EDUCATOR INVOLVEMENT IN IMPROVING LEARNER DISCIPLINE IN SECONDARY SCHOOLS IN RUSTENBURG AREA OFFICE

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CERTIFICATE OF ACCEPTANCE FOR EXAMINATION

This dissertation entitled, "Educator involvement in improving learner discipline in secondary schools of Rustenburg Area Office," in the North-West Province (South Africa), written by Moemedi Motlogelwa Moses, is hereby recommended for acceptance for examination.

Supervisor: Dr E.M. Mwenesongole

DECLARATION BY CANDIDATE

I hereby declare that the dissertation submitted in fulfilment of the Degree, Master's in Education Management, at Mafikeng Campus of the North-West University is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all the sources cited are indicated and acknowledged by means of a comprehensive list of references.

M.M MOEMEDI

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DEDICATION

This study is dedicated to my wife, Brenda, our son, Reotshepile, my big sister, Boitumelo, my two nephews, Tshegofatso and Mogomotsi, including my big brother –in- law Patrick. Thank you for your support and patience.

ABSTRACT

Learner discipline is a very serious challenge to educators and principals in the Rustenburg Area Office Secondary Schools. Since corporal punishment was abolished in South Africa educators have found it difficult to maintain learner discipline in schools. Learners' socio-economic factors have a negative impact on the discipline of learners as well as the involvement of educators in improving discipline in the schools in general. The qualitative research design was used to conduct the study.

The researcher used qualitative method to conduct the study in order to obtain the information from the participants. The objectives of the study focused on: exploring disciplinary strategies that educators used to curb learner misconduct; how educators can become more involved in learner discipline, alternative disciplinary strategies that educators suggest and how educator involvement assists in improving learner discipline. The study was linked to the two theoretical frameworks. The first one by Pianta et al, (2012:324), (the behavioural management) which stressed that educators should involve learners in discipline and make constructive use of time. The theory emphasised educator-learner interactions which were aimed at promoting positive behaviour. The second one was that of Mestry and Khumalo (2012) which focused on three-dimensional approaches to the management of learner discipline. The focus was on how school management teams dealt with learner misconduct and how educators were involved. Document analysis was conducted to investigate the extent to which educators were involved in learner discipline as and which procedures were in place to ensure that learner discipline in school was maintained.

The study revealed that some educators make efforts to manage learners' discipline while others were not involved at all. There were those educators who absented themselves from school, who did not attend their periods and those who did not have respect for authority. Parents were not fully involved in the education of their children which results in indiscipline in schools.

It was also discovered that educators in rural secondary school motivated learners and rewarded them for good conduct. The school also held empowerment workshops for educators on learner discipline. In the urban secondary school, the investigation revealed that educators were also motivating learners and reprimands were used to discipline learners.

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1   INTRODUCTION

Changes in the South African education system have left many educators with frustration, as they do not know what to do when it comes to learner discipline. Educators are faced with very serious challenges since the abolition of corporal punishment (South African Schools Act 84 of 1996). According to Rossouw (2003:414), there are prominent factors, which influence the learning environment in the South African schools, and one of them is the conduct of learners.

According to Steyn, De Klerk and Du Plessis (2006:82-83), because the educator has superior knowledge and wisdom, he or she is in position of authority in the classroom. The authority must never be practised in an autocratic, domineering, manipulative way since democratic education cannot be undemocratic in the means that it employs. The educator in his or her educative power must not stoop to coercion. Steyn et al (2006: 82) continue by highlighting that the test in a democratic classroom lies in the educator allowing the learners as much freedom as they can manage. As a result, the educator must help and accompany learners in order to achieve real freedom by encouraging independent and responsible choices and actions.

It is interesting to note that Steyn et al (2006:83) believe that if the educator uses an undemocratic and autocratic approach to claim all power and control, there is win-lose relationship with the educator always winding up as a winner. In this situation, the educator is in a position of a detective and a judge and he or she believes that learners will not respect the rules unless they fear the results of disobedience. As a result, to punish a learner then becomes a humiliating experience and that will result in anger, rebellion or withdrawal that leading to fearful submission. The type of punishment may be firm, but not respectful and if learners are not treated with respect they cannot develop or enhance self-respect.

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Presently, most of our schools face daily disciplinary problems such as learners who misbehave, who come late to school, who tend to perform poorly and are frequently absent from school as well as those who come to school drunk. The research report by Geldenhys and Doubell (2012:321), states that discipline in South African schools is a very complicated and topical issue and very serious cause of countrywide concern.

The report written by Rossouw (2003:414) mentioned that learners have lost the culture of respect and trust towards educators. In addition to that, learner safety, security and success or good performance in education are often severely affected by disruptive behaviour or other forms of misconduct by learners.

It is important to note that Smit (2010:44) outlined that before 1996, corporal punishment was legal in South Africa since it was a way of effecting discipline. In 1996, the South African Schools Act banned the use of corporal punishment in South African schools. The education department launched a project on discipline in the year 2000 and the schools were provided with a booklet titled "Alternatives to Corporal punishment" (DOE: 2000). The booklet contained examples of the correct disciplinary action for dealing with learner misconduct and this ranged from verbal warnings to suspension from all school activities. The alternative measures did not succeed in bringing school discipline since learner misconduct continued to escalate.

South Africa is a democratic country which recognises human rights and as entrenched in the Constitution. Section 8 of the Constitution (South Africa, 1996) addresses the basic rights of children, which include the right to be sheltered from ill-treatment, neglect, abuse and humiliation. This is directly linked to bullying, harassment and other forms of ill-disciplined behaviour which learners are exposed to at school. It is the responsibility of educators, School Governing Body and school management teams to ensure that learner' rights are protected to create safe and well-disciplined school environment. According to the South African Schools Act 84 of 1996 Section 1, corporal punishment is abolished. It is also stated in the Act that anyone

who contravenes the Act is guilty of an offence and is liable on conviction to a sentence that could be imposed for assault.

The South African Schools Act provides for the drafting of the code of conduct for learners, which is stipulated in Section 8 of the Schools Act (Sa1996a). The Act further emphasises that all stakeholders including learners must know exactly what kind of conduct is expected. The Act also states that learners "… have the democratic right to process and to participate in matters affecting them at school". They have the right to have their point of view heard about these issues (SASA: 1996b).

The implementation of the Schools Act was done in 1997 (SASA, 1996). According to the Act, all public schools must have a democratically elected school governing bodies (SGBs) that consist of educators, non-teaching staff, parents and learners. Every secondary school needs to have representative council of learners (RCL), elected democratically by learners of the school. The Learner Representative Council will then choose learners who will represent them in the SGB where their voices can be heard. One of the main responsibilities of the SGB is to develop a code of conduct for learners in the school, in order to promote positive discipline and self-discipline. The code should specify regulations to control everyday relationships within the school community (Department of Education 1998).

Lack of discipline develops unsafe schools that are dangerous to both educators and learners. Educators also view the rights given to learners as more than those given to the educators themselves. Maphosa and Shumba (2010:396) further highlight that educators are aware that the rights of learners are important and need to be protected. Educators feel that leaving learners to act as they please is not only unacceptable but equally a form of abuse that does not recognise a learner's future as a responsible citizen. The issue of the rights of children within the context of disciplinary measures has been discovered to be a critical issue in the implementation of modern education. When stressing the rights of children, it should be stressed that these rights have limitations and it must be acknowledged that one's individual rights should not infringe upon the rights of others. Educators need

to act professionally and apply necessary measures in order to ensure proper learning environment for the learners.

Continentally, educator involvement in leaner discipline is not mainly the responsibility of educators in South African only. Mweru (2010:248) elucidates that the Kenyan government banned use of corporal punishment in Kenyan schools in 2001. All the children were entitled to protection from all kinds of abuse and violence. Despite the passing of the Act it was discovered that educators in Kenya still apply corporal punishment and mainly caning of learners is still carried on in many Kenyan schools.

Mweru (2010:248) continues by giving out the adverse effects corporal punishment has on learners and the effects are emotional and psychological harm, physical injuries, poor achievement in school tasks, bullying and disobedience in school and anti-social behaviour in learners. Mweru (2010) continues by indicating longer term effects of corporal punishment which are poor mental health and depressive symptoms in adulthood.

The study revealed that all educators in Kenya are aware of the existence of the children`s Act but educators continue referring to the banning of corporal punishment as one of the factors which contributed to the learners lack of discipline in schools. According to Mweru (2010:250) educators in Kenyan schools indicated that the banning of corporal punishment has led to increase in display of bad behaviour by learners and to prove this there is increase in riots in schools. Educators added that since the banning of corporal punishment learners started breaking school rules which they previously accepted. They are of the idea that application of corporal punishment was the most effective way of disciplining learners and because it inflicted pain learners avoided breaking school rules and display of bad behaviour.

Educators in Kenya felt that it was necessary to apply corporal punishment after the introduction of free primary education in 2003. The reasons were that classes were overcrowded due to the fact that parents who could not afford school fee were able to send their children to school. The schools are not well equipped to handle large numbers of children. Educators had too many learners in their classrooms and there was no time to guide and counsel

learners. There was no time for individual attention. Due the reasons mentioned above educators used corporal punishment as the only effective way of controlling large numbers of learners in their classrooms Mweru (2010:251).

Globally, it is interesting to note that Lewis, Romi, Qui, and Katz (2005:729) studied learner behaviour in three countries which are Australia, China and Israel. The study also focused on the relationship between discipline process and learner behaviour in the three countries. They continue to explain that in order to ensure that learners behave responsibly in the classroom there are two significant reasons. The first one is to prepare learners to take their place in society as responsible citizens. The second one is the best planned and most engaging lessons which may fail to have desired impact. Lewis et al. (2005) continue by explaining that most effective planned lessons could be disturbed by a small number of learners who misbehave and sufficiently distract other learners and frustrating the educator.

The disciplinary strategies applied by the educators in Australia and Israel appeared to be the same. Educators in both countries commonly reacted to misbehaviour by allowing learners know that there was a problem in a hope that learners will improve their behaviour. Educators in both countries are more than likely to punish misbehaving learners instead of discussing with them the effect the misconduct has on other learners in an effort of having learners to choose a better way to behave. Educators recognise proper behaviour more so as to promote the increase in possibility of its reoccurrence (Lewis et al., 2005:736).

According to Lewis (2005:738) the maintenance of discipline in China is different from the two countries already discussed above. It is noted that educators in China appear to be more inclusive and supportive of learners' voices when it comes to classroom discipline. Educators in China are less authoritarian when compared with those in Israel and Australia. It is interesting to note that Lewis et al. (2005) elucidates that discipline is well maintained in China schools due cultural factors.

Educators are held in a very high esteem and as a result Chinese learners would follow educator`s instructions out of respect. The Chinese classrooms have a lesser likelihood of more stringent forms of discipline interventions such as punishment and aggression. Chinese educators use hinting, discussion and inclusion which may reflect confidence on their part that learners will listen to them and to their peers.

The Australian and Israeli educators are relatively unwilling to empower learners in decision-making based on classroom discipline. Educators experience lower levels of unconditional respect from learners. Australian educators reported less use of discussion and more punishment than those in Israel. In Australia educators rely on more on coercive power to manage their classrooms, because they have relatively less legitimate power.

According to Nakpodia (2010:144) learner discipline is a requirement to almost everything a school has to give to learners. Schools, in which discipline is a serious problem, have learners who bully others as a result parents transfer their children to better schools. As the result of the transfer of well-behaved learners and who usually perform well, this can affect the overall performance of the school.

The recent increase in school attendance has led to learner discipline problems in Nigerian schools and this resulted more burdens on educators and school SMTs. Learners have resorted to unconstitutional methods to voice out their grievances and schools are blamed for unruly and uncivilised behaviour projected by learners in the Nigerian schools (Nakpodia 2010: 144).

Nakpodia (2010:149) indicated some of the problems educators experienced in maintenance of school discipline in Nigerian schools. The control of learners in a classroom was problematic because learners are prone to misconduct for they know that educators are not allowed to administer corporal punishment. Teaching and learning time is wasted on settling disciplinary disputes. This has proven to disturb those learners who are serious about their school work.

Suspension and expulsion regulations cause ambivalence in the management of the schools. When the principal has to make a decision about a problematic learner he or she has to think twice in fear of embarrassment. There were situations in which the Permanent Secretary Chief Inspector of Education was pressured by social factors to revoke the school decision. Educators indicated that some parents in Nigeria were well connected, even if the school had a strong case against the learner the decision to expel him or her could be easily be overridden by the Chief Inspector of education (Nakpodia 2010:150).

The other problem educators experienced was the expulsion procedures which made learners believe that the school principal had no authority over them and did as they pleased in front of him/her because the learners knew that he/she will keep on talking without taking any action. All educators felt that implementing the suspension regulation was just a way to scare learners because any recommendation from the school could be reversed by Chief Inspector of Education (Nakpodia 2010:150).

According to Garegae (2007:52) educators indicated that indiscipline was increasing in Botswana schools. Educators also elucidated that learner hideous forms of misconduct which used to be seen on movies are reality in Botswana schools. Educators are no longer dealing with laziness of not doing homework but are faced with serious problems such as- drug abuse, use of knives and alcohol. School safety is a problem as learners carry guns and when an educator needs to talk to a learner he or she must do that with some respect but not real respect because of fear.

The other cause of learner indiscipline is parents and school permissiveness. Parents in Botswana are not reprimanding their children believing that it is abusive behaviour. They do not correct their children because they believe that rebuke and reprimands exist where there is no love. As a result learners are not used to be told what is wrong or right and this contributes to indiscipline in the school (Garegae 2007:51).

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1.2 RATIONALE

This research was motivated by my experiences as an educator that discipline is gradually fading away in the Rustenburg Area Office (AO) Secondary Schools. Learner behaviour is a challenging issue and as a result, educators are expected to ensure that good learning environment is created and maintained. As an educator, I have realised that learners who have disciplinary problems come from families that have abandoned them, from child headed families as well as poverty-stricken families, which have an impact on learner discipline.

Learners are uncontrollable and, as a result, they affect the culture of learning and teaching. Due to the reasons already mentioned earlier, I decided to investigate how educators are involved in improving learner discipline. Educators do also have the responsibility of pastoral care, counselling as well as to transform learners into future productive South African citizens.

Section 17 of SASA (DOE, 1996:5-6) states clearly that corporal punishment as a disciplinary tool has been abolished. The abolition of corporal punishment has some negative results on school discipline. Oosthuizen (2007:1) states that the abolition has left definite vacuum in methods of dealing with learner misconduct.

In the study on discipline in Lesotho schools, conducted by Ferreira, Jacobs, Coetzee and de Wet (2009:160) it is stressed that discipline in a school has two main goals to ensure the safety of educators and learners, and to develop an environment conducive to teaching and learning. The study found that learners were afraid to attend school if they felt threatened or when other learners' behaviour disrupted normal teaching and learning process.

Educators are faced with the challenge of using alternative methods to enforce discipline in their classes. This research investigated how educators' involvement can improve learner discipline in the Rustenburg Area Office (AO). The focus was on how educators deal with various common misconducts, which are experienced on daily basis in two secondary schools in Rustenburg Area Office. This was done at **Yellow** secondary school in

Lethabong (rural area) and **Red** secondary school in Rustenburg (urban area). The first step was to interview the principals, heads of departments SGBs and the learners of the two secondary schools about common disciplinary problems they experienced and explore the extent to which educators were involved.

