to determine management strategies for learner discipline in secondary schools in Ngaka Modiri Molema (NMM) district (see par. 1.3 and 3.3).

Research findings based on an analysis of the data will be discussed starting with the quantitative phase and then using the qualitative phase to explain deeper the quantitative results (see par. 3.6). This chapter includes an in-depth interpretation of the qualitative data collected which took three stages: descriptive statistics; correlation of questions; and two-way ANOVA using factor(s) and dependent variable. In the attempt to achieve these results, the Statistical Package for Social Science (SPSS) and Statistical Analysis System (SAS) statistics software was used. The qualitative empirical investigation involved an analysis after coding into themes and categories the data obtained from the focus group interviews and individual interviews.

The literature review for this study (chapter 2) related to the research questions is further investigated by means of an empirical investigation by correlating with findings in the discussion phase. According to Creswell (2014:200), the sole aim of having a literature review is to be able to help find a link and correlation between past literature and findings or results generated from data collected. Thus, this empirical investigation addressed the following research questions as postulated in Chapter 1, par. 1.2:

- i. Are there disciplinary methods provided for school managers regarding learner discipline in your school?
- ii. How are the management strategies on learner discipline currently applied to learner discipline in your school?
- iii. How can you describe the role of the school managers in establishing and maintaining learner discipline in your school?
- iv. What are the perceptions of secondary school learners and school management on learner discipline in your school?
- v. Which legal guidelines are available to school managers for managing learner discipline in your school?
- vi. What further suggestions may serve as guidelines to improve management strategies on managing learner discipline in your school?

4.2 QUESTIONNAIRE TECHNIQUE

This section dealt with the management of data, the format of the questionnaire and variable creation. The essence of this is to see how the questionnaires were managed from the pilot stage down to the statistics computation stage in order to guarantee the best quality outcome of results.

4.2.1 Data management

Focus here was on quality and consistency by explaining how questions were developed for piloting and how errors were detected and corrected. The process began with a pilot study; different questions were allotted varying designations for tracking against any possible data error. To be able to detect and eliminate this error, the double data entry technique was deployed by entering data on MS Excel spreadsheet and SAS separately. The SAS (SAS ver. 9.3) was used to verify the existence of any form of errors by running a computer programme. Non-matching data were marked, and corrections were made immediately by verifying the data on the questionnaire with the allocated designation for congruency.

4.2.2 Format of questionnaire

The questionnaire was divided into the following sections:

SECTION A: Biographical and demographical information of educators.

SECTION B: The roles of school management in establishing and maintaining learner discipline.

SECTION C: Disciplinary methods used by the school management to maintain learner discipline.

SECTION D: Legal guidelines available and used by the managers regarding learner discipline.

SECTION E: Management strategies currently applied to learner discipline.

4.2.3 Variable creation

This section discusses the way the questionnaire questions were assigned variables (coded). Quality results are key to this study. The closed-ended questions were used for the questionnaire and the a priori method was used to develop the different sections (B, C, D, and E) [see Annexure F]. These sections are same as the research questions in par 1.2. In addition, table 3.1 in par. 3.6 in chapter three also points out the instruments designated for each research question and objective. The focus here is only on the questionnaire as an instrument. Questions were now generated by the researcher on the different sections in order to find answers to the objectives in par. 1.3. Some of the questions were not necessarily important for the purpose of the research but needed for proper flow of the questionnaire. The table below shows the important variable names, their designation, response and scale as coded in SARS and SPSS.

Table 4.1: Variable name and designation

Research Questions/Biographical Information	Variable Name	Variable Designated No.	Original Scale	
			Response	Scale
Biographical and demographic information	Employment years	A1	Less than 6 years	1
			6-15 years	2
			15-25 years	3
			26 years and longer	4
	Gender	A2	Male	1
			Female	2
	Post level	A3	1	1

			2	2
			3	3
			4	4
			5	5
	Post description	A4	Principal	1
			Deputy principal	2
			HOD	3
			Subject teacher	4
	Region	A5	Mafikeng	1
			Rekopantswe	2
			Ditsobotla	3
	Teaching grade	A6	Grade 7	1
			Grade 8	2
			Grade 9	3
			Grade10	4
			Grade11	5
			Grade12	6
	Learner percentage	A7	White	1
			Black	2
			Indian	3
			Coloured	4
	Race	A8	Black	1
			White	2
			Coloured	3
			Indian	4

<p>How can you describe the role of the school managers in establishing and maintaining learner discipline in your school?</p>	<p>Decision-making mechanism</p>	<p>B1</p>	<p>Democratic decision Majority decision Consensus decision Minority decision Lack of response decision Unanimous decision Authoritative decision All of the above</p>	<p>1 = single decision 2= multiple decisions 8= multiple decisions</p>
	<p>Adoption of code of conduct</p>	<p>B2</p>	<p>Yes No</p>	<p>1 2</p>
	<p>Consistency in implementing the code of conduct</p>	<p>B3</p>	<p>Almost never Sometimes Often Almost always</p>	<p>1 2 3 4</p>
	<p>Adoption factors for code of conduct</p>	<p>B4</p>	<p>Legal documents (Constitution and Schools Act) Ethics background of the school Vision and Mission statements All of the above None of the above</p>	<p>1 = single consideration 2 = multiple considerations 4 = multiple considerations</p>
	<p>Groups included in the code of conduct</p>	<p>B5</p>	<p>Parents Learners</p>	<p>1 2</p>

			RCL	3
			Educators	4
			SGB	5
	Management meetings with parents	B6	Regularly	1
			Not regularly	2
			Occasionally	3
			Not at all	4
	Management reliance on external help	B7	Regularly	1
			Not regularly	2
			Occasionally	3
			Not at all	4
	Intervention programmes	B8	Regularly	1
			Not regularly	2
			Occasionally	3
			Not at all	4
	Management provisions of in-service training	B9	Regularly	1
			Not regularly	2
			Occasionally	3
			Not at all	4
Are there disciplinary methods provided for school managers regarding learners discipline in your school?	Reprimand	C1	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4

	Isolation within the classroom	C2	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Isolation outside the classroom	C3	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Merits-demerits points system	C4	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	System of classroom rules	C5	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Learner participation in the code of conduct	C6	Very ineffective Ineffective to some degree	1 2 3

			Effective to some degree Very effective	4
	Encouraging learner praises amongst other learners	C7	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Encouraging traditions	C8	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Referral to the SGB disciplinary committee	C9	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Meeting with the parents of learners	C10	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Emphasising values	C11	Very ineffective	1

			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Regular prayer by educators	C12	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Proper subject preparation by educators	C13	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Rewards	C14	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Deprivation of priviledges	C15	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4

	Community service	C16	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Menial task	C17	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Detention	C18	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Referral to the principal	C19	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Corporal punishment	C20	Very ineffective Ineffective to some degree Effective to some degree	1 2 3

			Very effective	4
Which legal guidelines are available to school managers for managing learner discipline in your school?	How familiar are you with legal documents regarding learner discipline?	D1	Familiar Somewhat familiar A little familiar Unfamiliar	1 2 3 4
	Will the knowledge of the legal documents assist in managing learner discipline?	D2	Most definitely Definitely May be Never	1 2 3 4
How are the management strategies on learner discipline currently applied to learner discipline in your school?	Positive discipline	E1	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Parental involvement	E2	Very ineffective Ineffective to some degree Effective to some degree Very effective	1 2 3 4
	Learner involvement	E3	Very ineffective Ineffective to some degree Effective to some degree	1 2 3

			Very effective	4
	Consideration of learner's need	E4	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Positive school and classroom climate	E5	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Code of conduct	E6	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Classroom rules and management	E7	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	In-service training by educators	E8	Very ineffective	1
			Ineffective to some degree	2

			Effective to some degree	3
			Very effective	4
	Support structures on intervention	E9	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	The professional conduct of an educator	E10	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Community involvement in safety related issue	E11	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Promotion of relationship building	E12	Very ineffective	1
			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4
	Ratio of male to female educators	E13	Very ineffective	1

			Ineffective to some degree	2
			Effective to some degree	3
			Very effective	4

In the table above, a representation of ‘single’ signifies that respondents selected only one check box and ‘multiple’ signifies that more than one checkbox was selected.

4.3 RESPONSE RATES

361 questionnaires were distributed among educators in the selected regions of the NMM district of the North-West province (see par. 1.4.2.2.1 and 3.7.2.1). A total of 277 were returned to the researcher for analysis.

Table 4.2: Educators’ response rates

Sampled respondents	Number of questionnaires sent out	Number of questionnaires received	Percentage questionnaires received
Educators	361	277	76.7

The number of questionnaires received back by a researcher can enable a researcher to draw valid and reliable conclusion (Serame, 2011:32). The percentage of questionnaires received back from educators in this study was 76.7%. According to Ary *et al* in Serame (2011:32), the minimum response rate that can give a reliable and valid conclusion is 70%.

4.4 DESCRIPTIVE STATISTICS AND FREQUENCIES ON THE RESEARCH QUESTIONS

This section deals with the presentation of descriptive frequencies presentation of the quantitative data analysis for section A, B, C, D and E of the questionnaire. It combined different questions in each section into a single table. The aim is based on extracting the level of respondents’ responses

in percentages to address management strategies for learner discipline. The descriptive statistics process began with section A.

4.4.1 Presentation, interpretation and discussion of descriptive data

4.4.1.1 Section A: Biographical and demographical information

The biographic questions on table 5.3 is a reflection on respondents' general particulars. However, the table shows the data presentation from the responses of the participants' after which their frequencies and percentages were summarised.

Table 4.3: Biographical and demographical information of educators

Variable	Frequency	Percentage
1. Employment years (A1)		
Less than 6 years	136	49
6-15 years	79	29
15-25 years	54	19
26 years and longer	8	3
TOTAL	277	100
2. Gender (A2)		
Male	96	35
Female	181	65
TOTAL	277	100
3. Post level (A3)		
1	90	33
2	123	44
3	61	22
4	3	1

5	0	0
TOTAL	277	100
4. Post description (A4)		
Principal	5	1
Deputy principal	55	20
HOD	68	25
Subject teacher	149	54
TOTAL	277	100
5. Region (A5)		
Mafikeng	100	36
Rekopantswe	123	44
Ditsobotla	54	20
TOTAL	277	100
6. Teaching grade (A6)		
Grade 7	64	23
Grade 8	89	32
Grade 9	17	6
Grade10	50	18
Grade11	32	12
Grade12	25	9
TOTAL	277	100
7. Learner percentage (A7)		
White	13	4.69

Black	257	92.78
Indian	6	2.17
Coloured	1	0.36
TOTAL	277	100
8. Race (A8)		
Black	224	81
White	31	11
Coloured	15	5
Indian	7	3
TOTAL	277	100

The biographical and demographic information of educators, as reflected in the table above, are subsequently discussed below:

Table 4.3 shows that a majority of the respondents had been working less than 6 years (49%) and only 3% of the respondents have worked for 26 years and longer. 29% of educators had worked for 6-15 years and only 19% had worked between 15-25 years. As for gender, a majority of the respondents were female (65%) and a majority from the black race group. In terms of the post-level of educators, post-level 1 was 33%, post-level 2 was 44% and post-level 3 was 22%. No educator was in the range of the 5th post-level. However, only 1% of respondents were in the post-level 4. According to demographics, 34% returned were in the Mafikeng region, 44% in Rekopantswe and 20% in Ditsobotla. For teaching grades, the highest frequency came from grade 7 and lowest from grade 9. The highest percentage of learners enrolled were black with 93% and lowest with coloured learners with 0.36% so also black educators were the highest percentage with 81%. White educators were 11%, coloured 5% and Indian with 3%.

4.4.1.2 Section B: Roles of school management in establishing and maintaining learner discipline relating to research question 3

The questions on table 4.4 represent the roles the school management play in establishing and maintaining discipline in secondary schools. To recall in par. 4.2.3 above, some of the questions are rearranged into single and multiple during the coding process using SPSS and SARS statistics software. The single symbolised answers that had a single selection by respondents while the multiple signified answers that had more than one selection by respondents (see questions BI, B4 and B5). The rationale behind the single and multiple options or selection were done to minimise the large scale of responses. The table below shows the frequencies and percentages of the responses of respondents on the roles of school management in learner discipline.

Table 4.4: Roles of school management on learner discipline

Variable	Frequency	Percentage
1. Decision-making mechanism (B1)		
Single decision	156	56
Multiple decision	121	44
TOTAL	277	100
2. Adoption of Code of Conduct (B2)		
Yes	245	88
No	32	12
TOTAL	277	100
3. Consistency in implementing the Code of Conduct (B3)		
Almost never	21	8
Sometimes	66	24
Often	142	51
Almost always	48	17

TOTAL	277	100
4. Adoption factors for Code of Conduct (B4)		
Single consideration	268	97
Multiple considerations	9	3
TOTAL	277	100
5. Groups included in the Code of Conduct (B5)		
Single group	66	24
Multiple groups	211	76
TOTAL	277	100
6. Management meeting with parents (B6)		
Regularly	82	29
Not regularly	57	21
Occasionally	133	48
Not at all	5	2
TOTAL	277	100
7. Management reliance on external help (B7)		
Regularly	86	31
Not regularly	138	50
Occasionally	46	16
Not at all	7	3
TOTAL	277	100
8. Intervention programmes (B8)		
Regularly	68	25

Not regularly	55	20
Occasionally	144	52
Not at all	10	3
TOTAL	277	100
9. Management provisions of in-service training (B8)		
Regularly	74	27
Not regularly	53	19
Occasionally	127	46
Not at all	23	8
TOTAL	277	100

The table 4.4 above examines the roles played by school management particularly the School Management Team (SMT). As far as the decision-making mechanism used by the school management, single decision selection was 56% while multiple decisions were 44%. 88% percent of the respondents answered that the code of conduct is adopted in their school while 12% feels that it is not adopted. 51% of educators reported that the code of conduct is often implemented fairly and consistently, 17% reported its implementation was always consistent, and 8% reported that the code of conduct is almost never applied fairly and consistently. In terms of consideration before the adoption of the code of conduct, single consideration was 97% while multiple considerations were 3%. For the groups included during the adoption process, single group selection was 24% while multiple group selection was 76%. As far as school management organising meeting with the parents is concerned, 29% reported that it is done regularly, 21% reported not regularly, 48% reported occasionally while 2% reported not at all. As far as school management linking up with external help for managing learner discipline is concerned, 31% reported that it is done regularly, 50% reported not regularly, 16% reported occasionally while 3% reported not at all. Concerning if the school use intervention programmes, 25% reported that it is done regularly, 20% reported not regularly, 53% reported occasionally while 3% reported not at all. Concerning if the school management provides in-service skills development programmes for

educators, 27% reported that it is done regularly, 19% reported not regularly, 46% reported occasionally while 8% reported not at all.

Interpretation and discussion for research question 3

From the presentation above, the single decision was 56% and multiple was just 44%. This meant that 44% of school managers in Ngaka Modiri-Molema (NMM) district employed the use of more than one decision-making mechanism which are democratic, consensus, minority, lack of response, unanimous, and authoritative decision-making, whereas, 56% of the sampled population believe that most of the school managers only employ a single method which varied between democratic to consensus decision-making mechanism. According to Mohapi (2014:275), decision-making is the process of selecting a logical choice daily by the SMTs for making strategic decisions for the uplift and goodwill of the school in general. Past literature confirms that School-Based Management is now operational in South African schools since the enactment of the South African Schools Act (RSA, 1996a) where devolution of power was given to SGBs and the SMTs (Mohapi, 2014:276). This decision-making mechanism which was introduced through SBM is usually implemented in similar ways to instructional leadership, participatory and transformational leadership. (Bush, 2007:398-397; Bush, 2014:443; Leithwood, Jantzi and Steinbach, 1999:48). However, literature explains that in actual practice, SMTs adopt one or a combination of two or more of the decision-making types (Mohapi, 2014:275). However, a participative model of leadership supports a decision-making process done through a process of consultation of important stakeholders [learners, educators, and parents] (Bush, 2007:397).

Interpreting and discussing variables: B2-B5 which focused on the Code of Conduct for learners, descriptive statistics showed that it is been employed and adopted in schools by the SMTs and the SGBs. The empirical findings of this study confirm with past literature that the code of conduct must be fairly and consistently implemented because 92% responded that it is in a different variation of sometimes, often and almost always (RSA, 1996a; Mahlangu, 2014:317; and WCED, 2007:14). This is in line with section 8(2) of the Schools Act, No 84 of 1996 that the Code of Conduct must be aimed at establishing a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process (RSA, 1996a). This study showed that 76% of parents, learners and teachers were represented during the adoption of the Code of Conduct. According to WCED, (2007:16) and (RSA, 1996a), parents, learners and

teachers must be involved during the adoption process of the Code of Conduct and vision and mission of the school, and the ethical background of the community must be taken into consideration.