It is important to indicate that the school names are pseudonyms so as to protect the identity of participants and their respective schools.

1.3 STATEMENT OF THE PROBLEM

How can educator involvement in teaching and learning assist in improving learner discipline in secondary schools of Rustenburg Area Office?

Section 17 of SASA (DoE, 1996:5-6) states clearly that corporal punishment as a disciplinary tool had been abolished. The abolition of corporal punishment has some negative results on school discipline. Oosthuizen (2007:1) stated that the abolition had left definite vacuum in methods of dealing with learner misconduct.

Educators are faced with the challenge of using alternative methods to enforce discipline in the classrooms. This study investigated how educator involvement in teaching and learning could improve learner discipline in the secondary schools of Rustenburg Area Office (RAO). Special focus was on how educators deal with various common misconducts which were experienced on daily basis in two secondary schools in Rustenburg Area Office.

1.4 PURPOSE OF THE STUDY

The main aim of the study was to explore how educators assist in improving learner discipline in order to promote effective teaching and learning in the schools.

In the study on Discipline in Lesotho schools, conducted by Ferreira, Jacobs, Coetzee and de Wet (2009:160) stressed that discipline in a school has two main goals which were to ensure the safety of educators and learners. The second goal was to develop an environment conducive to teaching and

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learning. They continued by indicating that learners were afraid to attend school if they always felt threatened or when other learner's behaviour disrupts normal teaching and learning process.

1.5 RESEARCH QUESTIONS

MAIN RESEACH QUESTION

- How does educator involvement in teaching and learning assist in improving learner discipline in secondary schools of Rustenburg Area Office to promote effective teaching and learning?

SECONDARY RESEARCH QUESTIONS

➢ What disciplinary strategies do educators at these schools apply to stop learner misconduct?

➢ How can educators become more involved in the process of school discipline in the two secondary schools of Rustenburg Area Office?

➢ Which alternative disciplinary strategies to traditional disciplinary methods do educators suggest?

1.6 RESEARCH OBJECTIVES

➢ To explore disciplinary strategies that educators use to minimise learner misconduct
➢ To find out how educators can become more involved in learner discipline.
➢ To investigate how educator involvement in teaching and learning assists in improving learner discipline.
➢ To investigate alternative disciplinary methods that educators suggest.

1.7. SIGNIFICANCE OF THE STUDY

1.7.1. The research is significant to the researchers who are interested in the management of discipline of learners in secondary schools, and to the Department of Education, educators and learners.

1.7.2. It is expected to help the parent-teacher associations in drafting learner code of conduct as well as ways to create healthy and safe school environment in which teaching and learning can take place efficiently and effectively.

1.7.3. For the Ministry of Education and Regional Offices, to provide solutions to teachers` plight of lack of equivocal or better alternative disciplinary strategy for schools since the abolition of corporal punishment.

1.7.4. It is expected to provide School Management Teams with methods of how to involve educators in improving learner discipline and proper classroom management. Also to assist educators with alternative strategies for management of misconduct to create time for teaching and learning instead of wasting time in discipline enforcement.

1.7.5. The results might help policy makers in formulation of policies that will help educators in enforcing discipline in schools as well as mechanisms that can be used by teachers to limit learner misconduct.

1.7.6. The results might assist in the implementation of policies with the focus on how to improve on strategies to be used in the upgrading of discipline in the South African secondary schools.

1.8. CONCEPT CLARIFICATION

The following concepts were used throughout the study and were defined as follows:

1.8.1 **Constitution-** means the constitution of the Republic of South Africa, 1996 (Act No.108 of 1996)

1.8.2 **Education Department**- means the department established by Section 7 (2) of the Public Service Act, (Proclamation No. 103 of 1996, which is responsible for education in the province

1.8.3 **Educator-** means 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 school. (Section 6 (a) of Act No. 48 of 1999)

1.8.4 **Governing body**- means governing body in Section 16 (1)

1.8.5 **Learner-** means any person receiving education or obliged to receive education in terms of this Act (No. 84 of 1996)

The following terms were used interchangeably throughout the study: **learner misconduct and learner discipline.**

1.9. LIMITATION OF THE STUDY

The results from the study were based only in the schools investigated and generalisation of results was only in the Rustenburg Area Office.

1.10. ETHICAL CONSIDERATIONS

For ethical and reasons the school names had been changed and pseudonyms were used and were as follows: The rural secondary school was referred to as Yellow secondary school and urban secondary school was referred to as the Red secondary school.

The names of educators, SGB members, HODs and Disciplinary committee members are pseudonyms and that was done to protect the identity of the participants.

1.10.1. Informed consent

De Vos et al. (2011: 113) elucidate, "Research should be based on mutual trust, acceptance, cooperation and the promises between all parties involved in the research project."

According to Drew, Hardman, and Hosp (2008: 57), "consent involves the procedure by which an individual may choose whether or not to participate in

a study". They also further explain that it is the researcher's responsibility to ensure that participants understand the purpose of the study and methods to be used. The researcher should also inform them about the risks involved and the demands placed upon the participants.

In obtaining informed consent that would mean all possible information on the aim of the study, the expected period of the participants involvement, procedure to be followed during investigation and the advantages and demerits to which participants would be exposed to, would be forwarded to their legal representatives (De Vos et al., 2011: 117).

In order not to expose the participants to any harm, voluntary participation was encouraged. Informed written consent was used in order to ensure that participants fully understood the details of the study and ultimately be in position to make a voluntary and thoroughly reasoned decision about their possible participation (De Vos et al 2011: 117). The researcher ensured that consent forms were signed and stored in a safe place so that they could be accessed easily if required.

The participants were informed at the start of the investigation that the information they would provide was important and that it would help in the promotion of discipline in schools. The purpose of the personal and focus group interviews was made clear that the study was investigating how educators were involved in improving learner discipline. Participants were informed that they had the right to withdraw from the investigation anytime. No one was forced to participate in the study because involvement was voluntary. The researcher gave the participants the opportunity to ask questions before the research commenced.

1.11. LAYOUT OF THE STUDY

Chapter 1: Problem orientation

This chapter serves as orientation to the problem under study. It covers factors which led to the investigation of the study, research questions and purpose of the research.

Chapter 2: Literature review

The chapter covers review of literature relevant to the topic of discussion.

Chapter 3: Research design and methodology

The chapter describes the research design used in the study. It also presents the research paradigms, targeted population, sampling procedures and instruments for data collection as well as data analysis procedures. It also addresses issues of trustworthiness as well as ethical considerations.

Chapter 4: Data presentation, analysis and interpretation

The chapter presents data collected from the respondents as well as analysis of data in relation to the research objectives and literature.

Chapter 5: Conclusion and recommendations

The chapter presents a summary of the entire study with reference to the purpose of the study as well as the findings of the study. The chapter also

outlines recommendations drawn from the findings of the study. Concluding remarks are presented after highlighting the shortcomings of the entire study.

1.12. CONCLUSION

Chapter one served as the orientation to the problem under study. It covered factors which led to the investigation of the study, statement of the problem, research questions and the purpose of the research

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The aim of this literature review is to explore how educators are involved in improving learner discipline in secondary schools of Rustenburg Area Office. The focus is on the theoretical framework pertaining to learner discipline, what is learner discipline, factors leading to learner indiscipline, how are educators involved in disciplining learners, how educators help in improving learner discipline, disciplinary strategies that educators use to control learner misconduct, which disciplinary strategies educators suggest, what are the existing disciplinary strategies for educators to use?

De Vos, Strydom, Fourche' and Delport (2011: 93) outline the purpose of review of literature as to familiarise the researcher with the current state of knowledge in connection with the research problem. The aim is to learn how other researchers have delineated similar problems, and to narrow the focus of the study and to ensure that no duplication of what is already studied is done.

The review has identified the body of literature relevant to the research. The relationship of the study to the relevant literature is also indicated. Flaws in the existing literature are identified and resolved. The purpose is to sharpen the focus of the study and to give structure to the research question and design.

It is important to note that in the study conducted by Decoteau (2012:198), he mentions that it is very important that educators start to consider disciplinary contexts. The consideration focuses on whether practices and programmes undermine or promote educational success. He continues by elucidating that, it is equally important for educators to understand the ways through which official school discipline policies impede and support efforts to adopt and implement proactive and restorative forms of school discipline.

The literature review is used to enrich the findings as well as to answer the research question. It also focuses on how educators are involved in the general school discipline by SMT. The review also explores the alternative methods suggested by educators to that of traditional disciplinary methods. Are the suggested alternative methods effective and to what extent do educational authorities assist educators in the maintenance of discipline?

2.2. THEORETICAL FRAMEWORK.

According to Pianta, Hamre and Allen (2012:374) **behaviour management** is a term which is often used for a broad spectrum of classroom management methods. This includes educators' abilities to involve learners and make a constructive use of time. In addition behaviour management is defined more narrowly as educator-learner interactions which are aimed at promoting positive behaviour and preventing misbehaviour in the classroom.

Positive learner behaviour includes the provision of clear and constant behavioural expectations, monitoring the classroom for potential problems and proactively preventing problems rather than being reactive and efficiently redirecting minor misbehaviour before it escalates.

Bechuke and Debeila (2012:244) focused their study on **behaviour modification theory** as the moulding of all learners to comply with the use of standard punishment and rewards. Bechuke et al, (2012) outline that there are eight major characteristics of behaviour modification, which educators can implement in classrooms and school in an attempt to change unwanted learner behaviour. These are: focus should be on behaviour. The aims of behaviour modification procedures are developed to transform behaviour, not a personal characteristic; as a result behaviour modification discourages labelling. The emphasis of behaviour modification should be on current environmental events.

Human behaviour is controlled by events in the immediate environment, and the purpose of modification of behaviour is to identify those events. After the identification of variables, they are changed to modify behaviour. In the implementation of behaviour modification there should be precise description

of procedures. It is important to note that professionals trained in behaviour modification develop behaviour modification procedures. People such as educators, parents and job supervisors often implement the procedures (Bechuke & Debeila, 2012:244).

Mestry and Khumalo (2012:99) stress the fact that the design of learner code of conduct should be underpinned by **Curwinetal's three-dimensional approach to the management of learner discipline.** The first one is prevention dimension, which entails that SGB should adopt strategies that actively control disciplinary problems. This includes dealing with stress related to classroom discipline. The second one is the action dimension, which refers to the action SGB can take when all the steps taken to prevent disciplinary problems fail. In this situation records are kept having methods to avoid increasing minor problems into major ones. "Resolution dimension" is the third one, which implies that SGB should design strategies to resolve problems with chronic-rule breaker and the extreme out-of-control learner.

In the study conducted by Kamilla, Rawatlal and Peterson (2012:349), different perspectives on discipline were discussed. The perspectives focused mainly on the interaction between as well as the interdependence of factors, which have multiple levels of influence on a problem. **The multilevel interventions mix behavioural and environmental components**. Level one is intrapersonal which recognises the individual characteristics in adolescents engaged in high risk behaviour. The second one is the interpersonal level, which takes into cognisance the influence of relationships with significant others.

The school management and policy level recognises the influence of group practices and processes as well as policy level of influences.

Kamilla et al. (2012:349) continue to highlight the fact that within the ecological perspectives, social capital is understood to emerge from social networks, which are the starting point of socially cohesive communities. These communities are characterised by strong social organisations, common norms and social trust.

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Masitsa (2008:243) mentions different **theories on discipline and disciplinary strategies.** Masitsa continues and postulates that discipline relates to issues of school management and ways of implementing things at school. Masitsa further explains that discipline could also be viewed as the development that is necessary for work to be done to ensure the safety of learners. Masitsa (2007:245) states that social learning theory holds the contention that children develop behavioural habits through observation. Due to this factor, the modelling of punitive discipline may unintentionally imply to learners that the use of aggression and cohesive action is acceptable.

Since educators are role models for learners, their conduct should be good even when implementing disciplinary measures since the learners view teacher behaviour as example to be emulated. For this reason, educators should always set ideal example to learners through the application of acceptable and corrective disciplinary measures.

Lane-Garon, Yergat and Kralowec (2012:197) state that **positive behaviour intervention support (PBIS)** is for preventing learner problems from escalating before intervention. It is also aimed at conflict resolution education (CRE) movement. In this study a California elementary school was involved where both CRE and PBIS were implemented. Learners were trained in conflict resolution facilitation at Polk elementary school. The training was conducted through public school-university project and it assessed developmental variables before and after mediation training and service.

PBIS addressed the intentional, proactive effort by schools, districts and states. In this system of PBIS, support is interrelated and is developed in order to prevent learners from failing, both academically and behaviourally.

The system also promotes positive learner behaviour with five thematic statements, such as those of James K. Polk Elementary School, which are; be respectful, be safer, work peacefully, strive for excellence and follow directions. Learners at Polk repeat this mantra daily and are involved in discussions in classroom meetings and school wide settings on how they implement their five behavioural expectations. All of them agreed that respect can be implemented by describing desirable behaviour that is learner-learner,

learner-educator, learner-parent and learner-to-physical environment. Respect to physical environment means the learner treats property well and does not vandalise it.

CRE is a communication-based approach to teaching, learning and practising social-emotional skills needed for life. When problems arise during the course of the year, classroom meetings are held and provide problem-solving grounds in which ground rules for respectful communication and reverence for persons and divergent perspectives become norms.

Lane-Garon et al, (2012:200) state that Polk Elementary School strove for five messages, which were shared by all members of the community. The expectations in PBIS approaches were clear, and the language around behavioural norms became the frequent start. Members of Polk team included educators, janitors, SMT, parents and crossing guards. The involved members used system wide team approach in which all members offer direct instruction of desired behaviour and intervention support.

There is positive behaviour support for all learners. The five behavioural expectations are clearly defined in positive simple statements. Learners are able to observe models of what desired behaviour is and what is not. As positive behaviour is defined and demonstrated, approximations to the goal are acknowledged on regular basis. Misconducts are addressed through invitations to be involved in a new better attempt. When learners do not succeed in achieving behavioural expectations, it is communicated to them that their mistake has provided them learning opportunity. CRE has an underlying principle that learners may misbehave for different reasons which include that the learner is having a bad day, he/she has not been taught proper skills or the learner may have an underlying disorder that needs another level of intervention. For this reason, a professional intervention specific to the learners' needs will result and will be supportive effort of learners continuing to succeed.

In the research conducted by Oosthuizen and Rossouw (2009:83), they discovered that in earlier reports in 2007 on learner misconduct, swearing among learners was the most frequent transgression in the South African

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schools environment. Their focus was mainly based on **'swearing and the use of coarse language among learners'**. In this study, the focus was on the investigation of educator involvement in learner discipline and common forms of learner misconduct, which prevail frequently in the two secondary schools. More emphasis was on how educators, HODs and principals maintain discipline in their schools.

In the study conducted by Kamilla, Rawatlal and Peterson (2012:349), it is interesting to note that different perspectives were outlined on discipline. The perspectives focused mainly on the interaction between as well as the interdependence of factors, which have multiple levels of influence on a problem. **The multilevel interventions mix behavioural and environmental components**. Level one is intrapersonal which recognises the influence of individual characteristics in adolescents engaged in high-risk behaviour. The second one is the interpersonal level, which takes into cognisance the influence of relationships with significant others.