Based on intervention programmes being organised and sourcing for external help by the school managers, descriptive statistics shows that the schools of NMM district adopts this process only occasionally. Research undertaken by the Education Management and Development Centre (EMDC) shows that support structures in the form of intervention programmes should be considered by the school management to help the school create a well-disciplined environment (WCED, 2007:24). Refer to figure 2.1 or par. 2.8.4 for examples of such programmes which vary from focused interventions to selected and universal interventions. The result from the questionnaire also shows that only 27% of sampled educators feel that in-service training is being organised regularly by the school management. WCED (2007:36) research conducted in the Western Cape recommends that educators should be equipped adequately with the proper knowledge they require on discipline and management strategies coupled with the intervention programmes to be able to effectively manage discipline.

4.4.1.3 Section C: Disciplinary methods used by the school management to maintain learner discipline relating to research question 1

The questions on table 4.5 represent the disciplinary methods used by the school management in maintaining learner discipline. This section is aimed at checking the adoption or availability of the methods and their effectiveness thereof. The responses had four scales: very ineffective (VI), ineffective to some degree (ISD), effective to some degree (ESM), and very effective (VE). The abbreviations of the effectiveness were used in table 4.5 below for proper column management. The table below shows the frequencies and percentages of the responses of respondents (educators) on the disciplinary methods used by the school management in maintaining learner discipline.

Table 4.5: Disciplinary methods used by the school management

Variable	Frequency				Percentage			
	V1	ISD	ESD	VE	V1	ISD	ESD	VE
1. Reprimand (C1)	64	94	112	7	23	34	40	3
2. Isolation within the classroom (C2)	33	65	146	33	12	23	53	12
3. Isolation outside the classroom (C3)	39	170	60	8	14	61	22	3
4. Merits-demerits points system (C4)	25	169	74	9	9	61	27	3
5. System of classroom rules (C5)	19	48	190	20	7	17	69	7
6. Learner participation in the code of conduct (C6)	19	63	170	25	7	23	61	9
7. Encouraging learner praises amongst other learners (C6)	20	54	178	25	7	20	64	9
8. Encouraging traditions (C8)	57	29	174	17	21	10	63	6
9. Referral to the SGBs disciplinary committee (C9)	30	43	62	142	11	16	22	51
10. Meeting with the parents of learners (C10)	38	41	55	143	14	15	20	52
11. Emphasising values (C11)	34	42	187	14	12	15	68	5
12. Regular prayers by educators (C12)	38	159	59	21	14	57	21	8

13. Proper subject preparation of educators (C13)	41	31	61	144	15	11	22	52
14. Rewards (C14)	40	33	180	24	14	12	65	9
15. Deprivation of privileges (C15)	24	74	165	14	9	26	60	5
16. Community service (C16)	17	165	75	20	6	60	27	7
17. Menial task (C17)	17	170	63	27	6	61	23	10
18. Detention (C18)	17	162	78	20	6	59	28	7
19. Referral to the principal (C19)	14	46	187	30	2	17	67	11
20. Corporal punishment (C20)	12	54	111	100	4	20	40	36

The table 4.5 above examines the disciplinary methods available for use by educators in secondary school and respondents (educators) responded to their level of effectiveness. As far as the reprimand is concerned: 57% of the respondents selected very ineffective/ineffective to some degree while 43% responded effective to some degree/very effective. According to isolation within the classroom: 35% of the respondents chose very ineffective/ineffective, while 65% responded effective to some degree/very effective. According to isolation outside the classroom: 75% of the respondents chose very ineffective/ineffective, while 25% responded to effective to some degree/very effective. As far as merits-demerits points systems are concerned: 70% of the respondents selected very ineffective/ineffective to some degree while 30% responded effective to some degree/very effective. As far as the system of classroom rules is concerned: 24% of the sampled respondents selected very ineffective/ineffective to some degree while 76% responded effective to some degree/very effective. As far as learner participation in the code of conduct is concerned: 30% of the sampled respondents selected very ineffective/ineffective to some degree while 70% responded effective to some degree/very effective. As far as encouraging learner praises amongst other learners: 27% of the respondents selected very ineffective/ineffective to some degree while 73% responded effective to some degree/very effective. As far as encouraging

traditions is concerned: 31% of the respondents selected very ineffective/ineffective to some degree, while 69% responded effective to some degree/very effective. According to referral to the SGBs disciplinary committee: 27% of the respondents chose very ineffective/ineffective while 73% responded to effective to some degree/very effective. According to emphasising values: 27% of the respondents chose very ineffective/ineffective while 73% responded effective to some degree/very effective. As far as regular prayer by educators is concerned: 71% of the respondents selected very ineffective/ineffective to some degree while 29% responded effective to some degree/very effective. As far as subject preparation by educators is concerned: 71% of the respondents selected very ineffective/ineffective to some degree, while 29% responded to effective to some degree/very effective. As much as rewards are concerned: 26% of the sampled respondents selected very ineffective/ineffective to some degree while 74% responded to effective to some degree/very effective. According to the deprivation of privileges: 35% of the respondent choose very ineffective/ineffective while 65% responded to effective to some degree/very effective. According to community service: 66% of the respondents chose very ineffective/ineffective while 34% responded effective to some degree/very effective. As much as menial tasks for learners is concerned: 67% of the sampled respondents selected very ineffective/ineffective to some degree, while 33% responded to effective some degree/very effective. According to deprivation of privileges: 65% of the respondents chose very ineffective/ineffective, while 35% responded effective to some degree/very effective. As much as referral to the principal is concerned: 19% of the sampled respondents selected very ineffective/ineffective to some degree, while 78% responded effective to some degree/very effective. As far as corporal punishment on learners is concerned: 24% of the respondents selected very ineffective/ineffective to some degree, while 76% responded effective to some degree/very effective.

Interpretation and discussion for research question 1

The sole essence of this section was to check the effectiveness of the methods as provided by the Department of Education to the school management. The presentation above was done in reference to very ineffective/ineffective to some degree and effective to some degree/very effective. Only variables selected in literature as the most commonly used in South African secondary schools were discussed in this section. In terms of reprimanding learners, educators' response showed that 57% believe it is ineffective and 43% responded effective. This shows that reprimand is very common and averagely balanced. Reprimand is verbal in nature and used to correct minor

behaviour problems. Rosen (2005:29) in his book on best practices for administrators outlined four guidelines on verbal reprimand as focus on clear goals of the main problem; focus on issues and not personalities; forget the past and focus on the present; and focus on consequences. Results in table 4.5 showed that referral to both the SGB and principals seemed very effective with 73% and 78%. Serame (2011:25) agrees that parents are to be involved in every aspect of the education of their children in order to take responsibility for whatever is the outcome of their children's conduct. On the other hand, referrals to the SGB mostly happen with serious misconduct of learners which could lead to suspension or expulsion (Maphosa, 2011:79). In addition, Oosthuizen (2007:18) in his work on learner discipline shows that other less serious misconduct can also be referred to the disciplinary committee for a hearing. Referral creates positive behaviours in learners and it should be applied by following the right procedures. More so, table 4.5 also showed that rewards and deprivation of privileges seemed very effective with 74% and 65%. Rosen (2005:40) agrees that although it is punitive in nature and very effective, but also comments that the rights of learners must be adequately protected when adopting this method for handling learner misconduct. The menial task is very ineffective at 67% according to the response of educators and that is why Serame (2011:23) refers to it as just a means of getting learners busy after committing minor offences. It can be said that it is not an effective means of punishing or correcting learner's bad behaviour. Detention according to descriptive statistics proved very ineffective and Serame (2011:23) confirms this by noting that even though it is still commonly and popularly used in schools today, it has become boring in the way it is applied by educators. The last of them is the use of corporal punishment. Although it is prohibited in South Africa but findings shows that most educators deem it as very effective on the category of effective to some degree to very effective with 76%. Wolhuter and Oosthuizen, in Emekako, (2014:17) confirm that the abolishment of corporal punishment left a big vacuum in handling learners with serious misconduct in South Africa because learners now know that nothing can be done to punish them harshly for their misconduct.

4.4.1.4 Section D: Legal guidelines available to and used by school managers regarding learner discipline relating to research question 5

The questions on table 4.6 represent the legal guidelines available and used by school managers regarding learner discipline. This section is aimed at investigating the knowledge of educators on

educational legislation applicable to managing learner discipline. The table below shows the frequencies and percentages of the responses of respondents (educators) on legal documents.

Table 4.6: Legal guidelines available to managers on learner discipline

Variable	Frequency	Percentage
1. How familiar are you with the legal documents regarding learner discipline? (D1)		
Familiar	184	67
Somewhat familiar	58	21
A little familiar	26	9
Unfamiliar	9	3
TOTAL	277	100
2. Will the knowledge of the legal documents assist in managing learner discipline? (D2)		
Most definitely	192	69
Definitely	57	21
Maybe	22	8
Never	6	2
TOTAL	277	100

The table 4.6 above examines the familiarisation of educators and school managers regarding the legal documents or guidelines at their disposal for the management of learner discipline. As far as finding out how familiar educators are with legal documents for the management of learner discipline: 67% responded that they are familiar and 21% responded somewhat familiar while 9% responded that they are a little familiar and only 3% responded that they are unfamiliar with legal documents. In regards to the familiarity, 69% responded that the knowledge of legal documents in D1 will most definitely help them better assist learner discipline while only 2% responded never, 21% responded definitely and 8% maybe. This result indicate that most of the educators are of the

opinion that they are familiar with the legal structures which invariably leads to better ways of handling learner discipline especially in terms of legal issues.

Interpretation and discussion for research question 5

This section questioned the level of knowledge of educators regarding the legislation provided by the government for educators in the management of learner discipline. This was to see if the level of knowledge or familiarity has an effect on the level of discipline in schools. A majority of educators according to table 4.6 above says that they are familiar with them and that the knowledge of such legal documents would help them manage learner discipline better.

These documents are the South African constitution, the South African Schools Act, National Policy of Education Act, Guidelines for the SGB on Code of Conduct for learners and international stipulations. Oosthuizen referred to these documents as statutory laws in his book on Aspects of Education Law which he emphasised as an important document for the exposition of learner discipline in schools (Oosthuizen, 2015:45-46).

4.4.1.5 Section E: Management strategies currently applied to learner discipline relating to research question 2

The questions on table 4.7 represent management strategies as applied to learner discipline. This section highlights possible management strategies as adopted or devised by the school management. Management strategies can be described as innovative ways pre-determined by the school management to creating a disciplined school environment and the questions in this session aimed at determining the effectiveness thereof. The table below is similar to that of table 4.5 and it shows the frequencies and percentages of the responses of respondents (educators) on the management strategies as currently applied to learner discipline. The responses had four scales: very ineffective (VI), ineffective to some degree (ISD), effective to some degree (ESD), and very effective (VE)

Table 4.7: Management strategies for learner discipline

Variable	Frequency				Percentage			
	V1	ISD	ESD	VE	V1	ISD	ESD	VE
1. Positive discipline (E1)	36	154	63	24	13	55	23	9
2. Parental involvement (E2)	23	45	185	24	8	16	77	9
3. Learner involvement (E3)	31	26	187	23	11	13	68	8
4. Consideration of learner's needs (E4)	30	29	191	27	11	10	69	10
5. Positive school and classroom climate (E5)	16	36	202	23	6	13	73	8
6. Code of Conduct (E6)	23	25	202	73	8	9	73	10
7. Classroom rules and management (E7)	25	32	192	28	9	12	69	10
8. In-service training for educators (E8)	15	42	206	14	6	15	74	5
9. Support structure on interventions (E9)	23	40	199	15	8	14	72	6
10. The professional conduct of an educator (E10)	13	46	196	22	5	16	71	8
11. Community involvement in safety related issues (E11)	15	45	201	16	5	16	73	6
12. Promotion of relationship building (E12)	7	60	196	14	3	21	71	5

13. Ratio of male to female educators (E13)	23	52	189	13	8	19	68	5
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The table 4.7 above examines the management strategies as currently adopted and applied to learner discipline. Respondents (educators) responded to their level of effectiveness. As far as positive discipline is concerned: 68% of the respondents selected very ineffective/ineffective to some degree while 32% responded effective to some degree/very effective. As far as learner involvement is concerned: 24% of the respondents selected very ineffective/ineffective to some degree while 76% responded to effective to some degree/very effective. As far as parental involvement is concerned: 24% of the respondents selected very ineffective/ineffective to some degree while 74% responded effective to some degree/very effective. As far as consideration of learner's need is concerned: 19% of the respondents selected very ineffective/ineffective to some degree while 71% responded effective to some degree/very effective. As far as keeping classroom positive climate is concerned: 19% of the respondents selected very ineffective/ineffective to some degree while 81% responded to effective to some degree/very effective. As far as the learners code of conduct is concerned: 17% of the respondents selected very ineffective/ineffective to some degree, while 83% responded effective to some degree/very effective. According to classroom management: 21% of the respondent chose very ineffective/ineffective while 79% responded effective to some degree/very effective. As far as in-service training for educators is concerned: 21% of the sampled respondents selected very ineffective/ineffective to some degree while 79% responded effective to some degree/very effective. As far as support structures on interventions are concerned: 22% of the respondents selected very ineffective/ineffective to some degree while 78% responded effective to some degree/very effective. As far as promotion of relationships and participatory building is concerned: 24% of the sampled respondents selected very ineffective/ineffective to some degree while 76% responded effective to some degree/very effective. According to the ratio of male to female educators: 27% of the respondent chose very ineffective/ineffective while 73% responded to effective some degree/very effective.

Interpretation and discussion for research question 2

This section checked the management strategies as currently applied by school managers and their effectiveness. Management strategies contextually in this study refer to innovative ways pre-

determined by the school management to creating a disciplined school environment. Thus, it is quite different from disciplinary methods/ strategies. According to table 4.7 and the presentation above, it reveals that all management strategies based on the respondents replies are all effective to some degree/very effective except for positive discipline with a shocking result that 68% of educators in the regions indicated that it is very ineffective/ineffective to some degree with 13% and 55% respectively. However, in literature, positive discipline is thought of as one of the most important management strategies. It is thought to help develop a school culture of total wellness and supports the teaching of responsibility and the positive symbiotic relationship between participants in the school e.g. learner and educators which automatically give learners the opportunity to grow positively and also make good decisions (WCED, 2007:7). This aligns with Glasser's Choice theory which tasks educators to teach learners to take responsibility for the choices (Glasser, 2009:2; Bechuke and Debeila, 2012:243). In a nut shell, positive discipline contributes to an improvement of positive relationships, a climate of trust and understanding which are essential for learner positive behaviour.

Moreover, parental involvement, learner involvement, the Code of Conduct for learners, in-service training for educators, availability of a support structure, the professional conduct of educators, and the ratio of male to female educators are thought to be effective to some degree/very effective with a range of 73%-86%. Mahlangu (2014:317) agrees that the involvement of learner and parents helps improve learner discipline and reflects on the consistent implementation of the discipline policy (Code of Conduct). However, the use of the participative leadership model by the school management is important to achieve an environment good for teaching and learning. In addition, the code of conduct must be compiled in co-operation with all the relevant persons (teachers, learners and parents) and must be revised regularly (RSA, 1996a; RSA, 1998). It is, however, important to stress that the content of the discipline policy must be made known to all that are concerned. WCED (2007:36) supports the results further saying that in-service training is done for educators, training them on new interventions as organised by the school management. If educators are aware of the advantages, disadvantages, and the technical know-how of these intervention programmes, it will help them with the issue of proper choice of intervention thereby helping manage properly the issues of learner behaviour. Educators must act very professionally in their relationship with learners and also be consistent in the way a disciplinary hearing is being organised. This also helps control their stress level at work (WCED, 2007:36). Lastly, Emekako

(2014:68) agrees that the ratio of male and female teachers in the school can also determine the disciplinary climate of the school. In the NMM district, empirical findings show that there are many more female teachers than male teachers. Based on this, it is likely that the school will face more disciplinary problems.

4.5 TESTING FOR SIGNIFICANT CORRELATIONS BETWEEN VARIABLES

For the study, correlation helped in explaining whether there is a relationship or association between any two given variables. It also measures the strength, weakness and direction of a linear relationship between two variables which is always between +1 and -1. The level of significance is automatically calculated with 0.01 (1%) as the p-value. When the p-value is \leq the level of significance, then the correlation is found to be significant. The focus for discussion was placed more on the strong and moderate correlations that were found significant. In accordance with Pearson's correlation index, the correlation range is shown on table 4.8 below:

Table 4.8: Pearson's correlation index

- 1 = A perfect downhill	Negative
- 0.70 = Strong downhill	
- 0.50 = Moderate downhill	
- 0.30 = Weak downhill	
0 = No linear relationship	
0.30 = A weak uphill	Positive
0.50 = Moderate uphill	
0.70 = A strongly uphill	
1 = A perfect uphill	

P-value = 0.01 as indicated above. The researcher rejects null hypothesis H_0 when the p-value is less than or equal to 0.01. Therefore, if the data from the study results in a p-value of less than that

specified in the level of (0.01), the research outcome is significant and it enable us to reject the null hypothesis (H_0) and conclude that a relationship really exists.