The school management and policy level recognises the influence of group practices and processes as well as policy level of influences. Kamilla et al. (2012:349) continue to highlight that within the ecological perspectives, social capital is understood to emerge from social networks, which are the starting point of socially cohesive communities. These communities are characterised by strong social organisations, common norms and social trust.

Masitsa (2007:243) mentions different **theories on discipline and disciplinary strategies.** Masitsa (2007) continues by outlining that discipline relates to issues of school management and ways of implementing things at school. Masitsa further explains that discipline might also be viewed as the development that is necessary for work to be done to ensure the safety of learners. Masitsa (2007: 245) states that **social learning theory** holds the contention that children develop behavioural habits through observation. Due to this factor, modelling of punitive discipline may unintentionally imply to learners that the use of aggression and cohesive action is acceptable.

Since teachers are role models for the learners, their conduct should be good even when implementing disciplinary measures since the view of learners is

that their behaviour is an example to be emulated. For this reason, educators should always set ideal examples to learners through the application of acceptable and corrective disciplinary measures.

For this study, the theoretical framework by Mestry and Khumalo (2012) was used since it linked with the study and because it focused on three-dimensional approaches to the management of learner discipline. It was based on how school management teams deal with learner misconduct and how educators were involved. The second one was behaviour management by Pianta et al (2012:324) which stated that educators involve learners in discipline and make constructive use of time. The theory promoted educator-learner interactions which were aimed at promoting positive behaviour. The two theories encouraged educator involvement in learner discipline.

2.3. LEARNER DISCIPLINE.

Mugabe, Maposa, Campus and Bulawayo (2013:112) say that many researchers give different perceptions of the concept discipline. They continue to highlight the fact that some scholars view discipline as a training that produces a specific character. Other scholars view discipline as punishment intended to correct or train. Mugabe et al.(2013:112) view discipline as gradual and time wasting activity of assisting learners to see sense in acting in a certain way through the enforcement of school rules that promote learning and reduce disturbance.

Mugabe et al. (2013:112) also refer to any behaviour that is not in line with discipline as misconduct. In addition, they describe misconduct as behaviour, which prevents other learners from feeling safe, secure and respected. They further explain misconduct as criminal offence and bad behaviour that is likely to put school into disrepute and that could lead to disciplinary procedures.

Bechuke and Debeila (2012:242) describe discipline as all the strategies that can be put into place to coordinate, control and organise learners and their activities in the school. They further explain that there must be provision and procedures necessary to develop and maintain an environment in which the culture of teaching and learning can take place.

Educators who follow the traditional perspective may define discipline as all activities that are implemented to control learner behaviour by enforcing compliance and maintenance of order (Bechuke and Debeila, 2012:243).

Ndofirepi, Makaye and Ndofirepi (2012:84) also define discipline as a way of maintaining a form of order that will promote learning objectives and provide the educator with a classroom atmosphere favourable to teaching and learning. It includes the maintenance of order in the classroom, keeping learners focused on a goal and preventing learners from disturbing or harming each other. They also view discipline as treatment that corrects or punishes, meaning, it is a way of rectifying errors and coming up with proper punishment for wrongdoers. Bear (2010:1) describes discipline as the use of different techniques to manage, govern and correct learner behaviour.

Mestry and Khumalo (2012:99) continue to recapitulate that the signing into law of the South African Constitution (Republic of South Africa, 1996b) and the South African Schools Act has radical impact on the management of discipline of learners in the schools. The principal, SMT and the educators are the most visible front when it comes to disciplinary procedures. The SGB has the legal responsibility of ensuring that proper structures and procedures are in place so that disciplinary measures taken against learners who are ill-disciplined are implemented fairly and reasonably in accordance with the Constitution and SASA.

According to Joubert and Serekwane (2009:127), discipline in the classroom context is seen differently by many educators in schools. Some educators look at discipline as the formation of moral character while others see it as control over learners. Other educators view discipline as preventive and corrective measure. Joubert and Serekwane (2009:128) view discipline as the formation of moral character. It is also stated that discipline should develop the learner and help him or her to be prepared to act as a responsible and effective member of society.

Joubert and Serekwane (2009: 128) define discipline as the action by which an educator calls a learner to order and self-disciplined thinking with the

purpose of instilling in self-discipline and to ensure a balanced state of mind and self-control.

Discipline is an inner control and the aim of discipline is to decrease the need for the educator's intervention over time by assisting learners to become self-disciplined. This means that learners are able to control their behaviour properly (Joubert and Serekwane, 2009).

When educators apply different discipline methods, they do not only hope that bad misbehaviour will stop, but also that learners will further internalize self-discipline and display it in the classroom and elsewhere.

Mokhele (2006:150) defines discipline as a practice of care and respect for others and self. Mokhele further describes discipline as a way of ensuring that the rights of other people who are exposed to uncooperative and aggressive situation are protected. Mokhele continues by postulating that the application of discipline should not be seen only as a damp-down on unruly, mischievous and disruptive behaviour, but as a way of entering into loving, caring and guiding relationship with learners.

The management of discipline calls on the educators to make learners feel emotionally comfortable and physically safe so that they can develop self-discipline and accountability in their actions. Each educator has to create an environment in which every learner is guided towards the behaviour of caring and respect for other learners. Mokhele (2006) also states that educators should improve the ways through which they relate and work with learners by working in collaborative manner which means that educators should acknowledge learners as partners in education, and they should ensure that learners do not control the culture of teaching and learning. Educator-learner relationship is based on communication and understanding that exists between the educator and the learner (Mokhele, 2006:150-15).

According to Ferreira, Jacobs, Coetzee-manning and De Wet (2009:160), the two goals of discipline are to ensure the safety of learners and educators and to develop an environment conducive to teaching and learning. If some learners are afraid to attend school because they feel threatened or if other

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learners' behaviour in the school disrupts the culture of teaching and learning, this will result in negative impact on learners' access to educational opportunities. For this reason, it is the responsibility of the Education Department to strive to create and maintain conditions for effective teaching and learning.

2.3.1. Factors Leading To Learner Indiscipline.

Kamilla et al. (2012:358) explain that lack of discipline in the South African schools has been an issue of great concern for educators. Kamilla et al. (2012) continue by explicating that the abolition of corporal punishment has left a gap, which cannot be filled, and this has led to all different kinds of disciplinary problems in schools. As a result educators have to come up with proactive measures to stop disruptive behaviour caused by the abolition of corporal punishment among learners.

Learners' misconduct is a way of revenge to school authority. Some learners misbehave in order to challenge the educator's authority. As learners challenge the educator's authority, educators report that those learners are from families where children are powerless because they feel abandoned. Most learners misbehave due to absence of parents or because of single parenthood. The absence of parents leads to learners being forced to assume the role of caregiver to younger siblings. It is important to assist adolescents to cope with the different family formations to strengthen adult protective shield at community level to compensate lack of parental involvement (Kamilla et al, 2012:354).

In the study conducted by Maphosa and Shumba (2010:395-396), they found out that educators generally feel disempowered in the ability to maintain discipline in the absence of corporal punishment. Maphosa and Shumba (2010) further state that learners take advantage of educators because they know whatever the punishment the educator will give; will not equal the pain of corporal punishment. The study also revealed that learners had neither fear nor respect for educators and as a result, learners behaved as they liked and this is a recipe for chaos in schools.

Lack of discipline develops unsafe schools that are dangerous to both educators and learners. Educators also view the rights given to learners as more than those given to the educators themselves. Maphosa and Shumba (2010:396) further highlight that educators are aware that the rights of learners are important and need to be protected. Educators feel that leaving learners to act as they please is not only unacceptable but equally a form of abuse that does not recognise a learner's future as a responsible citizen. The issue of the rights of children within the context of disciplinary measures has been discovered to be a critical issue in the implementation of modern education. When stressing the rights of children, it should be stressed that these rights have limitations and it must be acknowledged that one's individual rights should not infringe upon the rights of others. Educators need to act professionally and apply necessary measures in order to ensure proper learning environment for the learners.

Wolhuter and Van Staden (2009:101-102) note that factors which lead to learner indiscipline problems can be classified into five categories namely; learner- related factors, educator related factors, school related factors, parent/family related factors, and society related factors (Wolhuter and Steyn, 2003:526). The factors are outlined as follows:

- Learner related factors are linked to the ages or phases of learners. Wolhuter and Van Staden (2009:101) continue by stating that problems of indiscipline seem to occur more frequently at secondary school than at the primary school. In the study conducted by Wolhuter and Van Staden (2009:104), they outlined some of the learner discipline problems experienced by educators. Disruptive behaviour occurred on monthly basis from the boys and on weekly basis from the girls. Disrespect towards educators took place on monthly basis for both male and female learners. Absenteeism was found to be occurring on weekly basis in both male and female leaners in secondary schools. When focusing on provocative behaviour it happened monthly among male learners and weekly among female learners. Neglect of duty occurred on weekly basis and both girls and boys were involved.

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- On educator-related factors leading to learner indiscipline focus was on the general competence and the strong influence the educator had on the behaviour of learners. Knowledge of subject matter is crucial as it is the ability of the educator to present a lesson that flows smoothly and holds learners' attention to control indiscipline (Wolhuter and Van Staden, 2009:100-102).

- School-related factors leading to indiscipline among learners, Wolhuter and Van Staden, (2009:102) delineated that most effective schools were those that had developed a positive atmosphere based on a sense of community and shared values. There was also evidence that stressed that there was a link between physical appearance of the school premises and the behaviour of learners. This implied that when school buildings are well maintained they will influence how learners behave. Schools with dilapidated buildings and unhealthy surroundings experience more disciplinary problems such as late coming, absenteeism, noise making and lack of respect for educators. The style of management applied by the principal is also a crucial factor in encouraging a sense of collective responsibility among staff and the spirit of commitment to the school among learners and their parents.

- Parent or family-related factors refer to parental guidance and parent-school relationships. Wolhuter and Van Staden, (2009) state that numerous studies have indicated that there is a positive link between parental involvement in school activities and the discipline behaviour of learners at school. If parents were not setting good example for their children at home and not taking their children's education seriously, learners tended to be involved in indiscipline in schools. Parents who assisted their children with school work and extra-curricular activities tended to have children who behaved well in the school.

- Society-related factors included violence, racism, and other anti-social behaviour, which were seen by learners on television and video programmes. As outlined this could cause misbehaviour and disciplinary problems in schools (Wolhuter and Van Staden, 2009). If the society or community does not value education learners will have

no reason to attend school and do their school work. When society values respect and Ubuntu that is emulated by the children and if this was promoted in the schools it will result in less disciplinary problems.

2.4. HOW ARE EDUCATORS INVOLVED IN DISCIPLINING LEARNERS?

Democracy brought serious changes to the Department of Education in South Africa. It is interesting to note that in a study conducted by Ndofirepi, Makaye and Ndofirepi (2012:83) titled "To discipline or to punish," it is stated that the government's failure to suggest immediate alternative form of punishment has led to the continuation of corporal punishment, which resulted in conflict among educators, learners and parents. As a result, indiscipline by learners is increasing and educators lament their loss of power of authority due to the abolition of corporal punishment. The South African Schools Act is not clear on the discipline strategies that educators should adopt in handling learner indiscipline in schools.

If educators use corporal punishment, it is simply taking an unnecessary risk as one may end up in court. Disciplinary approaches used in schools lack the ability to help prevent indiscipline. Most of the disciplinary strategies wait for an offence to be committed before they are applied. Maphosa and Shumba (2011) state that alternative measures to corporal punishment issued by Education Department are not effective. In addition, Maphosa and Shumba (2011:220) believe that educators lack strategies to prevent the occurrence of learner indiscipline in schools and most of the measures in place in schools only help to deal with manifested cases of indiscipline.

Article 28(a) of the Lesotho Constitution (Kingdom of Lesotho, 1993) states that Government of Lesotho strives for a school environment that respects human rights and fundamental freedoms and those that foster teaching and learning. It is also important to note that the Education Act No 10 of 1995 (Kingdom of Lesotho 1995, Act 18a) tasks of principals, educators and management committees of the school to develop and maintain safe disciplined school environment. According to Ferreira et al (2009:160), the Act is not clearly stated. This is further proved by the fact that there are no explicit guidelines on how to promote good behaviour and self-discipline.

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There are no guidelines on how to respond to misconduct in order to correct or change it to maintain harmonious relations. Based on the information provided, Ferreira et al (2009:66) state that it was not surprising that indiscipline is a serious problem in Lesotho schools.

Pianta, Bridget and Allen (2012:386) conducted a study on the nature and quality of relationship and interactions between educators and learners that are important to understanding learner engagement, which can be evaluated through standardized observation methods. This can be changed by providing educators with knowledge about developmental processes relevant to classroom interactions. The main focus of the study was on the theoretical and empirical links between interactions and engagement as well as presenting approaches to intervention developed to increase the quality of such interactions and in return to promote learner involvement and learning as well as development.

According to Pianta et al. (2012:366) learners spend most of their time in schools and most of it in the classrooms which are potentially powerful settings for influencing children and youth. They continue to stress the fact that learner relations and interactions with educators either produce or hinder developmental change to the extent that they involve meaningful challenges and provide social relations support. In this way, educators and learners reflect the classroom's capacity to enhance development.

In order to prove this connection between engagement and relationships, the National Research Council (NRC) in 2004 published a ground-breaking recasting of settings in terms of factors that involve developmental mechanisms in adolescents in positive ways. The NRC report focused on shifting programmes that work on   reducing the rate of problems in child and adolescent development to the one, which recognises the best ways in which these contexts can benefit youth, and to stress positive ways that relational experiences in these settings give learners experiences that they draw upon.

The NRC approach was implemented in preschools and early elementary period Pianta et al. (2012:366). The approach focused on measuring and ultimately improving the quality of educator-learner relationships through a

focus on their interactions. According to Pianta et al. (2012), the programme was extended to middle and high school classrooms whereby the focus was on measuring and improving relationships. In their perception, engagement is something related to relationships. Pianta et al. (2012:366) reflect learner's cognitive, emotional, behavioural and motivational status as well as abilities.

Nakpodia (2010:144) indicates that in order to achieve an organized and peaceful school environment and keep discipline, school management should specify rules and regulations to guide activities of the members of the school. Learner discipline is a requirement to almost everything in the school and to promote effective teaching and learning. Nakpodia (2010:144) continues and states that in order for a conducive climate to exist in the school, a particular level of discipline must exist. In schools where disciplinary problems such as bullying exist, parents transfer their children to better schools.

Nakpodia (2010: 145) outlines ways in which educators can prevent and resolve learner disciplinary problems in schools. Nakpodia (2010:145) continues by highlighting that in order to ensure efficient functioning of the school there has to be reasonable disciplinary policies and procedures. Where discipline is lacking, the school systems collapse, as a result, the school environment becomes unsafe for the good and right hearted learners because of the activities of the bullies. It is the responsibility of educators to rescue the quiet and peaceful learners from the bullies. If the educators fail in their responsibility, harm is done to any learner, which is the direct result of the school's lack of supervision and ultimately the school will be held accountable.

Due to the unique nature of the school, there are many areas in which an educator has to conduct disciplinary matters. The rules and regulations are made to cover many grounds affecting the learner including school attendance, use and misuse of school property, learner-to-learner relationship, educator-learner relationship and classroom rules. The educator involved in the management of any of the above mentioned disciplinary matters must do so within the limits of the law.

The three guidelines given to educators are: the educator must adopt the proper code of conduct when dealing with learners. The method used must be authorised by the ministry of education and the action of the educator must be protected which is working within the scope of his or her employment (Nakpodia, 2010: 146).

Nakpodia (2010: 148) outlines bases of educator's influence on discipline problems of learners and further explains that in order for an educator to ensure proper discipline of his or her class, it is important for him or her to know some of the powers he or she has and how best such powers could be used effectively. The powers are: the power of reward, coercive power, referent power, expert power and legitimate power. The powers are discussed as follows:

REWARD POWER

This involves the ability to give reward to the learner whose behaviour the educator is trying to influence. It is the educator's responsibility to reward his or her learners and should make sure that the rewards are also not too frequent or else they would lose their value. Parents can offer their children material rewards such as money and clothes, the educator's rewards should be symbolic and in material (Nakpodia, 2010: 148)

COERCIVE POWER

According to Nakpodia (2010:148), when the educator implements coercive power, he or she may withhold rewards or punish the learner in a particular way for failing to act in a desired manner. When punishment may have some important influence on the learner, the educator must not forget its negative impact on the learner. Nakpodia (2010) further elucidates that naturally, punishment serves the following purposes: reform of the offender, the correction of learner's conduct and the prevention of repetition of misbehaviour that disturbs the welfare of others.

The following punishments: detention after school, dismissal from class, corporal punishment, expulsion and suspension should be avoided due to their negative and complicated nature. The reason is that the educator may

unconsciously project his aggression on the learner and apply corporal punishment without knowing when to stop (Nakpodia, 2010:148)

REFERENT OR CHARISMATIC POWER

Charisma tic or referent power refers to the capability of the educator to influence the behaviour of the learners in an attempt to allow him or her to identify with the educator. It is interesting to note that Nakpodia (2010) highlights that identification between the educator and the learner does not necessarily relate to influencing the behaviour of the individual learner for material rewards. This rather relates to the feeling of admiration that the learner may have for the educator. The feeling will ultimately lead to a learner trying to emulate the educator he or she respects and admires (Nakpodia, 2010:148). Nakpodia (2010:149) states that an educator who has charismatic power has a very powerful method for use in classroom management, as learners obey and follow the examples of the person they love and admire.

EXPERT POWER

This type of power is based on the assumption that the educator has high skills and knowledge. As a result learners readily accept the authority of their educator if he or she is recognised as master of his subject and his art. If the educator has this competent and versatile power, he or she radiates confidence because the educator is easily obeyed and admired. This power assists in contributing to effective classroom management through wilful obedience of the learner. In addition, the educator's mastery of the subject, which can be seen in his or her daily preparation, is a necessary tool for discipline as it is for teaching (Nakpodia, 2010:149).

LEGITIMATE POWER

Nakpodia (2010:149) states that legitimate power awards the educator with the ability to influence the behaviour of his or her learners because of the educator's position. In the past, educators were highly regarded in society but these days the regard may be diminishing. Nakpodia (2010) further outlines that this is caused by the low regard for educators by society and the educational advantage which some learners enjoy due to the wealth of their

parents. "Being a teacher is no longer enough,"(Nakpodia, 2010:149). Educators should be well equipped with further education to cope with the constant changes which are inevitable in the Nigerian education system as well as South African education.

Lessing and Dreyer (2009:151) have identified humiliation, sarcasm, neglect, labelling and evaluative approval as ways of interaction which may deprive learner's self-respect and have negative impact on the development of learners' self-esteem. Educators should show acceptance, respect and understanding with the aim of creating self-discipline and interpersonal relationships. The important methods that educators can use are to promote self-discipline and focus on the situation rather than attacking learner's character.

It is interesting to note that Lessing and Dreyer (2009:150-151) stress that an alternative approach to discipline does not mean that learners' misbehaviour is ignored but that more constructive disciplinary approach to disciplinary approach is followed. As disciplinary approach is followed learners will take responsibility for their conduct. The study revealed that learners who were approached this way were not rebellious and hostile even if the outcome of behaviour were unpleasant. Learners tended to be more task-focused and educators ultimately experienced greater job satisfaction as well as less stress and anxiety. This may create the situation for the establishment of inner discipline which means the inner acceptance of being obedient to rules and regulations. Lessing and Dreyer (2009:151) further outlines that the type of interaction between educators and learners has definite impact on the quality of teaching, the underlying emotions and attitudes of all involved in the classroom situation

In 2007, the Education Department issued guidelines on Learner discipline and school management. According to the guide (DoE, 2007:1), the basis for positive learner behaviour is to develop and manage positive relationships between learners and learners and parents. The climate of trust and understanding of each other is important as the basis for the development of relationships and this must be created and put into place by the school and

classrooms. It is through the establishment of these relationships that mutual respect, care, knowledge of each other's feelings, and 'I belong' feeling and willingness to take responsibility for one's actions and deeds can be achieved more easily.

It is further stated in the guide that schools have an important task to teach learners to differentiate between acceptable and understandable behaviour. The chance for development of learning and insight must be given. Breaking of school rules is therefore seen not only as breaking of school rules but also as a negative action towards fellow learners and educators. This should be seen as disruption of mutual relationships. In the good conducive school environment, school rules are instrumental to the whole development of the learner (DoE, 2007:1).

All the stakeholders need to be involved in the whole school development with the focus on the culture of positive behaviour and this should be well managed. This includes attitude and work ethics that are driven by good professional behaviour, support structures and good planning. In order to realise a permanent belief in the system this requires active leadership. The stakeholders are school management team, educators, learners, learner representative council, class monitors and school governing body. In order to manage the culture of positive behaviour each role player must be given clear task to ensure positive behaviour since this is an intergraded and co-ordinated approach to positive behaviour (DoE, 2007:3).

The study conducted by Nizielski', Hallum' Lopes and Schutz (2012:320) focused on the understanding of the relationship between educator's emotional intelligence (EI) and learner misconduct. Nizielski et al (2012:321) continue by reasoning that the educator's emotional intelligence should be more closely associated with learner behaviour in the classroom than learner's academic achievement. Nizielski et al. (2012) further outline that EI includes interrelated skills involved in processing emotional information, which include viewing emotions, use of emotions, to help thinking, understanding emotions and controlling one 's emotions and those of others. Emotional appraisal and emotional control are regarded as the most important facets for

the educator. The capability to appraise emotions needs the view of emotions and this allows the educators to evaluate their own emotions as well as those of the learners. In emotional intelligence, the control of emotions is often regarded as the key dimension. This particular ability is important for managing behaviour and constructively handling difficult and emotionally charged conditions.

According to Nizielski et al (2012:325), the study revealed that educators perceived that emotional intelligence was negatively related to learner misconduct. This was seen as an indicator of job performance and a necessary educational outcome in its own right. In addition, Nizielski et al, (2012:325) describe the ability of an educator to appraise one's own emotions as assisting the educator to monitor his or her emotional state effectively and this contributes to self-regulation and effective allocation of intentional resources. The ability to control emotions helps the expression and communication of emotions in methods that positively influence encounter with learners.

When educators give attention to learners needs, this seems to have an important role in the control of the learner's disruptive behaviour, which is associated with learner misconduct. It is also outlined that when learners feel that they are well attended to, they are less inclined to be involved in indiscipline acts.

Maphosa and Mammen (2011:213) explain that educators in South Africa often find themselves in a dilemma of having to find effective ways of dealing with learner misconduct in schools. On the other hand, educators are tasked with responsibility of protecting children's rights. The Constitution of the Republic of South Africa requires educators to uphold and protect the children's rights and hence harsh punitive disciplinary measures have been outlawed. Indiscipline by learners in schools is on the increase and educators are bound to deal with these challenges of indiscipline in schools.

The different forms of indiscipline experienced in schools include minor forms, which are; noise making and late coming and the major forms which are bullying, assault, possession and use of dangerous weapons. The disciplinary

measures used to control indiscipline comply with the Constitutional requirements of upholding the rights of the child. Maphosa and Mammen (2011:219) discovered that most of the disciplinary measures applied to both minor and major forms of learner misconduct were punitive and reactive.

It is confirmed in the findings that educators in South Africa had serious challenges of keeping discipline and authority in a democratic school environment. The disciplinary measures are not in line with required school environment because they are punitive and reactive. According to Collins dictionary, the word punitive means involving or with intention of inflicting punishment. Reactive means precipitated by an external cause. In the study conducted by Kamilla et al. (2012:351), they delineated factors that were described by managers and educators as hindering school social cohesion. They are; community school management and policy level, discipline strategies, interpersonal level, interpersonal leaner level and are discussed as follows.

Community School Management and Policy Level

Kamilla et al, (2012) explained that educators and heads of departments felt that the current policies and systems did not reflect the social, historical, cultural and political culture of the school. They highlighted the problems in interpretation and implementation of policies. There are different factors that hinder the development and efficiency of schools and these factors include, poor and undemocratic school management, poor planning methods, lack or poor staff development programmes, lack of facilities, conflicts in policy development and policy implementation methods and poverty. Kamilla et al. (2012) talk about their findings that it is not conducive to embrace whole school development as a process with rigidly prescribed strategies that can be put into place in the same manner in all schools.

The participants also highlighted poor and undemocratic school management practices that develop top down decision-making in which instructions come from Department of Education Policy to management, to grade coordinators, educators and to learners. The participants felt that in order to achieve school connectedness, all stakeholders should be involved in building democratic

management systems. When learners are involved in the school decision making process this could promote learner-educator relations that will bring greater insight into understanding each other's values and personalities.

Discipline strategies

Learners involved in the study revealed that disciplinary measures such as suspension and detention do not serve as remedy but rather as disconnectivity in the school. Learners described their involvement in indiscipline as a way of revenge on the school. Some learners misbehave as a way of sending a message of challenge to the educator's authority. Educators also highlighted that lack of parental support for learners and school had negative impact on school connectedness. So it is important to empower adult protective shield at community level to compensate for lack of parental involvement (Kamilla et al. 2012:354).

Interpersonal learner level

According to Kamilla et al. (2012:354), the interpersonal level focuses on the influence of anti-social capital groups which do not favour connectivity and those in favour are highlighted. The researchers' findings revealed that learners who obeyed school rules were seen as the traitors and were labelled "out-group". Learners were exposed to peer pressure to be part of anti-social capital groups. The findings also revealed that learners tend to prefer peers as source of help for personal and emotional problems over parents or educators.

Intrapersonal level

This level takes into cognisance the role that schools play in developing behavioural and emotional competence and arming learners for adult life. The study revealed that adolescents look for opportunities to develop their personality at school. It was also discovered that learners are involved in indiscipline because they are angry and resentful and they are not mentally and emotionally equipped to handle their strong feelings (Kamilla et al. 2012).

Heystek and Yuke (2009:118) discovered that the greatest stress factor of educators was not from learners, but from their interactions with management and colleagues. Educators were always easily caught in the middle of conflicts. The study also revealed that the principal outlined that cultural differences between educators and learners were an important reason for the relational and discipline problems. This was confirmed by educators when they said that they did not understand that learners did not appreciate the school and the educators' attitude.

Heystek and Yuke (2009:119) continue by highlighting that learners need acceptance, love and caring because they felt that their parents had abandoned them. This was further that lack of feeling loved, being cared for, accepted and being respected may, to a great extent, explain why learners are involved in disruptive behaviour.

The study also raised a concern that if educators are already stressed and tired before getting to the classroom they are already not in position to build sound relationships with learners. When learners observe that the educator's morale is low they would become annoyed, bored and even unruly and further increase the educator's stress.

Heystek and Yuke (2009:119) further recapitulate that when they asked learners why they misbehaved in school learners responded by saying that they wanted to get back to educators who put them down, educators who did not care about them or respected them. To prove, this a learner representative member claimed that educators did not respect them and they would challenge them. In addition Heystek and Yuke (2009:119) spell out that educator's failure to respect learners as persons might have caused disciplinary problems. The study revealed that the principal and educators were not willing to look deeper into the causes of the discipline problem.

A study conducted by Mugabe, Maposa, Campus and Bulawayo (2013:111) titled, "Methods of curbing learner misconduct in Zimbabwean secondary schools", focused on the challenges educators and school authorities experience in implementing the methods. The study also looked at the

relationship between learner misconduct and school effectiveness and physical damages that result from wrong methods to stop misconduct.

According to Mugabe et al. (2013:114), ten school principals were interviewed but 132 out of 150 (88%) questionnaires were collected from educators. The study investigated the methods used in schools to curb learner misconduct such as code of conduct and rules, the prefect system, parental involvement, counselling and disciplinary committees. The different types of misconducts learners were involved in, included: lying, lateness and bunking classes, truancy, insubordination to educators and stealing. From the study it was discovered that secondary schools in Zimbabwe developed preventative codes of conduct, school rules, prefect system and disciplinary committees. These systems were developed to forewarn and discourage learners from being involved in misconduct.

The study revealed that 28% of educators and 10 principals concurred that parental involvement in school discipline was an effective method of preventing learner misconduct. School rules were included in the admission application forms and applicants and their parents or guardians were required to sign contract for compliance with school rules before admission. Educators and principals considered prefect system as part of school structure, which maintained discipline (Mugabe et al. 2013:115).

The study also focused on the challenges faced by the principals and educators in preventing learner misconduct. The participants identified lack of parental support in curbing misconduct in schools as one of the challenges. Some parents left their responsibility to the school with the pretext that school discipline was not their concern. In certain instances when learners misbehaved, parents took the side of learners not the school. Large classes prevented educators who were members of disciplinary committee to meet with offenders and this delayed justice. Some corrupt educators protected the offenders.

The challenges faced in implementing corrective measures differed. One problem regarding reprimanding learners was the temptation of educators using abusive language to restrain improper use of language worsening the

problem. Human rights activists tended to mislead offenders to ignore the advice of educators in preference to that of human right organizations (Mugabe et al., 2013:115).

Mugabe et al. (2013:119) indicated that school cooperation was a pre-requisite for learner discipline in promoting school effectiveness. When schools involve parents, learners and educators in the drawing up of the code of conduct as well as rules, mutual understanding and loyalty translate into school discipline and effectiveness. Supervision makes educators keep records that all learners do their work. Mugabe et al. (2013:119) concluded that guidance and counselling was the most effective method of curbing learner misconduct since it addresses individual needs of learners, which in turn promotes school effectiveness. Parents must also train their children in good personal behaviour, which prepares them to easily adjust to school discipline.

Muhammad, Muhammad, Muhammad, Mahmood and Shahbaz (2013:71) elucidate that in the study conducted based on techniques applied by educators to control disruptive behaviour, it was discovered that educators use their body language in crowded classes, they also highlight that, the quality of a good educator is to use body language effectively in crowded classrooms. It was also pointed out that when educators knowing learners by name is an effective tool for control in the classroom. Educators were also firm and they made use of motivational techniques by providing incentives to the learners for good behaviour. The rules were applied accordingly by educators and they ensured that sitting arrangements in the classrooms were convenient.