This study is comprised of six research questions as stated in Chapter one and par. 4.1 of which only the questionnaire as one of the instruments of this study focused on research question i, ii, iii and iv respectively. The aim was to understand and link interactions between the variables (questions in the questionnaire) with each other, thus answering the research questions and thereby, providing clarity to the research problem in Chapter one.

4.5.1 Correlation analysis of research question 1

The research question 1: Are there disciplinary methods provided for school managers regarding learner discipline in your school? Variables in Section A and C of the questionnaire were correlated together to check for significance on the different variables that influence disciplinary methods for managing learner discipline. The researcher only focused on correlations that were significant at 1% and those with the correlation range of + 0.70 to +1.00 and -0.70 to -1.00 thereby connoting strong correlations (see Annexure I). Table 4.9 below shows the relevant variable correlations for research question 1.

Table 4.9: Multivariate correlations of the variables that influence discipline methods or strategies for learner discipline

S/N	Variable	Correlation/p-value	Correlation range	Level of significance
1	C9/C8	0.71731/<.0001	Strong uphill	Significant
2	C9/C10	0.85213/<.0001	Strong uphill	Significant
3	C9/C11	0.70408/<.0001	Strong uphill	Significant
4	C9/C13	0.71176/<.0001	Strong uphill	Significant
5	C10/C8	0.70261/<.0001	Strong uphill	Significant
6	C10/C9	0.85213/<.0001	Strong uphill	Significant
7	C10/C10	0.76493/<.0001	Strong uphill	Significant

8	C10/C13	0.81033/<.0001	Strong uphill	Significant
9	C11/C8	0.70658/<.0001	Strong uphill	Significant
10	C11/C9	0.70408/<.0001	Strong uphill	Significant
11	C11/C10	0.76493/<.0001	Strong uphill	Significant
12	C11/C13	0.70953/<.0001	Strong uphill	Significant
13	C13/C9	0.71176/<.0001	Strong uphill	Significant
14	C13/C10	0.81033/<.0001	Strong uphill	Significant
15	C13/C11	0.70953/<.0001	Strong uphill	Significant

**=significant on the 1% level.

Causation cannot be inferred from correlation but can only measure the level of relationship between two variables (McMillian and Schumacher, 2012:231). Although all correlations were significant on the 1% level, the following correlations were useful for group predictions because they were between the +0.70 to +1.00 range which signified a strong uphill correlation.

- Referral to the SGBs disciplinary committee (C9) with encouraging traditions (C8), meeting with parents of learners (C10), emphasising values (C11) and proper subject preparation by educators (C13) on one hand and vice-versa on the other hand with varying correlating strength measured.

Discussion

Referring back to literature, C8-C10, C11 and C13 are all according to literature are disciplinary methods available to educators for learners who show misconduct (Serame, 2011:23-25). Referrals mostly happen with serious misconduct of learners which could lead to suspension or expulsion (Maphosa, 2011:79) although Oosthuizen (2007:18) stresses that minor cases can also be reported to the disciplinary committee for control purposes. Meeting with the parents of learners are also found effective and used for serious cases and when it is not solved then it escalates to the SGB disciplinary committee for a hearing. The mastery of the content of an educator's subject, however, helps in controlling classroom misbehaviour. This is evident from the 52% educators who referred to it as very effective.

4.5.2 Correlation analysis of research question 2

The research question 2: How are the management strategies on learner discipline currently applied to learner discipline in your school? Variables in Section A and E of the questionnaire were correlated together to check for significance on the different variables that influence disciplinary methods for managing learner discipline. The researcher only focused on correlations that were significant at 1% and those with the correlation range of + 0.70 to +1.00 and -0.70 to -1.00 thereby connoting a strong correlation (see Annexure I). Table 4.10 below shows the relevant variable correlations for research question 1.

Table 4.50: Multivariate correlations of the variables that influence management strategies for learner discipline

S/N	Variable	Correlation/p-value	Correlation range	Level of significance
1	E2/E3	0.73532/<.0001	Strong uphill	Significant
2	E2/E4	0.74408/<.0001	Strong uphill	Significant
3	E2/E5	0.77352/<.0001	Strong uphill	Significant
4	E3/E4	0.82024/<.0001	Strong uphill	Significant
5	E3/E5	0.70382/<.0001	Strong uphill	Significant
6	E3/E6	0.74405/<.0001	Strong uphill	Significant
7	E4/E5	0.75156/<.0001	Strong uphill	Significant
8	E5/E2	0.77353/<.0001	Strong uphill	Significant
9	E5/E3	0.68382/<.0001	Strong uphill	Significant
10	E5/E4	0.75165/<.0001	Strong uphill	Significant
11	E5/E6	0.77722/<.0001	Strong uphill	Significant
12	E7/E6	0.75764/<.0001	Strong uphill	Significant
13	E6/E7	0.75714/<.0001	Strong uphill	Significant

14	E9/E11	0.70128/<.0001	Strong uphill	Significant
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**=significant on the 1% level.

Although, all correlations were significant on the 1% level, the following correlations were useful for group predictions because they were between the +0.70 to +1.00 range which signified the strong uphill:

- Parental involvement (E2) with learner involvement (E3), consideration of learner's needs (E4) and positive school and classroom climate (E5) on the one hand and positive and classroom climate with parental involvement (E5), learner involvement (E3), consideration of learners needs (E4) and code of conduct (E6) on the other hand;
- Learner involvement (E3) with the consideration of learners needs (E4);
- Learner involvement (E3) with consideration of learners needs (E4), positive school and classroom climate (E5) and the code of conduct for learners (E6);
- Consideration of learner's needs (E4) with positive and classroom climate (E5);
- Code of conduct (E6) with classroom rules and management (E7);
- Support structures on interventions rather than punishment (E9) with community involvement in safe-related issues (E11).

Discussion

From the above relationships, the code of conduct is related to Parental involvement (E2), learner involvement (E3), consideration of learner's needs (E4), positive school and classroom climate (E5). According to literature, the code of conduct for learners takes into consideration the involvement of stakeholders to include the educators, learners, parents and the values and traditions of the community (RSA, 1996a; RSA, 1998). In the guidelines for the consideration of governing bodies in adopting a code of conduct for learners, the code of conduct for learners is a set of rules and regulations for the purpose of promoting positive discipline, self-discipline and exemplary conduct, as learners learn by observation and experience (DoE, 2007). This is in accordance with the participatory leadership model which emphasises the need to include all stakeholders in decision-making to better the school (Bush, 2007:398). The *geborgenheit* theory with emphasis on the security of a school environment also confirms that all participants of education (learner, educator, parent/guardian and the state) are responsible for the proper

implementing of a secured learning environment (Oosthuizen, 2015:7-9). Support structures are related with community involvement according to the strong uphill correlation between them. WCED (2007:20) agrees that interventions can be achieved through consultation and participation of stakeholders which is done through participatory, contingent and transformational leadership. These stakeholders can also be external. Interventions is done solely to improve the positive behaviour of the school environment.

4.5.3 Correlation analysis of research question 3

The research question 3: How can you describe the role of the school managers in establishing and maintaining learner discipline in your school? Variables in Section A and B of the questionnaire were correlated together to check for significance on the different variables that influence the role of school managers in establishing and maintaining learner discipline. The researcher only focused on correlations that were significant at 1% and those with the correlation range of + 0.70 to +1.00 and -0.70 to -1.00 thereby connoting a strong correlation (see Annexure I).

Pearson's correlation found no significant differences and strong relationship between the variables on the roles of school managers in establishing and maintaining discipline.

4.5.4 Correlation analysis of research question 5

The research question 5: Which legal guidelines are available to school managers for managing learner discipline in your school? Variables in Section D of the questionnaire were correlated together to check for significance on the legal guidelines/documents available to school managers/educators for the management of learner discipline in secondary schools. The researcher only focused on correlations that were significant at 1% and those with the correlation range of + 0.70 to +1.00 and -0.70 to -1.00 thereby connoting a strong correlation (see Annexure I). Table 4.11 below shows the relevant variable correlations for research question 1.

Table 4.11: Multivariate correlations of the variables that influence discipline methods or strategies for learner discipline

S/N	Variable	Correlation/p-value	Correlation range	Level of significance
1	D1/D2	0.7066/<0.0001	Strong uphill	Significant

**=significant on the 1% level.

Although all correlations were significant on the 1% level, the following correlations were useful for group predictions because they were between the +0.700 to +1.00 range which signified a strong uphill:

- ‘How familiar are you with legal documents regarding learner discipline?’ (D1) with ‘will the knowledge of the legal documents assist in managing learner discipline?’ (D2).

Discussion

From the above relationship, the correlations D1 and D2 test familiarity and knowledge level of educators on legal documents for managing learner discipline and it tested strong. Referring to table 4.11 above, a majority of educators agree with this relationship that the knowledge of legal documents will help them better manage the cases of learner discipline in schools. In literature, Oosthuizen (2015:46) refers to it as statutory laws and are needed so as not to infringe on the rights of the learner when handling issues of their misconduct. In the Republic of South Africa, educators should follow the right and proper processes in disciplining learners in schools. Literature draws up different documents such as the Constitution of the Republic of South Africa, No. 108 of 1996 (RSA, 1996), The South African Schools Act, No. 84 of 1996 (RSA, 1996a), The National Education Policy Act, No. 27 of 1996 (RSA, 1996b), the guidelines for the SGB in drawing up the code of conduct and International legal stipulations. This study focused on the constitution and the Schools Act in detail.

4.6 TESTING MAIN AND INTERACTING EFFECTS USING THE TWO-WAY ANOVA

Inferential statistics is normally used to judge the accuracy of a given sample with the aim of showing the characteristics of the population from which it was drawn (DiMaria, 2014:1). The two-way ANOVA was used for this purpose. In using the two-way ANOVA, the researcher selected influencing and response variables that would inform more on the purpose of the study – to determine the management strategies for learner discipline in secondary school and also show areas of strength since hypotheses were generated and tested. In realising the research aims, variables were identified that could cause variations. These variables were identified from different sections of the questionnaires with the sole purpose of identifying certain areas of strength that are worth paying attention to for further exploration during the qualitative stage or even further studies. It could, therefore, be said that a study of the effects between these variables does not necessarily present answers to specified research questions but rather add immense value to the main aim of the study through the generation and testing of the hypotheses for further exploration in the qualitative section.

Main effects (2-factors) and interactions were calculated using Statistical Package for Social Sciences (SPSS ver. 22). This section flowed by first identifying the variables, generating the null hypotheses for testing, calculating the factorial analysis of variance, interpreting the results and then rejecting or failing to reject the null hypothesis. Every statistical test has a null and alternate hypothesis (DiMaria, 2014:5). Null hypothesis signified a possible difference in the groups computed and an alternate was accepted on the rejection of the null hypothesis. The Alpha level of significance was set at 0.05 level and was determined a priori. If the p -value ≤ 0.05 , then the null hypothesis was rejected and then the alternate hypothesis automatically gets accepted meaning there was a difference. If $p > 0.05$, then the null hypothesis was accepted or failed to be rejected meaning there was no difference between groups.

For this study, four (4) computations were made. The variables selected using ANOVA are now explained below:

1. Fixed factors: A1 - employment years and A4 – post description against dependent variable: B1 – decision-making mechanism.

This selection was made because, in literature, employment years and the position occupied by an educator can create a differentiation in decision-making regarding discipline and null hypotheses were established.

HYPOTHESIS ESTABLISHED FROM THE VARIABLES

H_0 : *Employment years of an educator will have no significant effect on decision-making.*

H_0 : *Post level of an educator will have no significant effect on decision-making.*

H_0 : *Employment years of an educator and Post level of an educator interaction will have no significant effect on decision-making.*

The table below shows the first factor, second factor and their interaction with the dependent variable identified.

Table 4.12: Factorial analysis of variance between variables (A1, A4 & B1)

Tests of Between-Subjects Effects

Dependent Variable: Decision making mechanism (B1)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	527.712 ^a	13	40.593	3.280	.000
Intercept	795.897	1	795.897	64.314	.000
A1	97.765	3	32.588	2.633	<u>.050</u>
A4	30.608	3	10.203	.824	<u>.481</u>
A1 * A4	66.369	7	9.481	.766	<u>.616</u>
Error	3254.692	263	12.375		
Total	9846.000	277			
Corrected Total	3782.404	276			

a. R Squared = .140 (Adjusted R Squared = .097)

Interpreting the results from the table above, for the first factor (employment years [A1]), the p-value (0.05) is equal to the test level of 0.05. Therefore, the null hypothesis is rejected (there is a difference) meaning that there is 5% chance of getting results by random chance. For the second factor (post level description [A4]), the p-value (0.481) is greater than the test level of 0.05. Therefore, the null hypothesis is accepted (there no difference) meaning that there is 48.1% chance of getting results by random chance. For the interaction between AI and A4, the p-value (0.616) is greater than the test level of 0.05. Therefore, the null hypothesis is accepted (there no difference) meaning that there is 61.6% chance of getting results by random chance.

TESTING THE ESTABLISHED HYPOTHESES

For the purpose of testing the hypotheses, if H_0 (null hypothesis) was rejected, then H_1 (alternative hypothesis) automatically gets accepted. Then, if the null hypothesis is accepted it means there is no difference. The hypotheses are shown below:

H_0 : *Employment years of an educator will have no significant effect on decision-making (Rejected)*

H_1 : *Employment years of an educator does have an effect on the way they make decisions regarding learner discipline.*

H_0 : *Post level of an educator will have no significant effect on decision-making (Fail to reject).*

H_0 : *Employment years of an educator and Post level of an educator interaction will have no significant effect on decision-making (Fail to reject).*

2. Fixed factors: D2 – will the knowledge of legal documents assist in managing learner discipline? and E9 – in-service training by educators against dependent variable: E9 – support structures on intervention.

This selection was made because in literature, knowledge of legal documents and in-service training can create a differentiation in support structures on intervention and null hypotheses were established.

HYPOTHESES ESTABLISHED FROM THE VARIABLES

H_0 : Knowledge of legal documents on discipline will have no significant effect on executing support structure intervention programmes.

H_0 : In-service skills training for educators will have no significant effect on executing support structure intervention programmes.

H_0 : Knowledge of legal documents on discipline and In-service skills training for educator interaction will have no significant effect on executing support structure intervention programmes.

The table below shows the first factor, second factor and their interaction with the dependent variable identified.

Table 4.13: Factorial analysis of variance between variables (D2, E8 & E9)

Tests of Between-Subjects Effects

Dependent Variable: Support structures on intervention

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	53.053 ^a	12	4.421	15.408	.000
Intercept	252.946	1	252.946	881.571	.000
D2	4.664	3	1.555	5.419	.001
E8	13.266	3	4.422	15.412	.000
D2 * E8	4.807	6	.801	2.792	.012
Error	75.749	264	.287		
Total	2214.000	277			
Corrected Total	128.801	276			

a. R Squared = .412 (Adjusted R Squared = .385)

Interpreting the results from the table above, for the first factor (knowledge of legal documents [D1]), the p-value (0.01) is less than the test level of 0.05. Therefore, the null hypothesis is rejected (there is a difference) meaning that there is 1% chance of getting results by random chance. For the second factor (in-service skill training for educators [E8]), the p-value (0.000) is less than the test level of 0.05. Therefore, the null hypothesis is rejected (there is a difference) meaning that there is 0% chance of getting results by random chance. For the interaction between DI and E8, the p-value (0.012) is less than the test level of 0.05. Therefore, the null hypothesis is rejected (there is a difference) meaning that there is 1.2% chance of getting results by random chance.

TESTING THE ESTABLISHED HYPOTHESES

For the purpose of testing the hypotheses, if H_0 (null hypothesis) was rejected, then H_1 (alternative hypothesis) automatically gets accepted. Then, if the null hypothesis is accepted it means there is no difference. The hypotheses are shown below:

H_0 : *Knowledge of legal documents on discipline will have no significant effect on executing support structure intervention programmes (Rejected).*

H_1 : *Knowledge of legal documents on discipline has a significant effect on executing support structure intervention programmes.*

H_0 : *In-service skills training for educators will have no significant effect on executing support structure intervention programmes (Rejected).*

H_1 : *In-service skills training for educators has a significant effect on executing support structure intervention programmes.*

H_0 : *Knowledge of legal document on discipline and In-service skills training for educator interaction will have no significant effect on executing support structure intervention programmes (Rejected).*

H_1 : *Knowledge of legal documents on discipline and In-service skills training for educator interaction has a significant effect on executing support structure intervention programmes.*

3. Fixed factors: B4 – adoption factors for the code of conduct for learners and B5 – Groups (educators, parents and learners) inclusion against dependent variable: E6 – code of conduct.