Stronge, Ward and Grant (2011:342) focused their investigation on how educators` practices affect learning. The focus was also on learner achievement and instructional practices of effective and less effective educators. The study was divided into various phases but the focus was related to the research topic. Stronge et al. (2011:348), determined if fifth-grade educators with high or low learner achievements were measurably different on selected classroom practices.

On the issue of disruptive behaviour of learners in the top and bottom-quartile, it was discovered that there was significant difference. It was discovered that bottom-quartile educators had disturbances in their classrooms every twenty minutes while top-quartile educators experienced one-half disruption per hour against five disruptions per hour for low-quartile educators (Stronge et al., 2012:348).

Ferreira, Jacobs, Coetzee-manning and De wet (2009:180) discovered that educators use a combination of traditional and progressive methods to maintain learner discipline. Ferreira et al. (2009:181) further outline that the most popular strategies applied by educators as a way of maintaining discipline is to come properly prepared to school and educators must have thorough knowledge of the content. Some educators (about 20%) do not regard proper preparation as an important factor in discipline maintenance. About 25% of educators do not believe that thorough knowledge of content contributes to good discipline in the classroom.

Positive discipline was discovered to be the second most popular disciplinary strategy and in addition, 78% of the educators used this method. This strategy is regarded as conducive to teaching and learning. Ferreira et al. (2009:181) further noted that positive discipline as an encompassing approach to discipline and also discovered that 78% of educators indicated parental involvement as important and considered meeting with parents as an essential method when disciplinary problems occur. Educators often put blame on parents for disciplinary problems at school and they describe parental values and behaviour as serious hindrance to good school discipline.

Lessing and Dreyer (2009:151) believe that the misbehaviour of learners should not be ignored but more constructive disciplinary approach should be followed to encourage learners to take responsibility for their behaviour. It was also discovered that learners who were approached in constructive disciplinary manner were not hostile and rebellious even if the result of their behaviour was not pleasant. Learners tended to become more task-orientated and educators ultimately experienced greater job satisfaction and less anxiety and stress.

In the study conducted by Stronge, Ward and Grant (2012) a focus was on the extent to which educators have positive measurable effect on learner achievement and how instructional practices and behaviours differ between effective and less effective educators based on learner achievement. The word effective is an elusive term to define when one considers the complex task of teaching multitude of contexts in which an educator's work is discussed.

Stronge et al. (2012:340) continue by stating that, "teacher quality is a complex phenomenon, and there is little consensus on what it is or how to measure it". The study focused on identifying those educators who were successful in learner achievement and on the examination of the teaching-learning process. The first two dimensions related to effective teaching practice, which included instructional effectiveness and the use of assessment of learning. The other two related to the positive learning environment, which include the personal qualities of an educator and classroom the environment itself.

A brief overview of instructional delivery, learner assessment, learning environment and educator's personal qualities are outlined as follows. According to Stronge et al. (2012:430-341), instructional delivery includes educators` responsibilities that give the connection between the curriculum and the learner. Learning can be evaluated in terms of instructional differentiation, focus learning, instructional clarity and instructional complexity, expectations for learners, the use of technology and the use of questioning.

Under instructional differentiation, the study examined the instructional practices of effective educators and it was discovered that they used direct instruction, individual attention and hands-on-leaning. On the part of instructional focus learning, it was revealed that educators focused learners on the central reason for schools to exist for learning. Educators normally provide learners with basic skills and critical thinking skills to be successful. Effective educators spent more time teaching than on classroom management. They are those educators who are involved in instructional clarity, that is, when educators have the ability to explain content clearly to

learners and provide clear directions to learners throughout teaching. Instructional complexity is when an educator recognizes the complexities of the subject matter based on meaningful conceptualization of knowledge rather than on isolated facts.

Stronge et al. (2012:341) further state that the use of technology is an effective practice in teaching and it was discovered that learners made a greater achievement when used in teaching higher order thinking skills associated with critical thinking of learners.

In the study undertaken by Wolhuter and Van Staden (2009:107) it was revealed that a large percentage of male educators applied reprimands, isolation outside classroom, encouraging learner pride, referring learners to the governing body disciplinary committee, extra work, detention, corporal punishment and referral of learners to the principal in maintaining discipline.

On the other hand, female educators applied the following methods more than others; isolation from the classroom, merit-demerit points system, classroom rules system, positive discipline, learner participation in the development of code of conduct, encouraging traditions, discussions with learners parents, emphasising values, regular prayers by educator, proper preparation, thorough knowledge of content by educator, rewards, deprivation of privileges and community service. According to Wolhuter and Van Staden (2009) female educators have high levels of success in the use of preventative methods to improve learner discipline.

According to Joubert and Serekwane (2009:125), discipline continues to be one of the most frustrating problem facing educators these days. The study continued by stressing educators' frustration and confirmed that it was not surprising that a large number of educators suffer from stress and leave the Education Department because of learner misbehaviour.

Joubert and Serekwane (2009:125), continue by highlighting how most educators are struggling to deal with learner misbehaviour, especially those educators who are able to develop discipline in their classrooms. Joubert and Serekwane (2009:126) state that the Education Department recommended a

number of discipline strategies in 2001 that could be applied by educators and some of these are seen to be ineffective by most educators. As a result educators use classroom discipline methods they believe to be mainly effective and every discipline strategy has a distinct effect on the learner. Some strategies are effective while others are not.

Mokhele (2006:149) undertook a study on educator-learner relationship in the management of school discipline in public high schools. The study involved grade 8-12 learners in 14 classrooms. The study focused on how educators relate with learners and still maintain discipline in the classroom. The reasons why educators have poor learner relationships include lack of knowledge regarding the effective use of alternatives to corporal punishment and the use of power to develop educator authority.

2.5. DISCIPLINARY STRATEGIES EDUCATORS USE TO CONTROL LEARNER MISCONDUCT.

According to Mugabe et al (2013:115), corrective disciplinary strategies used by educators in secondary schools are reprimands, supervision, counselling and reward for good behaviour.

2.5.1 Reprimands

Reprimands were the most applicable measure of controlling learners from being involved in misconduct and this was used by educators.

2.5.2. Supervision

About 19% of educators saw supervision as important in controlling truancy, bunking classes and not doing homework. For supervision of homework, schools made use of attendance registers, educators on duty, homework dairies and parental supervision.

2.5.3. Counselling *and reward for good behaviour*

Counselling was most popular method for about 57% of educators and school heads. It was found that counselling controlled misconduct without causing

physical and psychological harm to the offender. Rewarding good behaviour was also one way of controlling misbehaviour (Mugabe et al., 2013:115).

In the study conducted by Joubert and Serekwane (2009:125) they focused on the meaning that educators attach to the word discipline and how it affects the strategy they intend to apply in their classrooms to maintain discipline. Joubert and Serekwane (2009:130) outline three models of classroom management that educators use in their classrooms. They are assertive discipline, logical consequences and teacher effectiveness training which are outlined below.

2.5.4 Assertive discipline

Joubert and Serekwane (2009:130) made reference to Charles (2002:35) that assertive discipline focuses mainly on rewards and punishments. It involves high levels of constant educator control in the classroom. The aim of this approach is to create a clear classroom discipline plan that includes rules, which learners must obey at all times. Joubert and Serekwane (2009:130) continue by stating that assertive discipline involves development of rules, punishing learners who violate rules and reinforcing learners for good behaviour.

Joubert and Serekwane (2009:130) study revealed that classroom discipline strategies that educators use in their classroom rules are based on assertive model of classroom management and as a result discipline strategies are control-centred. The classroom rules are developed and agreed upon with learners but the result of breaking the rules is punishment of some kind. This differs from educator to educator. The examples of punishment that educators could give are: time-out, detention, cleaning up after school and ordering the learner to stand at the corner in the classroom. Educators use punishment to create discipline in their classrooms and rewards are used to promote good behaviour.

2.5.5 Logical consequence

The next model is logical consequence, which is based on the notion that learners misbehave as a result of the outgrowth of their unmet needs.

According to Joubert and Serekwane (2009:131), the underlying assumption of this model is that all learners wish and need social recognition.

Joubert and Serekwane (2009:131) further state that when a learner's desire for social recognition is not achieved, the learners tends to be involved in the following four mistaken goals without being aware and they are: to gain undue attention, to seek power, to seek revenge and to get even.

The study revealed that there is no logical connection between a learner's misbehaviour and its consequence. When the demerit system is applied learners get points, which leads to detention and detention, becomes the ultimate consequence, irrespective of the kind of behaviour. Detention does not change learner behaviour nor matter how often it is applied. Schools that use one discipline system as the main discipline strategy in the classrooms, have some form of stability in the implementation of such a system, instead of a school in which there is no agreed upon discipline strategy and educators use various strategies depending on their discretion.

It was disturbing to discover that certain educators used some discipline strategies even when they knew that those strategies were not going to be effective. Some educators often resort to harsh abusive verbal expressions that are emotionally destructive to the learner (Joubert & Serekwane, 2009:130).

2.5.6. Teacher effectiveness training

Under teacher effectiveness straining, Joubert and Serekwane (2009:130) stress the importance of teaching learners to regulate and control their behaviour instead of applying power-based methods. Control-type strategies do not influence learners but only force them to behave in certain ways. Such strategies create problems that start from rebellion to withdrawal. Joubert and Serekwane (2009:130) request educators to strive to cooperate with learners, while not using power punishment, praise and rewards.

Most discipline strategies used by educators are control-centred as educators focus on eliminating negative behaviour instead of teaching proper behaviour. Educators prefer to hand in incident reports for learner indiscipline and they

do not make time for one-to-one talk with a learner. Educators are the ones who neglect educator-learner relationship since they are mostly autocratic and develop hostile atmosphere in the classroom. Such educators hope to achieve less indiscipline in the classroom if they could make learners fear them (Joubert & Serekwane, 2009:132).

Another factor is educator training and development. Lack of educator training and development were identified as factors contributing to learner misconduct. Joubert and Serekwane (2009:132) indicate that educators receive little formal training in management of discipline in their classrooms. Without proper training, it may be easy for educators to resort to force and corporal punishment as a way of controlling learner indiscipline. In some schools, educators are inducted and receive coaching and application of discipline strategy commonly used in the school. Such training is not enough since educators acquire knowledge and skills in application of a particular discipline strategy but do not receive skill and knowledge of maintenance of discipline in general.

Ferreira et al. (2009:166) investigated strategies which educators mostly use to maintain discipline in their classrooms. The study was also to check if there was a link between educators' strategies and their demographic variables. Lastly, what are educators' perceptions about the effectiveness of the disciplinary strategies used? It is important to note that Ferreira et al. (2009:166) found that there is the absence of universally acceptable definition of learner misconduct due to different views of what constitutes this type of behaviour and this influenced the approach followed in the study.

Ferreira et al. (2009:166) discovered that low-level indiscipline and behaviour that is more challenging seemed to be two categories of misbehaviour in Lesotho schools. There were 497 respondents of which 37% indicated that they deal with low-level indiscipline such as late coming, absenteeism, neglect of duty and improper school uniform on daily basis. On the other hand, 24% had to deal with the same problems on weekly basis. More challenging misconducts such as disruptive behaviour and provocative behaviour, telling lies and dishonesty seemed to be common in Lesotho schools. About 26% of

the participants have to deal with the above misconducts on daily basis while additional 20% are faced with such misconducts on weekly basis. Educators face daily serious cases of misconduct (9%) which is theft, vandalism, drug abuse and aggressive behaviour about 9% which incorporates bullying, violence and gang activities.

The most popular strategy that educators use to maintain discipline is to come prepared to school and be involved in meetings with parents of the learners and the use of classroom rules. The strategies least used by educators are detention, community service and isolation outside the classroom. Most educators (93%) use a combination of the traditional and progressive strategies to maintain discipline. The most popular traditional method to keep discipline is proper preparation by the educator.

2.6. ALTERNATIVE DISCIPLINARY STRATEGIES EDUCATORS SUGGEST.

According to Mestry and Khumalo (2012:104), educators suggest that the code of conduct can be an effective preventative disciplinary measure if it is properly enforced. Mestry and Khumalo (2012:104) continued by outlining that schools do not have a clear policy on how to deal with learner conduct. In certain instances, there are few school rules which do not explain what is expected of learners and which steps will be taken if the learner does not comply with the school rules. Educators also argued that schools must not only develop a code of conduct, they must also ensure that they are in position to implement it. Educators also highlight that it does not help to have a good code of conduct which cannot help schools achieve its objectives.

Educators` lack of behaviour management skills impact negatively on the implementation of learner code of conduct for the maintenance of discipline. The secondary school deputy principal felt that educators must be equipped with the necessary skills to deal with learner misbehaviour (Mestry and Khumalo, 2012:108).

It is interesting to note that Maphosa and Shumba (2010:396) discovered that educators suggested that alternative measures to corporal punishment were

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not very effective in controlling learners' lack of discipline. Maphosa and Shumba (2010) highlight the fact that there is an increasing need for educators to be aware of alternative measures and to embrace them. Educators could use co-operative disciplinary measures as compared to punitive measures. Punitive measures may not always achieve the intended objectives.

Keating and Rossouw (2009:159) outline that during the individual interviews educators indicated that interaction techniques were of great value in maintaining discipline in their classrooms. Educators felt that the correct use of the technique would contribute to better behaviour of learners and that the use of alternative interaction technique would be of great educational value. An educator remarked that educators need to develop listening skills while the other acknowledged that being a good listener is very difficult as educators have much work to do.

Keating and Rossouw (2009:159) stress that educators should listen to learners, and acknowledge the learners' points of view. Educators felt hopeful that they would be able to address the problems caused by disruptive behaviour of learners. Educators suggested that training on alternative interaction techniques might uplift their morale. Educators agreed that shouting at learners was not an effective way of handling learner misconduct.

2.7. CONCLUSION

In this chapter, the following aspects had been discussed, the theoretical framework based on learner discipline, factors leading to learner indiscipline, how educators are involved in disciplining learners, how educators help in improving discipline, disciplinary strategies that educators use to control learner indiscipline, alternative disciplinary strategies educators suggest and existing strategies that are there for educators to use. The next chapter focuses on the research design and methods used in the undertaking of the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The research design is set out in detail and is justified according to its relevance to the research objectives and the theoretical framework. This chapter outlines mainly the qualitative research methodology. The data collection instruments such as personal interviews and open-group interviews were used to investigate how educators are involved in improving learner discipline in secondary schools and are discussed in detail. Measures taken to ensure validity and reliability and ethical considerations are also discussed in this chapter.

3.2. RESEARCH DESIGN

Research design is the process which focuses on the end product and all the steps involved to achieve the outcome anticipated. A qualitative research design was used to conduct the study. This design was chosen because it focuses on phenomena that occur in natural settings in the real world. The study explored educator involvement in improving learner discipline and so it was important for the researcher to interact with educators since they are the ones who are involved in maintaining discipline in the school. In addition, the educators' perceptions and experiences of being responsible for managing discipline and those disciplined upon was the focus of attention (De Vos et al., 2011: 143).

Drew et al. (2008: 184) postulate that qualitative researchers differ in their beliefs about the unique nature of social experiences, debating whether any social situation and event involving person or group of people can ever be replicated. Based on the topic, the design was used to investigate the involvement of educators in learner discipline, to give them the opportunity to express their experiences and challenges they face about learner discipline. Qualitative research has its roots in anthropology, a social science mainly devoted to the study of unique human cultures (Drew et al. 2008: 185).

The term research design is widely used in education and it takes various meanings in different studies. In one study, research design may show the whole research process, from conceptualizing a problem to the review of literature, research questions and methods as well as conclusions.

On the other hand, research design refers only to the methodology of the study, for example, focus can be on data collection and analysis. (Clifton and Serlin 2011: 148). For this study the qualitative research design was followed to gather as much information as possible about how educators are involved in learner discipline. The focus was also on what alternative methods educators use and suggest about solving the problem.

Clifton and Serlin (2011: 148) continue by adding that research methods focus on discovering and understanding the experiences, perspectives and thoughts of participants. They explore meaning, purpose or reality. In other words, they involve material practices that make the world visible. The researcher studied how discipline was maintained in schools as a real world setting, and how different stakeholders manage and involve educators in learner discipline.

3.3. RESEARCH METHODOLOGY

The study followed the qualitative approach, because the researcher was interacting with different stakeholders in the school. This included the following methods: interviews, observation and document analysis.

3.3.1. Participants

The participants were selected from Rustenburg Area Office because it is the place in which the researcher works and both rural and urban secondary schools were nearby. The researcher was also in a position to travel between the schools and it was easy for the researcher to collect the information. The researcher would also like to announce that initially the study was going to be conducted at Yellow (rural) and Brown (urban) secondary schools but the researcher was redeployed from Lethabong to Tlhabane. When the letters were sent out, the Brown Secondary School principal did not respond to the letter requesting permission to conduct the research at his school and alternatively the researcher requested permission from Red Secondary

School principal, where the researcher presently works and the permission was granted.

The reason for choosing Red Secondary School was to reduce travelling costs and it was an urban secondary school to replace Brown Secondary School. In addition, the researcher was always around the school to conduct the study in the mornings and to travel to Yellow Secondary School at Lethabong after lunch breaks (afternoons).

The researcher would like to give brief information about the two secondary schools which were chosen for the study. Red secondary school is about three kilometres from Rustenburg Area Office and is situated in Tlhabane Township in Bester. It is an urban secondary school with a total number of one thousand and one hundred learners from grade eight to twelve. Learners come from Tlhabane and the surrounding villages such as Phokeng, Kanana and as far as Rietspruit. The school has of forty two educators and seven support staff members. Both the male and female educators age between thirty and fifty five years. The Red urban school is headed by one principal, two female deputies and four Heads of Department. Parents pay school fees every year and there is no feeding scheme and as a result, learners buy their lunch from hawkers who have rented space allocated by the SGB in the school yard.

Yellow Secondary School (rural) is about 35 to 45 kilometres away from Rustenburg Area Office and is situated in a village called Lethabong (Hartebeesfontein). It is a rural secondary school with a total number of one thousand and four hundred and thirteen learners from grade eight to twelve. The total number of educators is forty-three with three support staff members. The school is managed by the principal, two male deputy principals and four Heads of Department. The whole staff is aged between forty and fifty-three years. It is a no fee paying school and there is a feeding scheme to feed the learners during lunch breaks every day. The school accommodates a few hawkers for fund raising for school projects.

3.4. POPULATION AND SAMPLING PROCEDURE

3.4.1 Population

Bechuke and Debeila (2012:246) describe population as the group of individuals who have characteristics in common and which are of interest to the researcher. The population for the study consisted of participants who have one or more characteristics in common. It consisted of four learners, four educators, two chairpersons of school governing body, six school management team members and four disciplinary committee members of the two selected secondary schools. The learners were those who are part of school governance responsible for learner discipline. The educators, SMT, SGB members were those in authority in the schools and in charge of implementing disciplinary measures. The participants were selected from the two secondary schools, one in rural area and the other in an urban area.

For this study, the sample population consisted of eight learners, four educators, four school management team members, two school governing body members and two members of the school disciplinary committee members from both secondary schools. There were two educators from each school, two heads of department, one from each school management team and two school governing body members involved in the general discipline of the learners and two deputies in authority responsible for using variety of discipline measures on learners in order to manage discipline in both schools. There were fourteen participants at Yellow Secondary School and eleven participants at Red Secondary School who were involved in general discipline of learners.

3.4.2 Sampling procedure

"All empirical research involves sampling as one cannot study everyone, everywhere, doing everything" (Bechuke and Debeila, 2012:246).

For this study a purposive sampling method was used to select the educators, learners, School Management Team (SMT) and disciplinary committee members from the two secondary schools. The main characteristic that defined the participants was that they had information required for the study.

They were disciplined in using disciplinary procedures and responsible for the management of learner discipline in the schools. Educators and SMT members were chosen purposefully because they were members of school disciplinary committees of the involved schools. The other criteria used were educators who had more than four years involvement in school discipline and had been exposed to various challenges in enforcing discipline in the schools. Sampling decisions were based on gathering the richest information to answer the research question.

Maree (2010:79) defines sampling as the process used to choose a portion of the population for a particular study. As stated earlier, it is vital to note that all empirical research involves sampling as one cannot study everyone, everywhere and doing everything (Bechuke and Debeila, 2012:246). The reason for selecting a small population was to produce better in-depth information and to save money and time. Purposive sampling was used in both selecting the schools as well as selecting learners, educators, SMT members, SGB members who were currently and actively involved in school discipline. The researcher ensured that all participants were those who were experienced in the maintenance of learner discipline; the number of years of involvement was used. Learners were those who served in the LRC office the previous year. It is also important to note that the Learner Representative Council is chosen every year so it was essential to choose those who were previously involved so as to get in depth information about learner discipline.

3.5. DATA COLLECTION TOOLS

Data collection methods were based on qualitative paradigm since the researcher was interested in investigating human phenomena.

In this study, the following data collection methods were used: personal interviews, site visits, observation, field notes in a reflective journal and document analysis.

The educators were involved in personal interviews which lasted for one and half hours. The personal interviews were held in the principal `s office at Yellow Secondary School and educators were allowed to use the language

they were conversant with in responding to questions. The personal interviews held at Red Secondary School were held in the staffroom and while other educators were attending lessons; the participants were also allowed to use the language they were comfortable with. The personal interviews were held at the start of the study so as to give the participants the overview of what will transpire during the study.

Learner interviews at Yellow Secondary School were held in the HOD`s office and learners were encouraged to express themselves freely as the interviews were for research purpose not to implicate them. Learners who were interviewed at Red Secondary School were interviewed after school in the computer laboratory and were also informed about the purpose of the study that it was meant to collect data about how educators were involved in improving learner discipline.

The School Governing Bodies chairpersons of both schools were interviewed in the principal`s office. The researcher outlined the purpose of the study to both chair persons of the SGB but they were not interviewed at the same time, the researcher started with Red Secondary School chairperson and thereafter Yellow Secondary School chairperson.

According to Meree et al. (2010:87) the aim of qualitative interview is to investigate the participant point of view of the world. The participant's views of the world could be valuable sources of information if conducted correctly. The interviews were used by the researcher to collect descriptive information that assisted the researcher to understand the participant`s views about learner discipline and how educators were involved in improving learner discipline. The interviews were relevant for the study because the participants felt that it was important and as a result rich information was collected from them which helped in answering the research question.

3.6. DATA ANALYSIS

After data collection, the researcher read all the interview responses and only relevant data to the research questions was used. The researcher focused on the responses that answered the research question. Any other information

that was not relevant to the topic was discarded. The researcher focused on the objectives of the study. The participants' responses were categorised into different themes.

Analysis of data was conducted to determine how participants made meaning of specific phenomena by analysis of their perceptions, attitudes, understanding, knowledge, values, feelings and experiences. This was achieved through a process of inductive analysis of qualitative data, where the main purpose was to allow the research findings to emerge from the frequent dominant themes derived from raw data (Maree, 2010: 99).

3.7. OBSERVATION, FIELD NOTES IN A REFLECTIVE JOURNAL

Maree (2012: 83) defines observation as the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. During the inquiry, site-visits were undertaken and observation was done in classrooms, during lunch breaks and during participation in extra-mural activities. Field notes were made all the way through observation of different activities taking place for the duration of school hours.

As the researcher, observation was utilised to give the investigator the opportunity to hear, see and start to experience reality as participants do. As the researcher, one learned through personal experience, reflection and how learners and educators interact in the school. In order to gain more access to data, the researcher started by building relationships with the participants as well as those who are indirectly affected. Before the start of the process, the researcher defined the purpose and focus of the observation so that one can be in position to know exactly what is to be observed. Observation was done during lessons based on how educators interact with learners, how they interact during lunch break and during extra-mural activities. Further observation was on how educators maintain discipline during these different activities. The researcher was a participant observer so that researcher could get into situations but focus mainly on the role of observing the situation.

As the process unfolded, the researcher looked at the behaviour patterns of the school community in order to understand the assumptions, values and beliefs the school holds (Maree, 2010: 85).

According to Maree (2010), one should capture two dimensions, which are description of what is observed, and one's reflection of what he or she had observed. During the inquiry, running records were used since they were more detailed accounts of what was observed. Focus was on the action and situation. Description of action was given in the context in which it happened.

According to Maree (2010: 89), "Recording an interview must be done in meticulous manner. "Writing down the responses of the interview can be time wasting and can be disturbing. A tape recorder was used to record the interviews.

During the interviews, the researcher requested the participants' permission to use tape recorder and the purpose was made clear, that the aim was to ensure that their responses were correctly captured. Another reason was to replay their responses and to clarify and confirm them. Notes were taken in order to review the answers and be in position to ask additional questions at the end of the interview to close loopholes.

Educators were involved in personal interviews from both secondary schools to collect important information. Based on the received responses the researcher asked further questions to follow fruitful lines of inquiry in more detail (Burton and Brundrett, 2008: 86).

The questions for the interviews were varied but based on the topic. Examples are as follows:

> Tell me about your experience as a member of the disciplinary committee?
> What is your feeling about the abolition of corporal punishment?
> What are the main causes of lack of discipline in Rustenburg secondary schools?
> If you were the school principal, how will you encourage educators to maintain learner discipline?

- ➢ How can educators be more involved in learner discipline?
- ➢ Which strategies are used by educators to manage learner discipline?
- ➢ How effective are those strategies?
- ➢ Which alternative strategies do educators suggest to maintain discipline?

3.8. DOCUMENT ANALYSIS

De Vos et al. (2011: 380) state that the true test of competent qualitative research comes in the analysis of data. It is the process, which requires the analytical skills and the capability to capture and understand the data. There are different techniques that the researcher may use to analyse documents and these depend on the study.

During the study, content analysis of documents was used. The school policy was analysed. The incident record book was also checked and what the school was doing to maintain leaners` discipline and educator involvement was checked from the documents. The researcher also analysed the codes of conduct for learners for both schools to find out if they were in line with the stipulations set up by the South African Schools Act and the Constitution.

3.9. TRUSTWORTHINESS OF THE STUDY: RELIABILITY AND VALIDITY

3.9.1 Reliability

According to Maree (2010: 13), reliability of an instrument means that if the same instrument is applied at different times to various respondents from the same population, the results should be the same. Reliability is the extent to which a measuring instrument is repeatable and consistent.

Internal validity was used during the study and high a degree of similarity among constructs was maintained because they were expected to measure one common construct (educator involvement and its impact).

3.9.2 Validity

Cohen and Hill (2008: 133) argue that in qualitative data, validity can be addressed through honesty, depth, richness and scope of data obtained. This includes the participants approach and the extent of triangulation.

During the investigation, in order to ensure that validity takes place, a careful sampling procedure and instruments of data collection was used. There was acknowledgement of errors since qualitative research cannot be 100 per cent valid.

To ensure internal validity, a peer was requested to examine the data. The phenomena under study were accurately described through the findings. A participant researcher was used.

The use of instruments showing fairness and comprehensiveness, covered items intended to cover and this demonstrated content validity. The researcher also ensured that elements of the main issue to be covered in the study were both a fair presentation of the wider issue under investigation. The researcher ensured that participants selected for the investigation were themselves addressed in detail and breadth (Cohen and Hill, 2008: 137).

3.10. ETHICAL CONSIDERATIONS

For ethical and reasons the school names had been changed and pseudonyms were used and were as follows: The rural secondary school was referred to as Yellow secondary school and urban secondary school was referred to as the Red secondary school.

The names of educators, SGB members, HODs and Disciplinary committee members are pseudonyms and that was done to protect the identity of the participants. This ethical consideration is already stated in chapter one.

3.11. HARM TO PARTICIPANTS

De Vos et al (2011: 115) stress the point that an important ethical rule of social research is that it must bring no harm to the participants. The participant may be harmed in a physical and emotional manner. The

researcher ensured that he looked into the risks against the importance and possible benefits of the study. It was the researcher's responsibility to ensure the protection of participants from any form of physical discomfort that could emanate from the study.

To protect the participants from harm, the researcher informed them thoroughly at the beginning of the investigation about the potential impact of the study. This gave the participants the chance to withdraw from the study if they wished to do so. The researcher identified participants who could be vulnerable during the investigation to relieve them from the research in advance.

The participants were also assured about the confidentiality of their identity and that no personal information would be disclosed to anyone after the completion of the study.

3.12. PERMISSION TO DO RESEARCH AT THE CHOSEN SITES

Cohen and Hill (2008:54) highlight that informed consent is important at the beginning of the study. It is the responsibility of the researcher to ensure that he or she has access to the organisation in which the investigation will be undertaken. They further state that the stage of access and acceptance is important because it offers the researcher the best chance for him or her to present his or her credentials as well as to establish own ethical position with respect to the proposed study.

As the researcher, the first step was to gain official permission to undertake the research in both schools being Yellow and Red secondary schools. The letters of permission were written to both school principals about the conduction of the research. The school governing bodies of both schools received the same letters and in due course all those were involved in the study. This includes the class teachers, HODs and the deputy principals and, lastly, disciplinary committee members. In addition to obtaining official permission to undertake the research in both schools, the researcher sent a letter requesting the Area Manager to allow him to conduct the research from the university. The letter was handed over to the principal of Red secondary

school as my manager and he took the responsibility of delivering it to the Area manager's office.

3.13. VIOLATION OF PRIVACY

According to Cohen et al. (2008: 63) the right to privacy can easily be violated during the course of the study or it can be denied at the end of the study. Sensitivity of information means how personal or potentially threatening the information is, which is collected.

As the researcher during study, the more sensitive the information, the more the researcher ensured that it is protected to protect the privacy of the participants. The participants were given the opportunity to give up their right to privacy by allowing the researcher to mention their names. Anonymity and confidentiality were used in the instances whereby participants did not want their names published. Under no circumstance were the participants right to privacy violated unless with consent.

3.14. VOLUNTARY PARTICIPATION

De Vos et al. (2011: 116) state that participation of individuals in the study should at all times be voluntary. No individual may be forced to participate in the research. In order to ensure the quality of the findings the researcher partially informed the participants about observation without giving too much detail of the aim of the study. It is also important to highlight that even when the participants are told that their involvement is voluntary, they might still think they are in a particular way forced to participate.

3.15. CONFIDENTIALITY AND OBSCURITY

According to Cohen and Hill (2008: 65), the other way of protecting participants` right to privacy is through confidentiality. The researcher did in no way make information given by participants to be known publicly even if he or she could make connections. This was done to keep the promise made to the participants.