This selection was made because factors considered and the groups consulted before the final adoption of the code of conduct can create a differentiation thus null hypotheses were established.

HYPOTHESES ESTABLISHED FROM THE VARIABLES

H₀: Adoption factors for the code of conduct will have no significant effect on the code of conduct for learners.

H₀: Groups (educators, parents and learners) inclusion will have no significant effect on the code of conduct for learners.

H₀: Adoption factors for the code of conduct and Groups (educators, parents and learners) inclusion interaction will have no significant effect on the code of conduct for learners.

The table below shows the first factor, second factor and their interaction with the dependent variable identified.

Table 4.14: Factorial analysis of variance between variables (B4, B5 & E6)

Tests of Between-Subjects Effects

Dependent Variable: Code of conduct

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	30.842 ^a	28	1.102	2.573	.000
Intercept	250.461	1	250.461	585.054	.000
B4	3.181	3	1.060	2.477	<u>.062</u>
B5	15.521	14	1.109	2.590	<u>.002</u>
B4 * B5	7.404	11	.673	1.572	<u>.107</u>
Error	106.168	248	.428		
Total	2373.000	277			
Corrected Total	137.011	276			

a. R Squared = .225 (Adjusted R Squared = .138)

Interpreting the results from the table above, for the first factor (adoption factors for the code of conduct for learners [B4]), the p-value (0.062) is greater than the test level of 0.05. Therefore, the null hypothesis is accepted (there is no difference) meaning that there is 6.2% chance of getting results by random chance. For the second factor (Groups [educators, parents and learners] inclusion [B5]), the p-value (0.002) is less than than the test level of 0.05. Therefore, the null hypothesis is rejected (there is a difference) meaning that there is 0.2% chance of getting results by random chance. For the interaction between B4 and B5, the p-value (0.107) is greater than the test level of 0.05. Therefore, the null hypothesis is accepted (there is no difference) meaning that there is 10.7% chance of getting results by random chance.

TESTING THE ESTABLISHED HYPOTHESES

For the purpose of testing the hypotheses, if H_0 (null hypothesis) was rejected, then H_1 (alternative hypothesis) automatically gets accepted. Then, if the null hypothesis is accepted it means there is no difference. The hypotheses are shown below:

H_0 : *Adoption factors for the code of conduct will have no significant effect on the code of conduct for learners (Fail to reject).*

H_0 : *Groups (educators, parents and learners) inclusion will have no significant effect on the code of conduct for learners (Rejected).*

H_1 : *Groups (educators, parents and learners) inclusion has a significant effect on the code of conduct for learners.*

H_0 : *Adoption factors for the code of conduct and Groups (educators, parents and learners) inclusion interaction will have no significant effect on the code of conduct for learners (Fail to reject).*

4. Fixed factors: E10 – the professional conduct of an educator and E12– promotion of relationship building against dependent variable: E1 – positive discipline.

HYPOTHESES ESTABLISHED FROM THE VARIABLES

H_0 : *Professional conduct of an educator will have no significant effect on positive discipline in school.*

H_0 : *Promotion of relationship building will have no significant effect on positive discipline in school.*

H_0 : *Professional conduct of an educator and Promotion of relationship building interaction will have no significant effect on the code of conduct for learners.*

The table below shows the first factor, second factor and their interaction with the dependent variable identified.

Table 4.15: Factorial analysis of variance between variables (E10, E12 & E1)

Tests of Between-Subjects Effects

Dependent Variable: Positive discipline

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	64.035 ^a	12	5.336	12.731	.000
Intercept	287.947	1	287.947	686.964	.000
E10	15.198	3	5.066	12.086	.000
E12	7.026	3	2.342	5.588	.001
E10 * E12	18.738	6	3.123	7.451	.000
Error	110.658	264	.419		
Total	1603.000	277			
Corrected Total	174.693	276			

a. R Squared = .367 (Adjusted R Squared = .338)

Interpreting the results from the table above, for the first factor (the professional conduct of an educator [E10]), the p-value (0.00) is less than the test level of 0.05. Therefore, the null hypothesis is rejected (there is a difference) meaning that there is 0% chance of getting results by random chance. For the second factor (promotion of relationship building [E12]), the p-value (0.001) is less than than the test level of 0.05. Therefore, the null hypothesis is rejected (there is a difference) meaning that there is 0.1% chance of getting results by random chance. For the interaction between E10 and E12, the p-value (0.00) is less than than the test level of 0.05. Therefore, the null hypothesis is rejected (there is a difference) meaning that there is 0% chance of getting results by random chance.

TESTING THE ESTABLISHED HYPOTHESES

For the purpose of testing the hypotheses, if H_0 (null hypothesis) was rejected, then H_1 (alternative hypothesis) automatically gets accepted. Then, if the null hypothesis is accepted it means there is no difference. The hypotheses are shown below:

H_0 : *Professional conduct of an educator will have no significant effect on positive discipline in school (Rejected).*

H_1 : *Professional conduct of an educator has a significant effect on positive discipline in school.*

H_0 : *Promotion of relationship building will have no significant effect on positive discipline in school (Rejected).*

H_1 : *Promotion of relationship building has a significant effect on positive discipline in school.*

H_0 : *Professional conduct of an educator and Promotion of relationship building interaction will have no significant effect on the code of conduct for learners (Rejected).*

H_1 : *Professional conduct of an educator and Promotion of relationship building interaction have a significant effect on the code of conduct for learners.*

4.7 PRESENTATION OF FINDINGS OF QUALITATIVE DATA

This presentation includes information of data obtained from interviews. The interviews were through one-on-one and focus group using semi-structured a priori questions. It included a principal or any educator in charge of discipline. It included n=1 principal or any educator in charge of discipline for one-on-one and 5 focus groups with n=3 educators each. This selection was done in 5 schools making a total of 5 one-on-one and 5 focus group interviews in all 5 schools selected. The total participants selected were N=20 for this phase (see par. 3.7.3.2). The researcher aimed at coding into themes and related categories the raw data transcription from the interview process. Data transcription according to Maree (2010:104) is data collected by digital means which must be interpreted by the interviewer and should also include non-verbal cues. Summaries of the interview transcriptions are usually inadequate and not allowed because unacceptable biases may come in (Maree, 2010:104).

4.8 CODING OF DATA INTO THEMES AND CATEGORIES

According to Maree (2010:105) coding is referred to as a process whereby a researcher reads through transcribed data very carefully and tries to analyse them into meaningful units. Based on this, the researcher read through the transcribed interview for educators in order to be able to generate the data into themes and categories. The table below shows the themes and categories:

Table 4.16: Coding of themes and categories

THEMES	CATEGORIES
Disciplinary methods/strategies for learner discipline.	<ul style="list-style-type: none"> • Reprimand • Menial task • Call the parents • Demerits and merit style • Detention • Suspension and expulsion • Referral to the School Governing Body (SGB)
Management strategies for learner discipline.	<ul style="list-style-type: none"> • Parental involvement • Disciplinary hearing • Referral to the SGB discipline committee
Roles of school managers in establishing and maintaining learner discipline.	<ul style="list-style-type: none"> • Ensuring consistency in implementing policies • Monitoring and evaluation • Encouraging proper recording of learner misconduct • Organise meeting with parents • Linking with external help on learner related discipline problems

Perception of educators and school management on learner discipline.	<ul style="list-style-type: none"> • Level of learner discipline is poor and discouraging
Suggestion to serve as guidelines for improving management strategies.	<ul style="list-style-type: none"> • Parental issues • Proper subject preparation • Community involvement • Dedicated discipline manager • Policy review • Reactivate corporal punishment • Intervention programmes • Method of isolation

4.9 DISCUSSION OF FINDINGS

The process of this discussion includes the actual views of participants and analysis by the researcher by correlating with past literature. During this discussion, references were also made to the quantitative results where applicable in order to use the qualitative data to explain clearly the research questions in chapter 1 thereby complying with the research design (explanatory sequential) as postulated in par. 1.4.1 and 3.6 of this study.

4.9.1 Disciplinary methods/strategies for learner discipline (research question 1)

According to the focus groups and one-on-one interviews conducted, the disciplinary methods/strategies for handling learner misconduct are learners’ reprimand, menial task, calling the parents, demerits and merit style, detention, suspension and expulsion, referral to the School Governing Body (SGB). All these sub-categories of disciplinary methods are now discussed below:

Reprimand

According to most educators in different schools, reprimanding learners is one of the most used methods by just using verbal methods in correcting learners. Educators also emphasised that this is also applicable for use by parents at homes. An educator said, “*We start by reprimanding the*

learners after which we give them a written warning for future occurrence of misconduct". Results in the quantitative phase show that this method is not very effective and Rosen (2005:29) in his book on best practices for administrators outlines four guidelines on verbal reprimand as focus on clear goals of the main problem; focus on issues and not personalities; forget the past and focus on the present; and focus on consequences.

Menial task

During the interview session, educators pointed out that the menial task is used a lot in school and usually attached to other forms of correcting or punishing learners who have misbehaved which they emphasised as ineffective. Examples of such common tasks given to learners are picking litters off the surroundings (inside and outside of the classrooms) and washing of the toilets. According to the qualitative results in the first phase of the study, a menial task is found very ineffective to some degree with 67%. Therefore, the findings of both quantitative and qualitative correspond. Serame (2011:23) points out that educators may assign a menial task to learners to such as cleaning or note taking, to keep them busy.

Call the parents

According to one of the educators in a focus group, *"calling of learners parents is very effective and it is only done when a learner continues to have the same fault for about three times"*. When parents are called, they give the learners the opportunity to be heard and the principal and the parents try to address the problem together. Prior to this time, a written warning has been served to the learner which is recorded. The quantitative phase of the research found this discipline strategy very effective. Parents are to take responsibility in the discipline of their children both at school and at home (DoE, 2000:22). However, parents are to be involved in every aspect of the education of their children in order to take responsibility for whatever are the outcome of their children's conduct (Serame, 2011:25).

Merits and demerits style

Participants mentioned that this is used occasionally which sometimes could come with a reward of earning a certain pre-defined point. The result in the quantitative session find it ineffective. No major report has covered this method in much details in literature.

Detention

Detention was quite common in most of the schools covered for the interview process. Detention happens after schools hours for a minimum of one hour by giving learners extra or additional work to do. One of the educators emphasised that “*detention is effective because learners try as much as possible to avoid it thereby behaving themselves but so many educators try as much as possible not to use it because it means they themselves spend extra time at school*”. In literature, Oosthuizen (2007:38) defined it as a situation where the learner will have to sacrifice certain stipulated time by the educator or principal after school hours in carrying out any form of punishment stipulated in the school premises. Serame (2011:23) noted that even though it is still commonly and popularly used in schools today, it has become boring in the way it is applied. This can be a reason why it amounted to an ineffective degree with 65%. Detention should be made more useful by creating time and effecting it during school working hours by removing students who defaulted to a special class where educators can monitor them on task given.

Suspension and expulsion

According to one SMT, “suspension and expulsion are usually last resort used by the school SGB when other methods have been explored”. It is a method that was used by all schools where the researcher carried out interviews. During this stage, a learner guilty of misconduct has already passed through the disciplinary hearing where they are allowed to share their own side of the story. This is also known as *Audi alteram partem*, a Latin phrase meaning ‘let the other side be heard as well’. It is the principle that no person should be judged without a fair hearing in which each party is given the opportunity to respond to the evidence against them (Oosthuizen, 2015:46). To support this, suspension is the refusal to allow a child to attend school by the SGB for not more than one week. Section 9(1) of the Schools Act states that the governing body may, on reasonable grounds and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending school, but may only enforce such suspension after the learner has been granted a reasonable opportunity to make representations to it in relation to such suspension. On the other hand, expulsion is the permanent exclusion of a learner from school. Serious offences that may give rise to expulsion are mentioned by Maphosa (2011:79) as criminal offences, physical assault, and violence. During the interview, educators stressed that the essence of suspension is no longer realised because learners always come back worse and that sometimes a suspended learner comes

to classes without notice and permission. As the researcher, I gather that learners are usually suspended for serious misconduct but the constitutional gives right to education for a child. The question here is which school will admit such learner after been expelled by another school?

Referral to the School Governing Body (SGB)

The results of the quantitative phase on referrals to the SGB showed it as very effective. The interview transcriptions revealed that referrals to the SGB usually happen when the disciplinary committee or the educator responsible for discipline cannot handle the issue of the learner misconduct/discipline. It is deemed as very effective because it usually involves the parents of learners and sometimes may lead to suspension and expulsion. Maphosa (2011:79) supports that referrals mostly happen with serious misconduct of learners which often leads to suspension and expulsion. Referral creates positive behaviours in learners and it should be applied by following the right procedures (Oosthuizen, 2007:18).

4.9.2 Management strategies for learner discipline (research question 2)

Owing to the focus groups and one-on-one interviews conducted, the management strategies as currently applied for learner discipline are parental involvement, discipline hearing, and referral to the School Governing Body (SGB). All these categories are now discussed below:

Parental involvement

It was very evident that this was the most used and effective method adopted for use by school managers in the district (Ngaka Modiri-Molema) of the North-West from the interviews conducted. This also shows a reflection in the quantitative phase, where 76% of educators grouped it in the category of 'effective to some degree/very effective'. According to the Parent Institute (2006), parents should be involved in their child's life; be informed about the development of teenagers to ensure that you understand the behaviour better; create quality time for your child. Adolescence is a time during which the teenager disengages him/herself from family. Listen rather than just talk because adolescents want their feelings to be acknowledged and respected; reinforce positive behaviour, as it is more effective than disapproval. Disapproving remarks harm an adolescent's feelings and confidence. The best instruments available to you for building meaningful relationships are love, care, sensitivity, encouragement, attention, and appreciation.

Disciplinary hearing and referral to the SGB

The thought shared here is no different from that discussed earlier. It is always commonly used and found to be very effective.

4.9.3 Roles of school managers in establishing and maintaining learner discipline (research question 3)

According to the focus groups and one-on-one interviews conducted, the roles of school managers in establishing and maintaining learner discipline are ensuring consistency in implementing policies, monitoring and evaluation, encouraging proper recording of learner misconduct, organising meeting with parents, and linking with external help on learner related discipline problems. All these sub-categories of disciplinary methods are now discussed below:

Ensuring consistency in implementing policies

During the interview, one of the SMT emphasised that *“the school principal is the head of the disciplinary committee because I think he’s the one who understands the policies more. In terms of serious discipline problems...he organises meetings with the SGB and they together come up with the right measure or punishment for the learner’s misconduct”*. From this quote, it is clear that the principal ensures that the code of conduct for learners and all other documents related to the discipline of learners are consistently and fairly implemented. Mahlangu (2014:317) and (RSA, 1996a) agrees by stating that the principal must ensure that all stakeholders (educators, learners and parents) are aware of the policy regarding learner discipline in the school that the policies are consistently implemented.

Monitoring and evaluation

An educator in charge of discipline in one of the schools emphasised that *“I have realised our management do more of monitoring and evaluation by always checking our discipline record book called the black book. They also check if educators are always in class to reduce cases of misconduct”*. Documents published by the Department of Education and Education Management & Development Centre stipulate that the school management should support educators in the performance of their duties to create a positive school culture. Also, they are responsible for the

application, supervision and evaluation of discipline related matters in the school (DoE, 2000a; WCED, 2007:7).

Encouraging proper recording of learner misconduct

The principal particularly performs monitoring and evaluation of teachers in terms of the records of the occurrences of misconduct which reflects the various forms of misconduct. Several educators indicated that they record these forms of misconduct to help keep track of misbehaving learners which often leads to a written warning when their names appear a particular number of times. Some educators refer to them as incident books while others referred to it as the black book. Mahlangu (2014:317) agrees with the above that one of the duties of the principal is to ensure that records of learners' misbehaviour are kept.

Organise meeting with parents

Regarding meeting with the parents, it became one of the main themes of the roles of the school management in establishing and maintaining discipline. An SMT said, *"Of course we do assist in all ways we can. When there is a disturbing situation, we call the SGB and parents and makes sure that whatever we do, we do according to the code of conduct for learners"*. Organising meetings with parents seems to have been an important area of controlling learner discipline in schools. Mahlangu (2014:317) agrees that it is in the best interest of principals to organise meetings with learners' parents about the progress and behaviour of their children.