De Vos et al. (2011: 119) highlight that participants should be informed of all possible limits to the principle of confidentiality and the steps that will be taken

to ensure that no breach of this principle takes place. In the study, the participants were assured about confidentiality and they were given the opportunity to evaluate valuable information and to make decisions.

3.16. RESEARCHER'S COMPETENCE AND RELATIONSHIP WITH PARTICIPANTS

The researcher ensured that he created good relations with all the participants and stakeholders. A healthy research environment was developed by giving clear instructions of what was expected from all the participants. The participants were allowed to ask questions to clarify misunderstandings.

The researcher also ensured that he planned thoroughly and was flexible in cases where things did not work out as planned. Problem solving mechanisms were put in place. The researcher was always available on site at all the times. Counselling and advice were given where necessary.

The researcher ensured that bias was avoided, no preconceived ideas were provided during interviews so as to allow interviewees to speak freely so as to capture information about educator's experiences about learner discipline as well as possible solutions to the problem. The researcher remained honest and there were no compromises, true reflection of the findings was ensured about educator involvement in improving learner discipline.

3.17. CONCLUSION

In this chapter the researcher focused on the methodologies that were used to collect data from the participants. Chapter four focuses on the presentation of data collected from the participants as well as analysis of data in relation to research objectives and the literature reviewed.

CHAPTER 4

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1. INTRODUCTION

This chapter presents data collected through individual interviews with learners, educators, SGB members, disciplinary committee members and the SMT from two secondary schools in the Rustenburg Area Office. As indicated in chapter three, the researcher used qualitative method in conducting this investigation to establish how educator involvement can help in improving learner discipline in secondary schools of Rustenburg Area office. The data collected enabled the researcher to come up with the findings, conclusion and recommendations. The names of educators, SGB members, HODs and Disciplinary committee members are pseudonyms and that was done to protect the identity of the participants.

4.2. DATA PRESENTATION: INTERVIEWS

4.2.1. Question 1: What disciplinary strategies do educators at secondary schools apply to stop learner misconduct?
4.2.1.1. Data from interviews with learners

The responses from learners in the rural secondary school (Yellow) clearly indicated that there were disciplinary strategies which educators applied to maintain discipline. Learners reported that in cases where they were involved in fighting in the classroom those involved were punished by cleaning toilets after school. If school work was not submitted by a learner such as homework, the educators recorded their names in the book of incidents and that was presented to parents during intervention.

> *When we did not do our homework or did not finish classroom activity the educator recorded our names in the incident book and the information will be forwarded to the principal (Rural learner* [RL 1].

One rural secondary school learner complained about some educator's inability to deal with late coming. The reason was that the educators also came late to school and also indicated that those learners who came late

were reprimanded by educators and they were also made aware that coming to school late was a serious misconduct. Learners also complained that other educators did not care about learner discipline in the school in general.

> *I feel that the school is not doing enough to maintain learner discipline because educators do not want to be involved in the cases of learner misconduct [Rural learner [RL 2]*

During the study in the two schools it became evident that learners in the rural secondary school felt that disciplinary strategies in their school were not strict enough to manage learner discipline. The reason was that the learner felt that learners were continually involved in serious fights even if the disciplinary action was taken. Based on the comments by learners it became clear that some educators are not fully involved in the maintenance of learner discipline. Lacks of educator involvement results in learners being corrupt and do as they pleased, so said the learner.

> *I feel that the school is not doing enough, because educators do not want to get involved in the cases, [RL 1]*

In the urban secondary school one learner stated that educators dealt with late comers by instructing them to stand at the back of the class. Those who did not do their homework or assignments were recorded in the educator's incident book. In these cases the learner continued with the same behaviour he or she was referred to the HOD or the principal.

The other urban learner explained that those learners who came late to school were instructed by educators at the gate to run when approaching the school gate. In some instances learners were instructed to pick up litter before entering the school premises. Learners also said that school gates were locked fifteen minutes after the siren had gone and late comers missed the day's lessons and must come with their parents the following day to account for being absent the previous day. Urban learners also complained about those learners who were involved in series of misconducts.

> *Learners do not wear proper school uniform and others come to school drugged by dagga and are always loitering around the school premises during lessons and educators do not care because they do nothing, (Urban learner [UL 1].*

Learners in the rural secondary school felt that some educators were making effort in trying to maintain learner discipline. Learners identified disciplinary strategies applied by educators including reprimands, talking to learners about impact of misbehaviour in their education as well as record keeping of learner misconducts in the incident record books. Learners also elucidated that disciplinary strategies which were applied by educators were not effective enough to manage learner misconduct.

4.2.1.2. Data from interviews with educators

Educators in both the rural (Yellow) and urban (Red) secondary schools responded by stating that learner discipline is a challenge to them as a result they kept records of misconducts of all learners who were absent during lessons in subject attendance registers.

> *Disciplining learners is a very serious challenge to us as educators because learners know their rights and that we cannot apply corporal punishment, (Educator rural, Mr Sompie).*

The rural secondary school educators were aware of the fact that they had to come up with new strategies to manage learner discipline. They were also aware that the use of corporal punishment was abolished so they had strategies at hand to manage discipline in their classrooms and in the school in general.

> *I do not condone late coming as an educator, when learners come late to my class they know that the only way to get into the class is to account in written form why one is late, of which failure do that denies one access into the classroom. This strategy has reduced late coming to my class because learners do not like writing letters every day. I also use reprimand to discipline learners with disrespect, (Educator rural, Ms N).*

> *As an educator I ensure that I talk to my learners so that they cannot be involved in unnecessary misconducts and I always refer them to the code of conduct for learners and I also keep a book in which I record any forms of misbehaviour learners are involved in, (Educator rural, Mr Sompie)*

During the interviews it became evident that as some educators tried to enforce discipline other educators pulled in the opposite direction.

*If you enforce discipline as an educator some educators feel that you
oppress learners as a result learners see you as a monster of very
unfriendly since you do not condone misbehaviour (Educator rural, Ms
N)*

*I usually talk to my learners in different classes and this has led to
change in attitude of most learners. I cannot deny that some educators
feel that it is waste of time, (Educator rural, Mr Sompie)*

In response to the question about disciplinary strategies applied by educators
in the urban secondary schools, educators outlined different strategies that
they apply to manage learner discipline. The educators indicated that
motivating learners can promote good behaviour, and making follow ups on
the work given also can enforce discipline. The educators encouraged
learners to take full responsibility of their actions and communication was a
key to good behaviour in class. It is important to note that in the rural
secondary school there were those educators who always referred learners to
the principal for misconduct committed by learners.

4.2.1.3. Data from interviews with principals

The principals also raised a concern about educators not being involved,
because they were not working together. The urban secondary principal
eluded that educators were actively involved in learner discipline as a result it
was easy to maintain discipline in the school. The urban school principals
highlighted that educators needed to be firm at all times and avoid punitive
measures when applying discipline to learners. Learners must be made aware
why they need to be disciplined.

*If educators are not firm and consistent they will lose control and
indiscipline will take place. Being firm and consistent can lead to
educators playing a big role in the management of discipline, [Principal,
urban, Mrs Tabs)*

*As a class manager I encourage my learners to communicate with
each other properly and I also promote good conduct in class and
when I have issued out a task I ensure that I check it on the day of
submission, I do not postpone I demand it. In order to reduce noise in
my class I encourage learners to be busy with tasks given to them,
(Educator urban, Ms Kwene)*

*I ensure that learners take responsibility of their actions by ensuring
that they report when they will be absent from school. I always ensure
that I make follow ups on the work given to learners before due date*

and also ensure that they keep the classroom clean at all times. When it is necessary I reprimand noise makers and late comers in my class, (Educator urban, Mr Mles).

The rural secondary school principal, in response to disciplinary strategies applied by educators, explained that educators send troublesome learners outside their classroom. The other method educators used was to instruct those with disruptive behaviour to stand at the back of the class; this was to ensure that learners did not miss the lesson. The study revealed that educators do apply certain strategies to maintain learner discipline in rural schools.

Educators send learners on detention when they did not do their homework. Some educators make learners remain in the classroom during lunch break [Principal rural, Mr Kgegs)

In response to the question, the urban secondary school principal indicated that educators do use different strategies to manage learner discipline.

Educators report to my office when learners did not do projects and late coming. Educators involve deputy principals during disciplinary proceedings. Other educators discipline learners by instructing them to clean their classroom for a week if they did not do their homework during lunch breaks (Principal urban, Mrs Tabs).

The study revealed that both rural and urban secondary school principals indicated that educators involved parents in the disciplinary processes of learners in the school.

When a learners had failed to write a continuous assessment task educators send letters to parents requesting them to come to school. When parents are invited they are being made aware of disadvantages of learners not writing CASS components tasks (Principal urban, Mrs Tabs).

In this school educators take initiative of inviting parents to school to discuss their children's progress and this is also done on matters pertaining to learner misconducts such as failure to turn up for a test or unnecessary absenteeism (Principal rural, Mr Kgegs).

4.2.1.4. Interpretation and analysis

The findings from the learners highlighted clearly that educators were not fully involved in the maintenance of learner discipline and, as a result learners misbehaved because not all educators were involved matters of discipline.

The learners in rural secondary school were very much concerned about fighting in which learners were frequently involved. The study revealed that learners in the urban secondary school felt that the standard of discipline in the school was not good. The urban learners further complained about noise making during lessons and a lot of loitering that took place during lessons and that was one of the reasons the why their performance in the physical sciences was below 50% just to set an example. The learners also revealed that the use of dagga was one of the major problems that caused lack of discipline among learners.

It became evident that both the rural and the urban secondary schools faced challenges regarding learner discipline. The rural learners complained about unequal treatment that was given to them by educators, since those who were educators' favourites were the ones who needed discipline. The other reason for the disruptive behaviour of learners was that of educators' lack of commitment and late coming. The educators from both secondary schools did not have common strategies when dealing with learners' misconduct such as bunking classes, fighting and not doing school work on daily basis. Discipline in the two schools was not properly applied since not all educators were involved.

The principals of both schools also indicated that educators used different strategies to correct different types of misconduct such as reprimands and talking strongly to learners. It became evident that both schools involved parents in matters relating to indiscipline at all times. The use of reprimands was one of the strategies educators used to maintain discipline and this was also revealed by Mugabe et al. (2013:115) and stated that educators used the strategy to control learners from being involved in misconduct. Some of the strategies that educators applied were making leaners to clean the toilets after school and instructing disruptive learners to stand at the back of the class. This was also alluded to in the literature review by Joubert and Serekwane (2009:130) who indicated that the examples of punishment that educators could apply to learners were cleaning after school, and ordering learners to stand at the corner in the class.

4.2.2. Question 2: How can educators become more involved in the process of school discipline?

4.2.2.1. Data from interviews with learners

We want equal treatment from educators in our different classrooms and they must be fair when they apply disciplinary procedures [Urban learner 2].

It is important for educators to work together, so as to manage discipline well in the school. Educators must support LRC through empowerment and this could be giving LRC members in different classes a certain level of authority in the classroom [Urban learner].

Learners also observed that educators needed to be more committed to their work so that they could be in a position to manage learner discipline.

As a learner I feel that educators must recommit themselves to their work and start caring for the learners they teach. They also need to change their attitude towards us [Learner rural 1].

4.2.2.2. Data from interviews with SGB

The rural secondary school SGB chairperson indicated that educators must not give up on learners. Educators should teach learners and always ensure that guidance was constantly given to learners.

Educators must set a good example by coming to school on time and should stop absenting themselves from school unnecessarily. We do understand that some educators have personal problems but that does not mean that they should not set a good example. Educators must work as a team and must love these children (SGB rural 1, Mrs Tokie).

The study revealed that the SGB chairperson felt strongly that educators should take full responsibility of learner discipline. It became evident that some educators were making an effort in the management of school discipline and the chairperson gave such educators a credit. On the other hand, the rural secondary school chairperson explained that it was important to understand that learners are adolescents and it is difficult to control them.

Discipline is the responsibility of all, [SGB rural 1, Mrs Tokie)

It was also found out that the educators were trying their level best to ensure that discipline was maintained in the school. Not all educators were actively

involved in learner discipline and those that did not care could get to the extent of telling learners that they were already qualified so if learners misbehaved they would be the ones to fail not educators. It was revealed by the SGB chairperson (rural) that there were those educators who came late to the school and learners did the same.

The SGB chairperson also explained that some educators did not come to school regularly because of sickness and this affect learner discipline negatively because learners spent most of the time unattended. In certain cases it was reported that some educators slept on duty making learners become involved in misconduct. The study also revealed that substitute educators were incompetent in the presentation of the subject matter and this led to more learner indiscipline.

In the urban secondary school, the SGB chairperson suggested that educators should be disciplined and by doing that the learners would copy from them as children learn through imitating.

> *Educators must be role models at all times and must know their learners as a result that will give them authority to manage learners' discipline (SGB urban, Mr Danky).*

During the interviews, both SGB chairpersons stressed the importance of empowering educators on discipline so that educators could be more involved in the process of school discipline.

> *The School Management Team must come up with strategies to manage learner discipline and this must be communicated to educators (SGB rural, Mrs Tokie).*
>
> *The SMT must come up with different strategies to curb indiscipline and educators must be empowered so that they can become more involved in the process of school discipline. If educators know what to do in case misconduct is committed then discipline will be properly managed by educators in the whole school [SGB urban, Mr Danky].*

It was discovered that the urban school did not experience extreme cases of learner misconduct but there were few general misbehaviours in which learners were involved which included negative attitude towards educators by learners. It was revealed that when comparing the two secondary schools it

became clear that the rural school had more challenges when it comes to learner discipline as compared to the urban one.

> *In our situation, fortunately we are not dealing with so many cases,* [SGB urban, Mr Danky]

4.2.2.3. Data from interviews with Disciplinary Committee

The disciplinary committees of both secondary schools disclosed that they discussed with educators about issues of discipline at the beginning of the year. Relevant documents were issued to educators which dealt with learner discipline. Educators were also encouraged to report serious misconducts to the DC such as drug abuse.

> *As the disciplinary committee we hold meetings with the staff members and discuss the learner's code of conduct. This is done to take everyone on board as to what type of behaviour is expected from learners by the code of conduct. We also discourage educators to apply corporal punishment (DC rural, Mr Sanka).*

> *In order to ensure that educators are more involved in the process of school discipline as the DC we encourage them to prepare their lessons well, and to be on time in the class for lessons. We also empower educators on how to deal with learner indiscipline. In order to stop disruptive behaviour in classes we encourage educators to give learners more interesting work so as to keep them involved at all times (DC urban, Mr Lots).*

It was interesting to note that efforts were made by both school's DC's to involve educators in the process of school discipline. According to the DC member of the rural secondary school, when disciplinary problems occurred, most educators became involved as well as learners` parents. It was again interesting to note that earlier learners mentioned in rural school that some educators did not care about disciplining them since such educators had those learners they favoured but the disciplinary committee indicated that most educators were involved in the process of learner discipline. What the DC outlined and what learners indicated showed that there was more that needed to be investigated especially on the extent to which educators were involved in the school discipline in general. The urban secondary school DC said that some educators were involved while others were not.

To a certain extent educators are doing enough and to a certain extent they are not doing enough in the process of school discipline (DC urban, Mr Lots).