Linking with external help on learner related discipline problems

Based on the above, a majority of the participants informed the study that school management sometimes on rare occasions organises interventions by outsourcing with external help whenever they have situations that the educators are not knowledgeable about. According to them, they sometimes call social workers, police, nurses and even traffic officers. Sometimes, they also have those professionals in the SGB so it is easy to intervene. According to Department of Education (2000a) and (WCED: 2007:7), one of the responsibilities of the HOD in school with regards to disciplinary matters is to create a link with multifunctional teams from the district, community organisations and NGOs for external help on handling learner behavioural problems.

4.9.4 Perception of educators and school managers on learner discipline (research question 4)

Participants were not so quick to respond to their perception of learner discipline in their respective schools. They lamented that it is of no use because nothing seems to be done by the government regardless of whatever responses or efforts that are made. Their perception is discussed by means of important direct quotation.

Level of learner discipline is poor and discouraging

Showing to how they perceive discipline in their schools, some of their comments are written below:

An educator in charge of discipline reports that *“discipline has gone down in schools because it seems the management of the school has left everything in the hands of the guardian educators. If we take some serious cases to the principal and the SGB, they tend not to make follow up anymore because the same learners keep offending and coming back to school after suspension”*. Another educator indicated that *“honestly speaking, discipline level is very low and no matter what the educators and school management does, nothing really changes”*. One of the educators also directly said, *“I am frustrated by the level of indiscipline of learners in my school. It becomes more difficult when I know that there is nothing I can do as an educator to change the situation because all mechanism are not effective and the government is to be blamed. I want to resign and leave this job”*.

Based on some of these comments extracted from the raw transcription of data, it is evidently clear that the level of learner discipline can be described as discouraging. This is evident in the background and problem statement of this study in chapter one which explored the occurrences of learner discipline and its managerial issues. The next section addresses the ways issues of management strategies can be improved.

4.9.5 Suggestion to serve as guidelines for improving management strategies (research question 6)

From to the interview process, the following were generated as the strategies that may serve as guidelines for improving management strategies for learner discipline. They are parental issues, proper subject preparation, community involvement, dedicated discipline manager, policy review,

reactivate corporal punishment, and intervention programmes. These suggestions are now discussed below:

Parental issues

The point of parental involvement cannot be over-emphasised. A principal speaks on his frustrations that most parents are now not helpful because when the school management reports their children, they automatically respond by denying that their kid can do such and it becomes a case of disagreement instead of finding a suitable solution. Many scholarly papers and government legislation have stressed the importance of parents in the discipline of their children (DoE, 2000:22, RSA, 1996; RSA, 1996a; Parent Institute, 2006; WCED, 2007:7; Serame, 2011:25).

Proper subject preparation

One of the SMT members explained in length that educators sometimes are to be blamed. Her direct comment states *“from my experience in teaching, so many educators go to classes without proper subject preparation. When you are not good with your content and subject pedagogy, you will mess up in front of the learner and from the day you lose respect, confidence and you tend to lose control of the classroom to them”*. In the quantitative results generated from the questionnaires, proper lesson preparation shows to be a very effective means of controlling classroom management with a 74% effective rate. The report by the Education Management and Development Centre agrees by stating that an educator must create positive learning experiences for learners by presenting well prepared and interesting lessons. As an educator, you should get to class without learners waiting for you. Make sure you use your teaching time to the full and start the teaching process with a positive attitude (WCED, 2007:30).

Community involvement

Educators pointed out that the community involvement in the discipline of learners would really help in controlling simply because these learners are not only limited to the school surroundings since they all live in a house in the community. Some other educators were of the opinion that the community in a way helps in promoting indiscipline because learners buy drugs such as dagga in the community. They claim that the community is aware of this but instead of doing something about it, they rather ignore its occurrences. Factors such as encouraging good traditions and

emphasising values in the quantitative result explained this because it showed to be effective with 69% and & 73% respectively. This area has not been fully explored in literature.

Dedicated discipline manager

Based on the interview process, the dedication of a discipline manager as a means of having better-controlled management is important. An educator emphasised that the Department of Education should open a position for a person that would be solely in charge of learner discipline-related issue in school. She claimed that it would give the Department an idea of what happens in schools and that this person employed for the position should be an educator that previously taught in the classroom. This is a new innovation and has not existed in past literature.

Policy review

During the interview process, the issues related to the review of current discipline policy got so much attention. Educators seemed to be tired of the current policies that guides the management on learner discipline and that also leads to their belief in corporal punishment which will be discussed in the next paragraph. They ascribe the current policy as weak with shortcomings claiming that it protects learners. This points out clearly the over-emphasis on learners' right. One of the educators said, *"The policies are protecting learners rather than the educators. We educators also need protection from the Department of Education"*. The interview revealed also that many educators leave the jobs because of the level of learners' poor discipline. An SMT member said, *"Too much latitude is been given to learners. As educators, we don't have much to do....the system is very limiting and looking at it, the Department of Education's legislation is also written in line with the Constitution of the country. This problem is a complex one but I think the policies should be revisited"*. Educators are of the opinion that if policies would ever be reviewed, a large number of educators that spend time in class must be invited to have their input before lawmakers make their input.

Reactivate corporal punishment

During the interview process, reactivating corporal punishment remained one of the greatest highlights. Both subject teachers and educators in the school management all perceived that the prohibition of corporal punishment in the Republic has brought detrimental effects to school. They claimed that all the effort to finding an effective alternative measure has not still been successful.

They are of the opinion that corporal punishment that once worked should be brought back to use. Wolhuter and Oosthuizen, (in Emekako, 2014:17) agrees that the abolishment of corporal punishment left a big vacuum in handling learners with serious misconduct. However, since the country reached democracy,, the use of capital punishment or any other severe form of physical punishment is now prohibited in South Africa (RSA, 1996; RSA, 1996a; and RSA, 1996b). The use of corporal punishment is considered as a criminal activity and offenders are liable for prosecution (Maphosa, 2011:78).

Intervention programmes

During the interview process, educators are of the opinion that intervention programmes as a means of support structures should be organised regularly by the school management. In literature, the Head of Department in a school through the principal should link with multifunctional teams from the district, community organisations and NGOs for external help on handling learner behavioural problems (WCED: 2007:7). The quantitative results support that organising interventions regularly can help learners learn what they are ignorant of. The result showed that 78% of educators responded to support structures on intervention as effective to some degree/very effective. Support structures on learner discipline help improve positive behaviour. The SMT should create systems to help as means of interventions rather than punishment through consultation and participation of stakeholders which is done through participatory, contingent and transformational leadership. It helps by focusing on learners with behaviour problems and regular offenders by providing a holistic approach for learners in order to establish and achieve the goals of a well-disciplined environment (WCED, 2007:24).

Method of isolation

Based on information gathered, learners are subject to serious peer influence. It is thought according to data collected that certain learners that have had too many occurrences of serious discipline issues can be identified and admitted in a separate school which should have special provisioning to cater for these kinds of learners. An educator pointed out that this school should have in it social workers, police officers, health workers, a religious place of worship, certified and well-trained counsellors fully stationed in the school. They also emphasised that children attending such schools should have an additional curriculum that teaches human behaviour as a subject. It

concludes that mixing dangerous learners with the good ones is not healthy for the school, educators and learners.

4.10 CONCLUSION

This chapter presented and discussed the findings that emerged from both the quantitative and qualitative investigation. The quantitative phase presented the data management, variable creation, response rates, descriptive and inferential statistics using SARS and SPSS statistical software whereas the qualitative phase employed the use of the interview with semi-structured questions with the aim of helping explain some of the results presented in the qualitative phase. These two methods focused on answering the research questions postulated in chapter one of the study (see par 1.2).

The next chapter will present the conclusions and recommendations for this study. Limitation, future recommendation and a framework for managing learner discipline are also pointed out.

CHAPTER 5

OVERVIEW, SUMMARY OF FINDINGS AND RECOMMENDATIONS OF THE STUDY

5.1 INTRODUCTION

The previous chapter focused on the presentation, interpretation and discussion of data collected through the mixed methods approach using instruments such as questionnaires and interviews with the intention of answering the research questions posed in chapter 1 of this study. The questionnaires and interview questions, although at varying levels of detail and design, covered discipline strategies, management strategies, roles of school managers on establishing discipline, perceptions of educators on learner discipline, legal documents and suggestions to improve on managing learner discipline in schools.

This chapter provides an overview of the entire study and a summary of the findings in terms of the research questions posed in chapter 1 of this study. Recommendations for management strategies for learner discipline as seen in the findings of this study are also provided in this chapter.

5.2 OVERVIEW OF THE RESEARCH

A summary of the entire study is provided in this section.

In chapter one, par. 1, a reflection of background information was done on learner discipline and the challenges school managers have faced with its management. The main aspect was the decentralization of school governance through the enactment of the nation's new policies (Khethiwe, 2013:1; Maphosa and Shumba, 2010:387). The term *self-managed schools* was explained to mean school managers now having independence and control in their institutions (RSA, 1996a). In addition, par. 1 also established managerial problems on learner discipline (Wolhuter, Van der Walt, and Potgieter, 2013:1) and legal documents to consider in the management of learner discipline. The research problem, questions and aims were also stated. The selection of the research design was explained together with a motivation for its use in helping realise the main aim of the study (see par. 1.4). The trustworthiness was also explained on how it helps with reliability and validity (Susanne, 2012:1). Other aspects of chapter one were the ethical

considerations for conducting research, possible contributions of the study, the definition of concepts and the structure of chapters.(see par. 1.5-1.8).

In chapter two, a review of the literature was done in order to explore learner discipline in-terms of applicable theories, legal guidelines and management strategies. A theoretical framework was formulated to include management and leadership theories applicable to South African schools, the choice theory of behaviour and the *geborgenheit* theory which emphasises security in schools (see par. 2.2.2). To understand the concept of discipline better, its characteristics and causes of learner ill-discipline were also explored. In par. 2.5, the legal stipulations for learner discipline in South African schools were also reviewed (DoE, 1998; RSA, 1996; RSA, 1996a; and RSA, 1996b). The core aspects of the chapter in par. 2.6, 2.7 and 2.8 which were discipline strategies/methods applied in schools, the functions of different stakeholders in managing learner discipline and management strategies for learner discipline were extensively discussed with reference to recent literature. Points discussed under discipline strategies/methods applied in schools were: counselling, detention, verbal and written warning, depriving learners of privileges, menial tasks, prayer by educators, parental involvement, referrals to the SGB, suspension, expulsion and corporal punishment. The functions of stakeholders considered were that of the principal, deputy principal and the H.O.D. Others were the subject educator, School Governing Body (SGB), Representative Council of Learners (RCL) and class prefect. On management strategies, areas covered were positive discipline, classroom management, support structures and skill development programmes. A summary was then done in par. 2.9.

Chapter three of this study was solely on the research design and methodology used to effectively carry out the *how* part of this study. Par. 3.2 and 3.3, started with the research map and aims. The map gave a graphical representation of the entire chapter from start to finish (Chukwuere, 2015:4). This representation was done with the Microsoft Visio professional office collection application software 2013. The research paradigm was explained in par. 3.4 which showed how philosophical assumptions that shaped the design and approach was chosen and the motivation thereof (Creswell, 2014:6). In par. 3.6, the design: *Explanatory sequential* was then explained in details. The methodology for this study was through a literature study and an empirical investigation/research which took two phases – *quantitative and qualitative*. The literature study for this chapter followed the methodological approach. In the quantitative phase, sub-topics presented were population and sampling, variables, measuring instruments, data collection procedures, data analysis and

statistical techniques, while in the qualitative phase, the presentation followed site, participant selection, data collection strategy, data analysis and the researcher's role (see par. 3.7.2 and 3.7.3 for more details). Both phases had a trustworthiness check. This chapter was rounded off with the ethical considerations for the study.

In chapter four, a presentation, interpretation and discussion of findings of the empirical data as obtained from the questionnaires and interviews was provided. In the quantitative phase, data management, questionnaire format and variable creation were discussed. The reason for including this section was for any reader of this study/dissertation to be able to understand clearly the process of the questionnaire technique and how the coding of the questionnaire was done in the Statistical Analysis Systems (SAS) and Statistical Package for Social Science (SPSS) without necessarily having advanced knowledge in statistics. In par. 4.3, the response rate was calculated in order to know the number of questionnaires returned and used for data computation. The presentation and discussion of the quantitative data followed:

- Descriptive statistics;
- Testing for significant correlations between variables; and
- Testing main and interacting effects using 2-way ANOVA.

The SAS software was used for the computation of the first two bullets above while the SPSS was used to calculate the ANOVA for main and interacting variables in the study.

In the second phase, the interview data was coded using content analysis, presented and discussed into themes and categories. The themes automatically were derived from the research questions in chapter one of this study. The categories were then discussed in correlation with quantitative results from the first phase, interview raw transcripts and past literature. The mixing of both phases was achieved here.

In chapter five, an overview of the entire chapters of the dissertation was provided. A summary of findings from the research questions was also presented in par. 5.3. Recommendations were then made for this study and for any future study on the theme of this study.

5.3 SUMMARY OF FINDINGS

In this section, the summary of the findings obtained through the empirical investigation is presented which was done in accordance to the research questions of the study. The research questions as posed in chapter one are listed below:

- i. Are there disciplinary methods provided for school managers regarding learner discipline in secondary schools?
- ii. How are the management strategies on learner discipline currently applied to learner discipline in secondary schools?
- iii. How can you describe the role of the school managers in establishing and maintaining learner discipline in secondary schools?
- iv. What are the perceptions of secondary school educators and school management on learner discipline in secondary schools?
- v. Which legal guidelines are available to school managers for managing learner discipline in secondary schools?
- vi. What further suggestions may serve as guidelines to improve management strategies on managing learner discipline in secondary schools?

The following conclusions are drawn through the findings obtained from the research questions which are re-composed into themes as used in data presentation of both the quantitative and qualitative phases. They are presented as follows:

5.3.1 Disciplinary methods/strategies for learner discipline

This question was answered by using the results from the questionnaire and interviews. For the questionnaires, educators responded to the level of effectiveness of the discipline strategies as available as a means of a corrective measure. Educator's responses were to strategies such as reprimand, isolation within the classroom, isolation outside the classroom, merits-demerits points system, system of classroom rules, learner participation in the code of conduct, encouraging learner praises, encouraging traditions, referrals to the SGB disciplinary committee, meeting with the parents of learners, emphasising values, regular prayers by educators, proper subject preparation of educators, rewards, deprivation of privileges, community service, menial task, detention, referral to the principal and the use of corporal punishment.

Furthermore, selected educators also responded to the disciplinary methods in the interview session but were only expected to address the strategies used in their particular schools.

During the focus groups and one-on-one interviews, the usage of various disciplinary methods/strategies for handling learner misconduct such as reprimand, menial task, call the parents, demerits and merit style, detention, suspension and expulsion, referral to the School Governing Body (SGB) were established

From the disciplinary methods/strategies established, the researcher deduced the following:

- The educators in Ngaka Modiri-Molema district do not capitalize on or put to use all options available to them in terms of disciplinary strategies/methods. They only employ seven (7) out of about twenty (20) strategies mentioned in the questionnaire which are learners' reprimand, menial task, call the parents, demerits and merit style, detention, suspension and expulsion, referral to the School Governing Body (SGB). This suggests that school managers do not exhaust all available means when handling learner discipline in their respective schools.
- Categorising responses to quantitative question on discipline strategies/methods into ineffective and effective, the following methods/strategies were effective: system of classroom rules, learner participation in the code of conduct, encouraging learner praises amongst other learners, encouraging traditions, referral to the SGB, meeting with the parents of learners, emphasising values, proper subject preparation by educators, rewards, deprivation of privileges, referral to the principal and corporal punishment.
- The most effective disciplinary strategies/methods ranged from referral to the principal, the use of corporal punishment, the system of classroom rules and proper subject preparation by the educators.
- Categorising responses to the quantitative question on discipline strategies/methods into ineffective and effective, the following methods/strategies were found ineffective: menial task, community service and regular prayers by educator.
- In addition the quantitative results, synthesising the qualitative phase further, reprimand, merits and demerit system and menial task can be said to be used widely in the region but not to be effective.

- On the other, synthesising the qualitative findings, calling of parents and referral to the SGB were found very useful and practically helpful in Ngaka Modiri-Molema district.
- Detention is very widely used in the region but most educators are reluctant to use it simply because of the extra time they have to work.
- Suspension and expulsion are used for serious cases and as last resort but educators feel that its use no longer has meaning because the same learners return back to school.

5.3.2 Management strategies for learner discipline

This section aimed at determining how management strategies for learner discipline are currently applied which was examined with the use of the questionnaires and interviews. In the first phase through the use of questionnaires, educators also responded to the level of effectiveness of the management strategies as currently applied in their schools. Their responses were to management strategies such as positive discipline, parental involvement, learner involvement, consideration of learner's need, positive school and classroom climate, code of conduct for learners, classroom rules and management, in-service training for educators, support structures on intervention rather than punishment, the professional conduct of an educator, community involvement, relationship and participatory building and ratio of male to female educators. Moreover, educators responded to the same question in the qualitative interviews but were only expected to address how management strategies are currently applied in their particular schools.

During the focus groups and one-on-one interviews, management strategies for learners' discipline such as parental involvement, disciplinary hearing, and referral to the School Governing Body (SGB) were established

From the above, the researcher deduced the following:

- The educators in Ngaka Modiri-Molema district used only a few management strategies available to them. They only put to use three (3) out of about twelve (12) mentioned in the questionnaire which are parental involvement by the School Management Team (SMT), disciplinary hearing, and referral to the School Governing Body (SGB). Obviously, this may be a result of ignorance from both educators and school managers or the SMTs incapability in the application of major management strategies which invariably has a detrimental effect on positive school discipline.

- However, educators responded to all management strategies as effective in the first phase (quantitative) except for positive discipline with 32% ineffective rate. However, the study found out that not all management strategies are implemented in schools in the region as noted earlier.
- In addition to the quantitative results, synthesising the qualitative phase interviews further, parental involvement, discipline hearing, and referral to the School Governing Body (SGB) can be said to be the management strategies adopted in the region.
- It has now become very common for school principals in the region to invite parents to school when their children misbehave. It is found to be effective and easy means to use. They invite parents by the principal calling parents telephonically and in some cases, they visit them at their homes.
- The act of allowing a disciplinary hearing is well adopted in the region so that the other side of the story of the accused learner can be heard.

5.3.3 Roles of school managers in establishing and maintaining learner discipline

This question was answered through the use of both instruments. For the questionnaires, educators also responded to varying questions as to the roles managers play ranging from decision making, compiling a code of conduct, to in-service training. Moreover, educators responded to the same question in the qualitative interviews but educators were only expected to address the roles the school managers play in establishing and maintaining discipline.

From the focus group and one-on-one interviews conducted in questioning how school managers establish and maintain learner discipline in their particular schools, responses of educators in the roles of the school managers were: ensuring consistency in implementing policies, monitoring and evaluation, encouraging proper recording of learner misconduct, organising meeting with parents, and linking with external help on learner related discipline problems. The summary of the disciplinary methods are highlighted below:

- The study discovered that the code of conduct for learners is adopted and implemented in all schools in Ngaka Modiri-Molema district.
- The study also showed that the important stakeholders were involved before the adoption of the code of conduct.

- It is thought that most educators are not as familiar as the principal with discipline related documents. Principals and management teams, therefore, are mainly responsible for ensuring that the school's discipline policy is implemented fairly and consistent.
- School Management Teams (SMTs) monitor and evaluate particularly by checking discipline record books and also checking if educators are missing teaching periods.
- The SMT, particularly the principal, organises meetings with parents of learners to discuss issues concerning the education and safety of their children.
- It also emerged in the study that on rare occasions, the school management also organises intervention programmes for learners by relying on external help. This happens when educators are found not capable nor equipped with the technical know-how of handling the situation. It can be the use of social workers, religious leaders, nurse, etc.

5.3.4 Perceptions of educators and school managers on learner discipline

Insights regarding the perceptions of educators and school managers on learner discipline were obtained through the qualitative interviews. The interview question basically explored how educators feel about the state of learner discipline in their particular schools. From the findings of this study, the only main point to take note of was that educators all unanimously agreed that the level of learner discipline is poor and discouraging. This was true of educators from all schools. This confirms the main problem of this investigation statement as a proof that learner discipline and the management thereof is indeed a problem in all South African schools.

5.3.5 Legal guidelines available to school managers for managing learner discipline

The legal guidelines available to school managers was answered through the use of interviews. This section aimed at checking how familiar educators are with the legal documents provided by the government for managing learner discipline and if a substantial familiarity will help educators manage learner discipline better. The findings of the study showed through qualitative analysis that educators in the region are familiar with the documents which was not in congruence with the findings obtained through the interview session.

5.3.6 Suggestion to serve as guidelines for improving management strategies

The suggestions that may serve as guidelines for improving management strategies for learner discipline are reported based on the interviews conducted. The categories to note from the

interviews are parental issues, proper subject preparation, community involvement, dedicated discipline manager, policy review, reactivate corporal punishment and intervention programmes.

Reflecting on these suggestions on improving strategies as enriched from the interviews, the researcher made the following deductions:

- Parental issues were noted. Parents are ignorant and are in denial of capabilities of their children. Parents should be more ready to listen and take responsibility for their duty as parents and get involved in the education of their children.
- Educator's preparedness is very significant in promoting classroom management. Educators must go to class with content and subject pedagogy.
- The community should also be involved in as external support to the schools for the management of learner discipline. A considerable amount of misconduct also happens outside the school environment. They should take the responsible of controlling what happens in their surroundings or environment.
- A discipline manager should be employed solely to be in charge of discipline related issues in the school. This appointment should come from the Department of Education and the main criteria for this position should only be educators that have acquired classroom teaching experience.
- The present discipline-related policies allow for too many privileges on the rights of learners which is also known as *the over-emphasis of learner's rights* without teaching learners the importance of their responsibilities. The study discovered that these policies are creating more problems than solutions to the problem of indiscipline in learners. A review of the present policies should be commissioned and educators must be massively involved.
- Relating to policy review, corporal punishment should be allowed in schools as all alternative measures have not proved effective over the years.
- Intervention programmes as means of support structures should be organised regularly to help learners with their discipline challenges. Educators must be trained so as to use effectively these interventions as support structures.
- Lastly, isolation of unbearable and frequently disturbing learners especially those with cases of suspension and expulsion should be all admitted into some sort of special school

with special provisioning that can adequately cater to solving or managing their issues. This school should have permanently stationed police officers, nurses, social workers, etc.

5.4 RECOMMENDATIONS

The following recommendations are made to address the problems identified in the problem statement. The recommendations are made in the following categories: educators, school managers, the community and the Department of Education.

5.4.1 Recommendation for educators

The recommendations for educators are highlighted as follows:

- Educators should ensure they get acquainted with all the discipline strategies and management strategies available to them for use.
- Educators should request for training on the use of any sort of mechanism (management strategies) that would help them better manage or handle the issues with learner discipline.
- Educators should ensure they master properly the content of their subject so have more control for the sake of proper classroom discipline.
- Educators must teach their subject with best teaching methods (pedagogy) and must also show great confidence during instruction.

5.4.2 Recommendation for school managers

The recommendations for the school managers are highlighted as follows:

- The school managers must ensure they utilise all possible discipline strategy/method and management strategies.
- The School Management Team (SMT) in conjunction with the School Governing Board (SGB) at the appropriate time should organise training seminars and workshops on the application of discipline strategies/methods, management strategies and intervention programmes.
- Educators should get familiar with the legislation that guides learner discipline in South African secondary schools and not just leave it in the hands of the principal.

- The SMT should improve on monitoring and evaluation of the educators especially on how learner discipline is handled.

5.4.3 Recommendation for the community

The researcher would like to recommend that the society gets involved in the discipline of learners in schools by becoming watchdogs on their activities in the community and disallowing bad morals and values of these learners. The etiquette of any learner should start reflecting the values of the society and this should be characterised with good moral values and conduct towards education in general.

5.4.4 Recommendation for Department of Education

The recommendations to the Department of Education are highlighted as follows:

- The Department of Education should re-visit the current policies used in managing learner discipline in South Africa as allowed by legislation. Policies should teach learners to keep to their responsibilities rather than over-emphasising and protecting learner's rights. This should be done through the inclusion of a majority of educators and school managers who have daily experiences with these learners.
- Relating to the above, the government should re-consider the use of corporal punishment as other means have been tagged as not effective.
- The Department of Education should consider the post of a discipline educator to be solely in charge of discipline-related issue. This also grants the department a direct connection with schools.
- The Department should organise workshops for educators on the implementation of discipline and management strategies.
- The Department should serve as a link for external help to schools in order to support the initiatives of school management regarding intervention programmes.
- The Department of Education should consider isolating dangerous learners with serious cases of misconduct to special schools where all the help they need can be given in a single location. Support services should be stationed permanently in this kind of school such as police officers, social workers, registered counsellors, nurses, etc.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

Based on the findings of this study, it revealed that discipline and management strategies are not adequately explored and used by schools. It will be worth conducting a similar study in another province with serious cases of learner discipline, thereby conducting a comparative study afterwards to check the effectiveness of school management on learner discipline in South Africa. In addition, the study also revealed that corporal punishment remains the most effective means of discipline. This study recommends that a comparative study is done by checking on outcome based results on learner discipline between South Africa and any country where corporal punishment is still employed. A review of their policies and methods of discipline should be conducted.

5.6 LIMITATIONS OF THE STUDY

The limitations of this study are rooted in the methodological and researcher's limitation. These limitations had potential treats to the quality of the findings of this study coupled with the ability to answer the research questions posed in chapter 1 of the study.

The respondents for interviews (qualitative phase) were only selected from one of the strata of the entire population. This was done for the state of convenience of the researcher. The limitation here is missing out on some of the demographic influences on the dependent variables of this study. In reaction, the researcher examined the demographic factors of the different strata and discovered that they were very similar so generalisation based on one stratum did not alter the findings of the study. In addition, so many scholarly papers had been published in the area of learner discipline but none has been conducted by checking on the effectiveness of disciplinary methods especially on how it is currently applied in secondary schools with consideration of the region where the research was conducted. The study findings could not be really compared against the findings of past ones. To help overcome the limitation, the researcher employed a rather large method of enquiry –*explanatory sequential* which catered for a mixed method which was a suitable means of collecting large amounts of data and helped achieve triangulation. Another limitation is the longitudinal effects for carrying out the study. Time was an issue because of the methodology chosen. The researcher managed this issue by consulting regularly such as consulting with statisticians for the accuracy of findings. Lastly, during interviews, the research employed the services of a translator so educators were given the opportunity to speak in their native language.

This made the interview session to retain its subjective nature which helped validity and dependability of categories generated during coding.

5.7 CONCLUSION

This study aimed at determining management strategies on learner discipline in secondary schools in Ngaka Modiri-Molema district. It discovered that strategies available to manage learner discipline are not extensively utilised. It recommends that more studies should be conducted in another province in the country and also a comparative study between South Africa and a country which employs the use of corporal punishment.

Although, the research was conducted in a region of the North-West province, the researcher is of the opinion that the findings of this study are universal in nature and globally applicable. In the end, effective management strategies are dependent on effective leadership and management skills, understanding of policy documents and effective use of discipline means provided. I believe that this study will inform and serve to improve on management strategies for learner discipline in South African secondary schools.

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Private Bag X2046, Mmabatho
South Africa, 2735

Tel: 018 389-2111
Fax: 018 392-5775
Web: <http://www.nwu.ac.za>

Attention: Director for Whole School Development,
Departmental Research Services,
Department of Basic Education,
Mafikeng.

Education Leadership Development
Tel: 018 3892500 (Secretary)
Email: eliza.senne@nwu.ac.za

Date: 27-07-2015.

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr. R.U & Emekako (Student No: 25540106)** is a Masters student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: **Management Strategies for Learner Discipline in Secondary Schools in Ngaka Modiri-Molema District.**

Permission is hereby kindly requested to enter **Mafikeng, Zeerust, Rekopantswe and Lichtenburg** areas/regions of the **Ngaka Modiri-Molema district** to collect data from the **teacher(s) and principal(s)**. Data collection will be by way of **questionnaires and interviews**.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: **Prof van Wyk** with mobile number: **0835009019**.

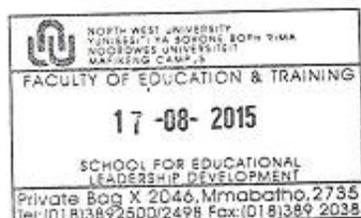
Herewith permission is kindly requested to perform this research in the schools in your district. It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely,

Prof P du Toit

Director: School for Education Leadership Development (School in which the Masters and PhD programme is registered)

Mafikeng Campus





education

Lefapha la Thuto la Bokone Bophirima
Noordwes Departement van Onderwys
North West Department of Education
NORTH WEST PROVINCE

Quality Assurance Buidi
No.: 861 Modiri Molema Drive, Montshi
Private Bag X204
Mmabatho 27
Tel.: (018) 397-30
Fax: (018) 397-30
e-mail: ophedhu@nwpp.gov

CHIEF DIRECTORATE: QUALITY ASSURANCE

Enq: Ms Motshidisi Monoametsi
Tel: 0183973016
Email: MMonametsi@nwpp.gov.za

02 September 2015

TO: The District Directors
Area Managers
Circuit Managers
School Principal

ATTENTION: SMT and teachers

Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

This serves to inform you that Mr R U Emekako as a Masters student has requested and has been granted permission to conduct research in schools of Ngaka Modiri Molema District at Mafikeng, Rekopantswe, Ditsobotla and Ramotshere Moloa area Offices.

The collection of data is subject to the following conditions:

- that it should not interfere with teaching and learning at schools; and
- that the Department will receive a final copy of the research and summary of the research findings be made available.

Your cooperation in this regard will be highly appreciated.

Yours in education

.....
Dr MC Teu
Director- WSD





Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tihabololo ya Metshameko
NORTH WEST PROVINCE

Quality Assurance Building
No.: 861, Modiri Molema Drive, Mmabatho
Private Bag X2044,
Mmabatho 2735
Tel.: (018) 397-3016
Fax: (018) 384-1598
e:mail: mmonoametsi@nwpg.gov.za

DIRECTORATE: WHOLE SCHOOL DEVELOPMENT SERVICES

Enquiries: Ms B.G. Moeng
Tel No.: (018) 397 3002
E-mail: BMoeng@nwpg.gov.za

02 September 2015

Mr R U Emekako
House 664
Cul 7
Unit 2
Mmabatho
2735

Sir

RE: PERMISSION TO CONDUCT RESEARCH

This serves to inform you that permission to conduct research is herewith granted, subject to the following conditions:

- that it should not interfere with teaching and learning at schools; and
- that the Department will receive a final copy of the research and summary of the research findings be made available.

Your cooperation in this regard will be highly appreciated.

We wish you all the best in your research study.

.....
Dr MC Teu
Director-WSD



1065 Hector Peterson Drive

Unit 5

Mmabatho

02/11/2015

CERTIFICATE OF LANGUAGE EDITING

The dissertation entitled

**MANAGEMENT STRATEGIES FOR LEARNER DISCIPLINE IN
SECONDARY SCHOOLS IN NGAKA MODIRI MOLEMA DISTRICT**

Submitted by **EMEKAKO RAYMOND USILEFE**

For the degree of

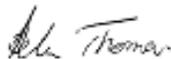
**MASTER OF EDUCATION
(EDUCATION MANAGEMENT)**

In the

**FACULTY OF EDUCATION AND TRAINING
MAFIKENG CAMPUS
NORTH WEST UNIVERSITY**

has been edited for language by

Mary Helen Thomas B.Sc.(Hons) P.G.C.E



Ms. Helen Thomas

Lecturer

School of Teacher Education and Training

GENERIC TABLE FOR DETERMINING THE SAMPLE SIZE OF A POPULATION

TABLE I
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

QUESTIONNAIRES FOR EDUCATORS**SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL INFORMATION**

1. How many years have you been employed as an educator?

Less than 6 years

6-15 year

15-25 years

26 years and longer

2. Gender : Male

Female

3. Post level: 1

2

3

4

5

4. Post description:

Principal

Deputy Principal

HOD

Subject teacher

5. Region where your school is located

Mafikeng

Rekopantswe

Ramotshere Moloa

Ditsobotla

6. Indicate the grade(s) you teach. Indicate where applicable

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

7. The highest % of learners in your school is?

White

Black

Indian

Coloured

8. What is your race?

Black

White

Coloured

Indian

Others, please specify _____

9. How many educators are currently working in your school? _____

10. What is the total number of SGB appointed educators in your school? _____

11. Are all the educators involved in the management of learner discipline in your school? _____

SECTION B: THE ROLES OF SCHOOL MANAGEMENT IN ESTABLISHING AND MAINTAINING LEARNER DISCIPLINE

1. What sort of decision-making mechanism is/are used in managing learner discipline by the school management in your school? (Please tick as appropriate)

Democratic decision

Majority decision

Consensus decision

Minority decision

Lack of response decision

Unanimous decision

Authoritative decision

All of the above

None of the above

2. Is the Code of Conduct for learners adopted, and implemented for managing learner discipline in your school?

YES

NO

If yes, respond to question 5, 6, and 7. If no, continue to question 8

3. Is this Code of Conduct for learners in your school consistently and fairly implemented by management?

- Almost never
- Sometimes
- Often
- Almost always

4. Which of the following was considered before the adoption of the Code of Conduct in your school?

- Legal documents (Constitution and Schools Acts)
- Ethical background of the school
- Vision and Mission statements
- All of the above
- None of the above

5. Which of these groups were included during the adoption of the Code of Conduct for learners in your school?

- Parents
- Learners
- Representative Council of Learners
- Educators
- School Governing Body (SGB)

6. Do the management of your school organise meetings with parents regarding the behaviour and discipline of their children?

- Regularly
- Not regularly
- Occasionally
- Not at all

7. Does the management in your school link up with external help on handling learner discipline in your school? e.g. NGOs, district Department of Education, and/or community organisations

- Regularly
- Not regularly
- Occasionally
- Not at all

8. Do your school use intervention programmes, for example, through the police force, religious organisation etc. as a means of support for the management of learner discipline in your school?

- Regularly
- Not regularly

Occasionally

Not at all

9. Do the school management provide forms of in-service skills development programme for educators regarding the use of disciplinary methods and intervention programmes in your school?

Regularly

Not regularly

Occasionally

Not at all

SECTION C: DISCIPLINARY METHODS USED BY THE SCHOOL MANAGEMENT TO MAINTAIN LEARNER DISCIPLINE

Which of the following methods do you use to maintain discipline, and what is your experience regarding the effectiveness thereof?

Application		Method	Effective			
Yes	No		Very ineffective	Ineffective to some degree	Effective to some degree	Very effective
		1. Reprimand				
		2. isolation within the classroom				
		3. isolation outside the classroom				
		4. Merits-demerits points system				
		5. System of classroom rules				
		6. Learner participation in the code of conduct				
		7. Encouraging learner praises amongst other learners				
		8. Encouraging traditions				

		9. Referral to the SGBs disciplinary committee				
		10. Meeting with the parents of learners				
		11. Emphasising values				
		12. Regular prayers by educators				
		13. Proper subject preparation of educators				
		14. Rewards				
		15. Deprivation of privileges				
		16. Community service				
		17. Menial task				
		18. Detention				
		19. Referral to the principal				
		20. Corporal punishment				
		Others, please specify				
		21.				
		22.				

SECTION D: LEGAL GUIDELINES AVAILABLE AND USED BY THE MANAGERS REGARDING LEARNER DISCIPLINE

1. How familiar are you with the following legal documents listed below:

The South African Constitutions; South African Schools Act; National Policy of Education Act; Guidelines for the SGB on code of conduct; and International legislation, i.e. UN Human Rights declaration.

Familiar

Somewhat familiar

A little familiar

Unfamiliar

Any other document, please specify _____

2. Do you think the knowledge of these documents listed above would assist you with the management of learner discipline?

Most definitely

Definitely

May be

Never

SECTION E: MANAGEMENT STRATEGIES CURRENTLY APPLIED FOR LEARNER DISCIPLINE

Which of the following strategies are currently applied for managing learner discipline and what is your experience regarding the effectiveness thereof?

N.B: This question highlights possible management strategies as adopted or devised by the school management. It is a bit different from the alternatives to corporal punishment usually called disciplinary methods. Disciplinary methods are just conventional in nature and used to handle learners that are guilty of misconduct, while management strategies on the other hand are innovative ways pre-determined by the school management to creating a disciplined school environment.

Application		Innovative and changing strategies	Effective			
Yes	No		Very ineffective	Ineffective to some degree	Effective to some degree	Very effective
		1. Positive discipline				
		2. Parental involvement				
		3. Learner involvement				
		4. Consideration of learner's needs				
		5. Positive school and classroom climate				
		6. Code of conduct				
		7. Classroom rules and management				
		8. In-service training for educators on skills acquisition regarding the understanding of general issues pertaining to learner discipline				
		9. Support structure on interventions rather than punishment				
		10. The professional conduct of an educator				
		11. Community involvement in safety related issue				
		12. Promotion of relationship and participation building by internal and external stakeholders				
		13. Ratio of male to female educators				
		Others, please specify as currently applied strategically in your school				

INTERVIEW QUESTIONS FOR EDUCATORS

Main research question

The main question this study seeks to answer is: what are the management strategies that can be applied for learner discipline in secondary schools in Ngaka Modiri-Molema District?

Interview Questions:

- i. Are there disciplinary methods provided for school managers regarding learner discipline in your school?
- ii. How are the management strategies on learner discipline currently applied on learner discipline in your school?
- iii. How can you describe the role of the school managers in establishing and maintaining learner discipline in your school?
- iv. What are the perceptions of secondary school educators and school management on learner discipline in your school?
- v. What further suggestions may serve as guidelines to improve management strategies on managing learner discipline in your school?

SCHOOL CONSENT FORM FOR PARTICIPANTS (MIXED APPROACH)**RESEARCHER: EMEKAKO RAYMOND USILEFE****CONTACT DETAILS: 074 294 2402**

The faculty of Education's Higher Degrees Ethical Committee of the North-West University has given approval for this research project. You are by this note invited to consider participating in this research study. The research project is focused on investigating the management strategies for learner discipline in secondary schools. In particular the study will help in discovering better holistic management approaches for learner discipline that would be applicable to the field of educational management.

For ethical reasons, you deserve to be well-informed of your rights to participate in this research project. If you agree to participate in this research after reading the following below, please sign this consent form.

- Everything you respond to will be strictly confidential.
- You are guaranteed anonymity. No information pertaining to your identity as a participant or that of your of school will be revealed.
- The information you provide will be used solely for educational purposes.
- The questionnaire activity will take approximately 10 minutes and the interview activity will take approximately 40 minutes.
- For the case of an interview, the researcher will request to use a tape recorder during the interview process in order to gather accurately complete information as note-taking may not be sufficient.
- Your participation in this research is voluntary.
- You can decide to withdraw your participation at any stage of the research process.
- You pledge to provide this investigation with the most honest information to the best of your knowledge and ability.

I have read the information provided in this informed consent form. I voluntarily agree to participate in this investigation.

 Participant

 Date

CORRELATION DATA FOR QUESTIONNAIRE

23 With Variables:	A4 C14	A5 C15	A8 C16	C1 C17	C2 C18	C3 C19	C4 C20	C5	C6	C7	C8	C9	C10	C11	C12	C13
23 Variables:	A4 C14	A5 C15	A8 C16	C1 C17	C2 C18	C3 C19	C4 C20	C5	C6	C7	C8	C9	C10	C11	C12	C13

CORRELATION OF RESEARCH QUESTION 1

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0								
	A4	A5	A8	C1	C2	C3	C4	C5
A4 post description	1.00000	0.14608 0.0150	0.14415 0.0164	-0.24090 <.0001	-0.33151 <.0001	0.01125 0.8521	0.19979 0.0008	-0.05004 0.4068
A5 Region	0.14608 0.0150	1.00000	0.30945 <.0001	-0.37054 <.0001	-0.35502 <.0001	-0.12064 0.0449	0.00550 0.9274	-0.31350 <.0001
A8 Race	0.14415 0.0164	0.30945 <.0001	1.00000	-0.27606 <.0001	-0.27634 <.0001	0.00037 0.9951	-0.07116 0.2378	-0.15862 0.0082
C1 Reprimand	-0.24090 <.0001	-0.37054 <.0001	-0.27606 <.0001	1.00000	0.47188 <.0001	0.41159 <.0001	0.23957 <.0001	0.44678 <.0001
C2 Isolation within the classroom	-0.33151 <.0001	-0.35502 <.0001	-0.27634 <.0001	0.47188 <.0001	1.00000	0.37657 <.0001	0.13592 0.0237	0.37684 <.0001
C3 Isolation outside the classroom	0.01125 0.8521	-0.12064 0.0449	0.00037 0.9951	0.41159 <.0001	0.37657 <.0001	1.00000	0.46621 <.0001	0.24234 <.0001
C4 Merits-demerits points system	0.19979 0.0008	0.00550 0.9274	-0.07116 0.2378	0.23957 <.0001	0.13592 0.0237	0.46621 <.0001	1.00000	0.40475 <.0001
C5 System of classroom rules	-0.05004 0.4068	-0.31350 <.0001	-0.15862 0.0082	0.44678 <.0001	0.37684 <.0001	0.24234 <.0001	0.40475 <.0001	1.00000
C6 Learner participation in the code of conduct	-0.12429 0.0387	-0.24367 <.0001	-0.18714 0.0018	0.36376 <.0001	0.37145 <.0001	0.17979 0.0027	0.38636 <.0001	0.50102 <.0001
C7 Encouraging learner praises amongst other learners	-0.10773 0.0734	-0.41116 <.0001	-0.38024 <.0001	0.50818 <.0001	0.41812 <.0001	0.36062 <.0001	0.35202 <.0001	0.71593 <.0001
C8 Encouraging traditions	-0.18703 0.0018	-0.47543 <.0001	-0.45748 <.0001	0.48383 <.0001	0.49299 <.0001	0.10788 0.0730	0.11516 0.0556	0.50371 <.0001
C9 Referral to the SGB disciplinary committee	-0.34787 <.0001	-0.48817 <.0001	-0.51009 <.0001	0.46629 <.0001	0.52423 <.0001	0.10185 0.0907	-0.00230 0.9696	0.39943 <.0001
C10 Meeting with the parents of learners	-0.32986 <.0001	-0.47067 <.0001	-0.45043 <.0001	0.54077 <.0001	0.52575 <.0001	0.11474 0.0565	-0.02657 0.6597	0.44571 <.0001
C11 Emphasising values	-0.19090 0.0014	-0.37175 <.0001	-0.42915 <.0001	0.53816 <.0001	0.41479 <.0001	0.15428 0.0101	0.19095 0.0014	0.54752 <.0001
C12 Regular prayer by educators	0.23581 <.0001	-0.12998 0.0306	-0.38526 <.0001	0.13987 0.0199	0.12907 0.0318	0.23170 <.0001	0.41050 <.0001	0.28732 <.0001

CORRELATION DATA FOR QUESTIONNAIRE

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0								
	A4	A5	A8	C1	C2	C3	C4	C5
C13 Proper subject preparation by educators	-0.30377 <.0001	-0.49737 <.0001	-0.43702 <.0001	0.52287 <.0001	0.43736 <.0001	0.09656 0.1088	-0.04757 0.4303	0.49352 <.0001
C14 Rewards	-0.16552 0.0058	-0.41995 <.0001	-0.44554 <.0001	0.52795 <.0001	0.41448 <.0001	0.23936 <.0001	0.11716 0.0514	0.39750 <.0001
C15 Deprivation of privileges	-0.15044 0.0122	-0.41517 <.0001	-0.37612 <.0001	0.36636 <.0001	0.35915 <.0001	0.23498 <.0001	0.21661 0.0003	0.24659 <.0001
C16 Community service	0.22579 0.0002	0.03923 0.5155	-0.15742 0.0087	0.00040 0.9947	-0.08749 0.1464	0.25773 <.0001	0.31549 <.0001	0.01017 0.8662
C17 Menial task	0.23999 <.0001	0.16032 0.0075	0.02420 0.6884	0.00363 0.9520	-0.20099 0.0008	0.14918 0.0129	0.31126 <.0001	0.03458 0.5666
C18 Detention	0.26791 <.0001	0.04827 0.4236	-0.04406 0.4652	0.09497 0.1148	-0.11728 0.0512	0.29936 <.0001	0.51180 <.0001	0.19578 0.0011
C19 Referral to the principal	-0.04226 0.4837	-0.21506 0.0003	-0.25108 <.0001	0.22604 0.0001	0.23315 <.0001	0.12648 0.0354	0.19401 0.0012	0.36733 <.0001
C20 Corporal punishment	0.22906 0.0001	0.10592 0.0784	-0.00923 0.8785	0.04061 0.5009	-0.13037 0.0301	0.33320 <.0001	0.24846 <.0001	-0.07638 0.2050

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0								
	C6	C7	C8	C9	C10	C11	C12	C13
A4 post description	-0.12429 0.0387	-0.10773 0.0734	-0.18703 0.0018	-0.34787 <.0001	-0.32986 <.0001	-0.19090 0.0014	0.23581 <.0001	-0.30377 <.0001
A5 Region	-0.24367 <.0001	-0.41116 <.0001	-0.47543 <.0001	-0.48817 <.0001	-0.47067 <.0001	-0.37175 <.0001	-0.12998 0.0306	-0.49737 <.0001
A8 Race	-0.18714 0.0018	-0.38024 <.0001	-0.45748 <.0001	-0.51009 <.0001	-0.45043 <.0001	-0.42915 <.0001	-0.38526 <.0001	-0.43702 <.0001
C1 Reprimand	0.36376 <.0001	0.50818 <.0001	0.48383 <.0001	0.46629 <.0001	0.54077 <.0001	0.53816 <.0001	0.13987 0.0199	0.52287 <.0001
C2 Isolation within the classroom	0.37145 <.0001	0.41812 <.0001	0.49299 <.0001	0.52423 <.0001	0.52575 <.0001	0.41479 <.0001	0.12907 0.0318	0.43736 <.0001
C3 Isolation outside the classroom	0.17979 0.0027	0.36062 <.0001	0.10788 0.0730	0.10185 0.0907	0.11474 0.0565	0.15428 0.0101	0.23170 <.0001	0.09656 0.1088
C4 Merits-demerits points system	0.38636 <.0001	0.35202 <.0001	0.11516 0.0556	-0.00230 0.9696	-0.02657 0.6597	0.19095 0.0014	0.41050 <.0001	-0.04757 0.4303
C5 System of classroom rules	0.50102 <.0001	0.71593 <.0001	0.50371 <.0001	0.39943 <.0001	0.44571 <.0001	0.54752 <.0001	0.28732 <.0001	0.49352 <.0001
C6 Learner participation in the code of conduct	1.00000	0.60408 <.0001	0.39422 <.0001	0.48150 <.0001	0.51316 <.0001	0.62135 <.0001	0.29318 <.0001	0.50879 <.0001

CORRELATION DATA FOR QUESTIONNAIRE

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0								
	C6	C7	C8	C9	C10	C11	C12	C13
C7 Encouraging learner praises amongst other learners	0.60408 <.0001	1.00000	0.57967 <.0001	0.58573 <.0001	0.58612 <.0001	0.60711 <.0001	0.41429 <.0001	0.60386 <.0001
C8 Encouraging traditions	0.39422 <.0001	0.57967 <.0001	1.00000	0.71732 <.0001	0.67261 <.0001	0.68658 <.0001	0.39811 <.0001	0.59376 <.0001
C9 Referral to the SGB disciplinary committee	0.48150 <.0001	0.58573 <.0001	0.71732 <.0001	1.00000	0.85213 <.0001	0.70408 <.0001	0.27808 <.0001	0.71176 <.0001
C10 Meeting with the parents of learners	0.51316 <.0001	0.58612 <.0001	0.67261 <.0001	0.85213 <.0001	1.00000	0.76493 <.0001	0.29725 <.0001	0.81033 <.0001
C11 Emphasising values	0.62135 <.0001	0.60711 <.0001	0.68658 <.0001	0.70408 <.0001	0.76493 <.0001	1.00000	0.46009 <.0001	0.70953 <.0001
C12 Regular prayer by educators	0.29318 <.0001	0.41429 <.0001	0.39811 <.0001	0.27808 <.0001	0.29725 <.0001	0.46009 <.0001	1.00000	0.20699 0.0005
C13 Proper subject preparation by educators	0.50879 <.0001	0.60386 <.0001	0.59376 <.0001	0.71176 <.0001	0.81033 <.0001	0.70953 <.0001	0.20699 0.0005	1.00000
C14 Rewards	0.30191 <.0001	0.51898 <.0001	0.59152 <.0001	0.54528 <.0001	0.62370 <.0001	0.57916 <.0001	0.32303 <.0001	0.61632 <.0001
C15 Deprivation of priviledges	0.33237 <.0001	0.44481 <.0001	0.54677 <.0001	0.59765 <.0001	0.55682 <.0001	0.45691 <.0001	0.32229 <.0001	0.54578 <.0001
C16 Community service	0.19890 0.0009	0.23225 <.0001	0.05552 0.3573	-0.06803 0.2591	-0.05232 0.3857	0.16231 0.0068	0.44756 <.0001	-0.05109 0.3970
C17 Menial task	0.20641 0.0005	0.04027 0.5045	-0.09653 0.1089	-0.20666 0.0005	-0.15276 0.0109	0.04287 0.4773	0.17759 0.0030	-0.10716 0.0750
C18 Detention	0.27525 <.0001	0.19402 0.0012	0.05746 0.3407	-0.06499 0.2811	-0.07211 0.2316	0.13507 0.0246	0.44828 <.0001	-0.02927 0.6276
C19 Referral to the principal	0.28352 <.0001	0.44342 <.0001	0.29763 <.0001	0.39377 <.0001	0.42668 <.0001	0.39578 <.0001	0.33258 <.0001	0.35607 <.0001
C20 Corporal punishment	-0.07109 0.2383	-0.00878 0.8843	-0.06244 0.3004	-0.15068 0.0120	-0.15452 0.0100	0.03576 0.5534	0.22444 0.0002	-0.15639 0.0091

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0							
	C14	C15	C16	C17	C18	C19	C20
A4 post description	-0.16552 0.0058	-0.15044 0.0122	0.22579 0.0002	0.23999 <.0001	0.26791 <.0001	-0.04226 0.4837	0.22906 0.0001
A5 Region	-0.41995 <.0001	-0.41517 <.0001	0.03923 0.5155	0.16032 0.0075	0.04827 0.4236	-0.21506 0.0003	0.10592 0.0784
A8 Race	-0.44554 <.0001	-0.37612 <.0001	-0.15742 0.0087	0.02420 0.6884	-0.04406 0.4652	-0.25108 <.0001	-0.00923 0.8785

CORRELATION DATA FOR QUESTIONNAIRE

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0							
	C14	C15	C16	C17	C18	C19	C20
C1 Reprimand	0.52795 <.0001	0.36636 <.0001	0.00040 0.9947	0.00363 0.9520	0.09497 0.1148	0.22604 0.0001	0.04061 0.5009
C2 Isolation within the classroom	0.41448 <.0001	0.35915 <.0001	-0.08749 0.1464	-0.20099 0.0008	-0.11728 0.0512	0.23315 <.0001	-0.13037 0.0301
C3 Isolation outside the classroom	0.23936 <.0001	0.23498 <.0001	0.25773 <.0001	0.14918 0.0129	0.29936 <.0001	0.12648 0.0354	0.33320 <.0001
C4 Merits-demerits points system	0.11716 0.0514	0.21661 0.0003	0.31549 <.0001	0.31126 <.0001	0.51180 <.0001	0.19401 0.0012	0.24846 <.0001
C5 System of classroom rules	0.39750 <.0001	0.24659 <.0001	0.01017 0.8662	0.03458 0.5666	0.19578 0.0011	0.36733 <.0001	-0.07638 0.2050
C6 Learner participation in the code of conduct	0.30191 <.0001	0.33237 <.0001	0.19890 0.0009	0.20641 0.0005	0.27525 <.0001	0.28352 <.0001	-0.07109 0.2383
C7 Encouraging learner praises amongst other learners	0.51898 <.0001	0.44481 <.0001	0.23225 <.0001	0.04027 0.5045	0.19402 0.0012	0.44342 <.0001	-0.00878 0.8843
C8 Encouraging traditions	0.59152 <.0001	0.54677 <.0001	0.05552 0.3573	-0.09653 0.1089	0.05746 0.3407	0.29763 <.0001	-0.06244 0.3004
C9 Referral to the SGB disciplinary committee	0.54528 <.0001	0.59765 <.0001	-0.06803 0.2591	-0.20666 0.0005	-0.06499 0.2811	0.39377 <.0001	-0.15068 0.0120
C10 Meeting with the parents of learners	0.62370 <.0001	0.55682 <.0001	-0.05232 0.3857	-0.15276 0.0109	-0.07211 0.2316	0.42668 <.0001	-0.15452 0.0100
C11 Emphasising values	0.57916 <.0001	0.45691 <.0001	0.16231 0.0068	0.04287 0.4773	0.13507 0.0246	0.39578 <.0001	0.03576 0.5534
C12 Regular prayer by educators	0.32303 <.0001	0.32229 <.0001	0.44756 <.0001	0.17759 0.0030	0.44828 <.0001	0.33258 <.0001	0.22444 0.0002
C13 Proper subject preparation by educators	0.61632 <.0001	0.54578 <.0001	-0.05109 0.3970	-0.10716 0.0750	-0.02927 0.6276	0.35607 <.0001	-0.15639 0.0091
C14 Rewards	1.00000	0.65014 <.0001	0.27036 <.0001	0.07761 0.1978	0.17634 0.0032	0.30536 <.0001	0.05628 0.3507
C15 Deprivation of priviledges	0.65014 <.0001	1.00000	0.25223 <.0001	-0.04094 0.4974	0.29552 <.0001	0.45685 <.0001	0.14488 0.0158
C16 Community service	0.27036 <.0001	0.25223 <.0001	1.00000	0.62744 <.0001	0.42299 <.0001	0.22566 0.0002	0.49920 <.0001
C17 Menial task	0.07761 0.1978	-0.04094 0.4974	0.62744 <.0001	1.00000	0.44548 <.0001	0.12979 0.0308	0.38383 <.0001
C18 Detention	0.17634 0.0032	0.29552 <.0001	0.42299 <.0001	0.44548 <.0001	1.00000	0.37316 <.0001	0.46904 <.0001

CORRELATION DATA FOR QUESTIONNAIRE

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0							
	C14	C15	C16	C17	C18	C19	C20
C19 Referral to the principal	0.30536 <.0001	0.45685 <.0001	0.22566 0.0002	0.12979 0.0308	0.37316 <.0001	1.00000	0.23705 <.0001
C20 Corporal punishment	0.05628 0.3507	0.14488 0.0158	0.49920 <.0001	0.38383 <.0001	0.46904 <.0001	0.23705 <.0001	1.00000

16 With Variables :	A4	A5	A8	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13
16 Variables :	A4	A5	A8	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13

CORRELATION OF RESEARCH QUESTION 2

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0									
	A4	A5	A8	E1	E2	E3	E4	E5	E6
A4 post description	1.00000 0.0150	0.14608 0.0150	0.14415 0.0164	0.10877 0.0707	-0.12199 0.0425	-0.13497 0.0247	-0.14046 0.0194	-0.14090 0.0190	-0.14950 0.0127
A5 Region	0.14608 0.0150	1.00000	0.30945 <.0001	-0.16250 0.0067	-0.39315 <.0001	-0.43164 <.0001	-0.33240 <.0001	-0.31758 <.0001	-0.30158 <.0001
A8 Race	0.14415 0.0164	0.30945 <.0001	1.00000	-0.12091 0.0444	-0.24199 <.0001	-0.26018 <.0001	-0.22511 0.0002	-0.19328 0.0012	-0.15733 0.0087
E1 Positive discipline	0.10877 0.0707	-0.16250 0.0067	-0.12091 0.0444	1.00000	0.57935 <.0001	0.50008 <.0001	0.58700 <.0001	0.62031 <.0001	0.58764 <.0001
E2 Parental involvement	-0.12199 0.0425	-0.39315 <.0001	-0.24199 <.0001	0.57935 <.0001	1.00000	0.73532 <.0001	0.74408 <.0001	0.77353 <.0001	0.63442 <.0001
E3 Learner involvement	-0.13497 0.0247	-0.43164 <.0001	-0.26018 <.0001	0.50008 <.0001	0.73532 <.0001	1.00000	0.82024 <.0001	0.68382 <.0001	0.74405 <.0001
E4 Consideration of learners need	-0.14046 0.0194	-0.33240 <.0001	-0.22511 0.0002	0.58700 <.0001	0.74408 <.0001	0.82024 <.0001	1.00000	0.75156 <.0001	0.73908 <.0001
E5 Positive school and classroom climate	-0.14090 0.0190	-0.31758 <.0001	-0.19328 0.0012	0.62031 <.0001	0.77353 <.0001	0.68382 <.0001	0.75156 <.0001	1.00000	0.77722 <.0001
E6 Code of conduct	-0.14950 0.0127	-0.30158 <.0001	-0.15733 0.0087	0.58764 <.0001	0.63442 <.0001	0.74405 <.0001	0.73908 <.0001	0.77722 <.0001	1.00000
E7 Classroom rules and management	-0.13714 0.0224	-0.30582 <.0001	-0.28736 <.0001	0.46179 <.0001	0.58416 <.0001	0.67575 <.0001	0.64183 <.0001	0.63290 <.0001	0.75764 <.0001
E8 In-service training by educators	-0.15608 0.0093	-0.38282 <.0001	-0.16223 0.0068	0.45068 <.0001	0.56244 <.0001	0.65619 <.0001	0.62437 <.0001	0.58914 <.0001	0.63533 <.0001
E9 Support structures on intervention	-0.19054 0.0014	-0.28239 <.0001	-0.30931 <.0001	0.38815 <.0001	0.45273 <.0001	0.52347 <.0001	0.61665 <.0001	0.56907 <.0001	0.58507 <.0001
E10 The professional conduct of an educator	-0.13365 0.0261	-0.29144 <.0001	-0.26002 <.0001	0.37015 <.0001	0.49626 <.0001	0.52440 <.0001	0.55027 <.0001	0.51962 <.0001	0.47895 <.0001

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0									
	A4	A5	A8	E1	E2	E3	E4	E5	E6
E11 Community involvement in safety related issue	-0.17113 0.0043	-0.28262 <.0001	-0.20686 0.0005	0.22505 0.0002	0.40486 <.0001	0.54980 <.0001	0.53394 <.0001	0.42334 <.0001	0.48921 <.0001
E12 Promotion of relationship building	-0.20918 0.0005	-0.32370 <.0001	-0.25349 <.0001	0.29870 <.0001	0.44474 <.0001	0.67940 <.0001	0.58748 <.0001	0.47552 <.0001	0.62909 <.0001
E13 Ratio of male to female educators	-0.21849 0.0002	-0.36172 <.0001	-0.29034 <.0001	0.39684 <.0001	0.53341 <.0001	0.59603 <.0001	0.56268 <.0001	0.55409 <.0001	0.59358 <.0001

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0								
	E7	E8	E9	E10	E11	E12	E13	
A4 post description	-0.13714 0.0224	-0.15608 0.0093	-0.19054 0.0014	-0.13365 0.0261	-0.17113 0.0043	-0.20918 0.0005	-0.21849 0.0002	
A5 Region	-0.30582 <.0001	-0.38282 <.0001	-0.28239 <.0001	-0.29144 <.0001	-0.28262 <.0001	-0.32370 <.0001	-0.36172 <.0001	
A8 Race	-0.28736 <.0001	-0.16223 0.0068	-0.30931 <.0001	-0.26002 <.0001	-0.20686 0.0005	-0.25349 <.0001	-0.29034 <.0001	
E1 Positive discipline	0.46179 <.0001	0.45068 <.0001	0.38815 <.0001	0.37015 <.0001	0.22505 0.0002	0.29870 <.0001	0.39684 <.0001	
E2 Parental involvement	0.58416 <.0001	0.56244 <.0001	0.45273 <.0001	0.49626 <.0001	0.40486 <.0001	0.44474 <.0001	0.53341 <.0001	
E3 Learner involvement	0.67575 <.0001	0.65619 <.0001	0.52347 <.0001	0.52440 <.0001	0.54980 <.0001	0.67940 <.0001	0.59603 <.0001	
E4 Consideration of learners need	0.64183 <.0001	0.62437 <.0001	0.61665 <.0001	0.55027 <.0001	0.53394 <.0001	0.58748 <.0001	0.56268 <.0001	
E5 Positive school and classroom climate	0.63290 <.0001	0.58914 <.0001	0.56907 <.0001	0.51962 <.0001	0.42334 <.0001	0.47552 <.0001	0.55409 <.0001	
E6 Code of conduct	0.75764 <.0001	0.63533 <.0001	0.58507 <.0001	0.47895 <.0001	0.48921 <.0001	0.62909 <.0001	0.59358 <.0001	
E7 Classroom rules and management	1.00000	0.61555 <.0001	0.53447 <.0001	0.57653 <.0001	0.47520 <.0001	0.63553 <.0001	0.53207 <.0001	
E8 In-service training by educators	0.61555 <.0001	1.00000	0.51993 <.0001	0.56383 <.0001	0.48668 <.0001	0.57661 <.0001	0.61063 <.0001	
E9 Support structures on intervention	0.53447 <.0001	0.51993 <.0001	1.00000	0.60377 <.0001	0.70128 <.0001	0.56619 <.0001	0.54070 <.0001	
E10 The professional conduct of an educator	0.57653 <.0001	0.56383 <.0001	0.60377 <.0001	1.00000	0.59574 <.0001	0.51487 <.0001	0.55301 <.0001	

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0							
	E7	E8	E9	E10	E11	E12	E13
E11 Community involvement in safety related issue	0.47520 <.0001	0.48668 <.0001	0.70128 <.0001	0.59574 <.0001	1.00000	0.69443 <.0001	0.63699 <.0001
E12 Promotion of relationship building	0.63553 <.0001	0.57661 <.0001	0.56619 <.0001	0.51487 <.0001	0.69443 <.0001	1.00000	0.69099 <.0001
E13 Ratio of male to female educators	0.53207 <.0001	0.61063 <.0001	0.54070 <.0001	0.55301 <.0001	0.63699 <.0001	0.69099 <.0001	1.00000

1 With Variables :	D1
1 Variables :	D2

CORRELATION OF RESEARCH QUESTION 5

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0		
	D1	D2
D1 How familiar are you with legal documents regarding learner discipline?	1.00000	0.666 <0.0001
D2 will the knowledge of the legal documents assist in managing learner discipline?	0.666 <0.0001	1.00000

11 With Variables:	A4	A5	A8	B1	B3	B4	B5	B6	B7	B8	B9
11 Variables:	A4	A5	A8	B1	B3	B4	B5	B6	B7	B8	B9

CORRELATION OD RESEARCH QUESTION 3

Pearson Correlation Coefficients, N = 277 Prob > r under H0: Rho=0											
	A4	A5	A8	B1	B3	B4	B5	B6	B7	B8	B9
A4 post description	1.00000	0.14608 0.0150	0.14415 0.0164	-0.37565 <.0001	-0.05638 0.3499	0.05462 0.3652	-0.27011 <.0001	-0.20740 0.0005	0.14070 0.0191	-0.20689 0.0005	-0.09738 0.1058
A5 Region	0.14608 0.0150	1.00000	0.30945 <.0001	-0.33741 <.0001	-0.12109 0.0440	-0.04310 0.4750	-0.16742 0.0052	-0.05959 0.3231	0.14683 0.0144	-0.06002 0.3196	-0.03457 0.5667
A8 Race	0.14415 0.0164	0.30945 <.0001	1.00000	-0.21080 0.0004	-0.17582 0.0033	0.00999 0.8685	-0.05525 0.3596	0.08224 0.1723	0.20072 0.0008	-0.12122 0.0438	-0.08373 0.1646
B1 Decision making mechanism	-0.37565 <.0001	-0.33741 <.0001	-0.21080 0.0004	1.00000	0.10874 0.0708	-0.12034 0.0454	0.35588 <.0001	0.23889 <.0001	-0.13166 0.0285	0.31179 <.0001	0.19438 0.0011
B3 Consistency in implementing the code of conduct	-0.05638 0.3499	-0.12109 0.0440	-0.17582 0.0033	0.10874 0.0708	1.00000	-0.10092 0.0937	-0.17934 0.0027	-0.02858 0.6357	-0.13256 0.0274	0.00892 0.8825	0.12113 0.0440
B4 Adoption factors for code of conduct	0.05462 0.3652	-0.04310 0.4750	0.00999 0.8685	-0.12034 0.0454	-0.10092 0.0937	1.00000	0.05470 0.3645	-0.13619 0.0234	-0.05819 0.3346	-0.20895 0.0005	-0.15237 0.0111
B5 Groups included in the code of conduct	-0.27011 <.0001	-0.16742 0.0052	-0.05525 0.3596	0.35588 <.0001	-0.17934 0.0027	0.05470 0.3645	1.00000	0.12824 0.0329	-0.05837 0.3331	0.13230 0.0277	0.06668 0.2687
B6 Management meetings with parents	-0.20740 0.0005	-0.05959 0.3231	0.08224 0.1723	0.23889 <.0001	-0.02858 0.6357	-0.13619 0.0234	0.12824 0.0329	1.00000	0.29825 <.0001	0.34913 <.0001	0.32731 <.0001
B7 Management reliance on external help	0.14070 0.0191	0.14683 0.0144	0.20072 0.0008	-0.13166 0.0285	-0.13256 0.0274	-0.05819 0.3346	-0.05837 0.3331	0.29825 <.0001	1.00000	0.27478 <.0001	0.18510 0.0020
B8 Intervention programmes	-0.20689 0.0005	-0.06002 0.3196	-0.12122 0.0438	0.31179 <.0001	0.00892 0.8825	-0.20895 0.0005	0.13230 0.0277	0.34913 <.0001	0.27478 <.0001	1.00000	0.55477 <.0001
B9 Management provisions of in-service training	-0.09738 0.1058	-0.03457 0.5667	-0.08373 0.1646	0.19438 0.0011	0.12113 0.0440	-0.15237 0.0111	0.06668 0.2687	0.32731 <.0001	0.18510 0.0020	0.55477 <.0001	1.00000