The urban disciplinary committee member further explained that some educators were tempted to ignore learners because of their workload. It meant that they did not want to be involved in discipline because they had many classes to teach. Other educators ignored learners when they misbehaved because the control of learner discipline was time consuming. The other reason for some educators not to discipline learners was lack of disciplinary skills or classroom management skills. Other educators were not pro-active when it came to the process of school discipline.

If you as an educator, you are not disciplined how can you discipline learners? (Dc urban, Mr Lots).

The findings during the interviews of DC members indicated that there was more that needed to be done to involve all educators in the process of school discipline.

4.2.2.4. Interpretation and analysis

Based on the responses from the learners, it was revealed that educators in both schools needed to be more involved in the process of school discipline. Educators need to support learners especially those who are given power to manage learner discipline. There is the need for team work in both schools. Learners In both the rural and the urban secondary schools felt t strongly that educators could be more involved in the process of school discipline if they worked together and attended to individual learner needs. The learners from both schools felt that educators should treat them equally and support them.

In the rural secondary school, not all educators were involved in school discipline and the learners revealed that some educators did not care and they never even tried to discipline learners when involved in misconduct like not doing their homework. Learners wanted educators to support them and to love them and this urge for support was also alluded to by the rural SGB chairperson. Some educators in the urban secondary school did not care about learners and the learners misbehaved during lessons because

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educators did not attend regularly to their classes and were involved in unnecessary absenteeism. In the review of literature Wolhuter and van Staden (2009:100-102) indicated that the general competence and influence the educator have impact on the learners behaviour. Knowledge of subject matter was crucial and the ability to present lesson contributed to maintenance of discipline in class. In rural (Yellow) secondary school educators did not care about learners and this was also highlighted in the review of literature by Roussow (2003:425) when he elucidated that one of the causes of learner misconduct was educator absence. When educators are absent from class lack of discipline may prevail.

4.2.3. Question 3: What alternatives to traditional disciplinary methods do educators suggest?

4.2.3.1. Data from Heads of Department interviews

The HOD in the urban secondary school indicated that for discipline to improve in the school it was important for educators to discipline themselves.

> *If educators are good role models then it would be easy for learners to copy the good conduct from educators (HOD urban, Mr Disto).*

The urban HOD also explained that there was a need to motivate educators who did not play a role in ensuring that discipline was maintained in the school doing that would improve the state of discipline in the school in general.

4.2.3.2. Data from educator interviews

One of the alternative strategies suggested by the rural educator was that stakeholders were to work together to build a team among educators and parents to improve the state of discipline in the school.

> *When we work together as a team, learners will realise that we mean business and ultimately the general discipline of the school will improve (Educator rural, Mrs Leko).*

> *As educators we must always motivate these learners and reward them for good behaviour (Educator rural, Mrs Sito).*

4.2.3.3. Interpretation and analysis

The study revealed that in both the rural and urban secondary schools there were strategies which educators used and they suggested that they be developed on more strategies that they could apply on how to manage discipline in their schools. The disciplinary committees of both schools did hold empowerment workshops on learner discipline but the educators felt that there were more challenges when it came to learner discipline so it was also the responsibility of the SMT to come up with common strategies to be applied to manage learner discipline.

It was also in the urban secondary that it was discovered that some educators suggested strategies such as rewards when learners performed well at the end of the term. Rewards which were suggested were giving learners certificates for top achievement in different subjects. The problem with awards was that schools did not have enough money to reward learners. Rewards were awarded once in the urban secondary school but were not awarded at the rural secondary school. Both schools had challenges when it came to fund raising for awards since most of the time educators were busy with writing of CASS tasks and teaching with no time allocated for events that could help in promoting learner discipline in the schools.

4.3. RESEARCHER's OBSERVATION IN RURAL AND URBAN SECONDARY SCHOOLS.

The purpose of this observation was to investigate the behaviour patterns of the school community so as to understand the assumptions, values and the beliefs that the two schools hold. The observation was based on how educators and learners interact during a normal school day. The initial plan was also to include classroom observation in which educators were to be observed on how they related with learners when it came to discipline during teaching and learning. Classroom observation was not conducted because the time the researcher was allocated to conduct the research was only after lunch break and the researcher had to travel for an hour before reaching the rural secondary school and at the urban school the researcher had to attend to learners and so the classroom observation could not workout. Due to

reasons outlined, the researcher focused on the general functionality of the two schools during normal school days. Observation schedule (Appendix 9).

4.3.1. Rural secondary school

The first observation was conducted at the rural secondary school. During the first day the researcher arrived at 13H00 and met the principal in his office. In the office the researcher outlined again the purpose of the visit and the investigation and, thereafter, the principal of the rural secondary school introduced me to the participants he selected purposefully for the study based on the previous conversation.

When the researcher arrived at the school the gates were locked and teaching and learning was taking place in the classrooms. The grade 12 learners were busy with the preparatory examination while the grade 8, 9, 10 and 11 were involved in learning. In the staffroom other educators were busy marking and a preparation for the lower grades for spring tests was in progress.

In the principal's office there were charts mounted on the notice board which were related to the culture of learning and teaching as well as the roles and the responsibilities of the SGB. The school premises were clean and no litter was lying around. There was a gentleman at the gate who was responsible for ensuring that people who entered the gate stated their purpose of the visit so that they could be referred to the relevant people.

Today, the principal is not present and on the previous day he explained that he would be attending principals' meeting at the Area Office. The teaching and learning was in progress as the researcher entered the school premises. The researcher went to the receptionist to enquire if the researcher could see the deputy principal who was assigned to assist me when the principal was absent. The researcher was referred to where the deputy principal since researcher was no longer regarded as the visitor at the school. The deputy was at the computer laboratory busy with other educators asking a group of learners' questions because they were found smoking cigarettes in the school premises during lessons at the toilet. The deputy was made aware of my

presence and he immediately attended to me. The incident drew the researcher's attention as he wanted to observe how the case was resolved.

On the second day at the rural secondary school the researcher was introduced to two post level educators who were selected by the principal for the personal interviews. During our interaction researcher observed that they were not willing to participate because they were coming from invigilation of the preparatory examination and were also tired.

The other educator stated that her period would be starting soon and she could not be involved in the interview. In order to achieve what the researcher came for, researcher started by introducing myself and explained that the purpose of the study was to get their views on how the SMT involved them in learner discipline as well as their experiences. The researcher also explained that their responses were going to be kept confidential and their names would not be used in the study. The other reason why they complied was that the researcher was their colleague from the neighbouring school and I used to be involved with them during schools career projects for grade 10 to 12 learners.

After the creation of a good atmosphere for the interview, the first question was about how they felt about learner discipline in general. The researcher continued to give them different scenarios and after that the educators were relaxed and started to respond to the questions freely. We had a very hot discussion about the educators` experience pertaining to their involvement in learner discipline as well as the strategies they used to maintain learner discipline. The session went on very well but the researcher had to ensure that the focus was on the topic and at the end the educators still wanted to give more input.

On the third day when the researcher arrived at the rural secondary school, the researcher discovered that the learners were released from the school but the researcher had to come in since the researcher had made the appointment the previous day. When I approached the administration block I realised that most of the educators left early, so researcher went to the reception. On the way to the receptionist researcher met the HOD for languages and researcher approached her and told her the reason for my

visit. From her responses she said that the learners were released early because there was a meeting of the South African Democratic Teachers Union at the neighbouring school. The reason for dismissing learners was that all educators were SADTU members so for safety reasons learners had to be sent home. It was not safe to leave learners without anyone supervising them.

The researcher quickly outlined the purpose of the visit to the HOD and she willingly helped out. She managed to give me the documents the researcher requested for analysis and anyone she could not find she promised to send it to me as soon as it was available. The HOD the researcher had to interview had already left and so the researcher had to reschedule the interview but, fortunately, the researcher managed to interview the one who was helping me out later in the day.

4.3.2. Data from researcher's observation

In the rural secondary school the educators were reluctant in responding to the questions but the researcher assured them that the information that they would provide would be used for research purposes only and no one would be victimised. The HOD was free and learners were free to express themselves because confidentiality was assured. Other educators were not willing to participate because they asked why the principal specifically chose them and the researcher stated that they were chosen because they were experienced and were actively involved in learner discipline. The researcher had to create the atmosphere of trust but after a few minutes they felt comfortable and the interviews continued to the extent of requesting them to move to other questions. What the researcher observed was that the educators faced serious challenges about learner discipline and there was no room for them to discuss the issue of discipline with the SMT.

In the rural secondary school the study indicated that overcrowding was also a problem from grade eight to eleven. The classes were more overcrowded in grade eight and nine. The disciplinary problems that the educators experienced also included non-submission of work and not writing classroom activities as well as noise making. The classes were full so learners took advantage of the situation. The grade twelve classes were not overcrowded.

The study revealed that in the rural secondary school, overcrowding was caused by socio economic reasons. The learners in the rural secondary school were coming from the families which were affected by HIV/AIDS, parents were unemployed and the school is no fee school. The other reason was poverty and since the school provided food to learners, the parents sent their children to that secondary school. There is another secondary school in the area but since it did not qualify for NSNP, parents took their children to the school where they knew food would be provided. The uneven distribution by the Education Department also had negative impact on the management of schools as well as the control of discipline by educators in the schools. Overcrowding has negative impact on learner performance and discipline.

4.3.3. The urban secondary school

At the urban secondary school grade ten learners` parents were called to the school and the researcher had the opportunity to observe how educators were involved in the management of learner discipline. The guardian educator for grade ten BS was the one who arranged the meeting with parents and all subject educators were invited so as to report on learners` conduct to the parents.

Parents were informed about learner behaviour which was unacceptable since it was interrupting teaching and learning. The misconducts that learners were involved in included refusing to attend English and Tourism lessons. Those learners who were underperforming were those who were troublesome and playful during lessons. During the interaction with parents it was discovered that some of the learners did not have parents and so they were involved in misconduct such as bunking class and smoking in the school premises. After the information about these learners was disclosed to family members one of the learners promised to change his behaviour and that he would perform well at the end of the year.

The parents of a boy were called more than three times because he was stubborn, very uncooperative and caused problems in class. Parents also reported that the boy was troublesome at home. He was not willing to listen to his parents and at school he talked back to educators. He also slept during

lessons. The principal also indicated that the boy was disrespectful in front of the parents and she warned him that his behaviour would not be tolerated and if he did not change his attitude the school would be left with no choice but to refer him to orbit college. If he failed at the end of the year his parents would be forced to look for alternative school since he would no longer be admitted at the present school.

The grade ten educators told the parents their concern about the behaviour of their children. The educators also indicated that some learners did not respect them and this had a negative impact on teaching and learning. The class teacher for grade ten BS also stressed that if parents were not actively involved in their children's education, the school would have no power to control learners. Parents were also informed that their children were taking alcohol and this was a surprise to some of the parents. Parents were also made aware that some learners did not attend school regularly since parents left their homes early for work.

It is important to note that both the rural and urban secondary schools start at 7H30 and end at 14H30. It was observed that learners at the urban secondary school arrived at school at 7H45 and 8H00. The question was why the learners arrived late at school? It was observed that most of the learners used public transport (buses and taxis) to travel from their homes to school. Some of the learners were transported by their parents before going to work. Every morning at the gates there were about six educators who encouraged learners to come running since they were late.

During the periods the principal of the urban secondary school moved around the school premises to check if teaching and learning were taking place. Those learners who were outside were instructed to go back to their classes. If learners were to go outside they had to get permission from the educator and an access card had to be issued to the learner if he or she was to go outside the classroom. The access cards were designed to control movement and to reduce loitering during the school day.

4.3.4. What transpired at the urban secondary school

In the urban school the principal gave out the names of participants. Some of the participants were happy to take part while others were not and the researcher had to come up with ways of making them participate without forcing them. It was interesting to note that some educators felt that their participation would be blacklisting the school since others had issues which were unresolved. As the researcher I outlined the purpose of the study and said that no names would be revealed after the study. One educator said that he did not want his name mentioned. The reason why educators did not want their names revealed was that the principal was recently appointed and they spent the previous year without a principal. Learners were free to express themselves and they were also assured that their names would not be used in the study and they were free to withdraw if they were uncomfortable.

In the urban secondary school the investigation revealed that classes in grade eight to eleven were overcrowded and this prompted noise making and lack of doing homework and writing of classroom activities. This was evident because when educators were chatting in the staffroom during lunch break they complained about learners who never submitted their school work and formal tasks. Noise was one of the misconducts which most learners were involved in because they knew that they were many and it could not be easy for educators to catch them. The grade twelve classes were not overcrowded and so the numbers were controllable.

The question that the researcher asked himself was why the problem of overcrowding was experienced in both schools. The investigation revealed that in the urban secondary school the Area Office forced the principal to admit learners from the neighbouring schools and a certain private school was closed early in the year and the principal was instructed to admit those learners. The merging of schools also left some learners with no school to attend and so the Institutional support co-ordinator was forced to instruct the principal to admit the learners.

4.3.5. Interpretation and analysis

The study revealed that the level of trust among learners, educators and SMT was low in both schools. The reasons for the low levels of trust were the style of management in the schools and communication which were key areas that needed attention to move the school forward. In both secondary schools the researcher observed that educators did use certain strategies to improve learner discipline. Educators used reprimand to discipline learners as well as making them do manual work after school. On the other hand not all educators were hands on in the maintenance of school discipline. Some did not attend classes regularly and so learners had more time to be involved in misconduct.

An urban HOD complained about educators who did not make any effort in disciplining learners and when requested to help they responded by saying it was not their responsibility but that of the School Management Team. When there is no cooperation among staff members, problems of discipline continue to prevail hence learners in rural secondary school were always fighting in the school premises. In the rural secondary school, learners complained about educators who did not care about them. This had negative effect on learner performance because learners knew that if they did not perform well in a particular task no effort would be made to improve their results.

4.4. REVIEW OF DOCUMENTS

4.4.1. Management of discipline

During the study, analysis of documents was undertaken. The focus was on the type of the records that the educators use to maintain discipline, those that were kept by the school management team and the disciplinary committee. Both the rural and urban secondary school documents were collected. The presentations of documents which schools use to manage discipline are explained in below.

The rural secondary school has a code of conduct for learners. The school's vision and mission also appear in the school improvement plan. The vision for the rural secondary school is, to strive for excellence, making a meaningful contribution to our nation by equipping our learners with knowledge and skills

that will enable them to assume responsible positions of leadership and responsibility later in life. The mission statement states that, Subjecting learners to constant evaluation through tests and examinations so as to enhance the content and quality of their knowledge. Empowering them with life skills and related skills that would contribute to the social, economic and political development of our country`. (Appendix 13).

The code of conduct for learners in the rural secondary school was made available to the researcher and it contained information such as school rules, general rules, the disciplinary system, the grade one, two, three and four offences and suspension of learners by the principal or deputy principal. All these aspects were explained in detail in the code of conduct. (Appendix 12)

Learners` code of conduct was made available at the urban secondary school and is also used as an agreement form among the parties involved and they are learner, his or her parents and the school. It has a provision for learners` personal particulars as well as the grade he or she is in. In the agreement form the learner promises to co-operate with and respect all staff members, comply with the entire requirements bestowed upon himself or herself and to do all the responsibilities as a learner (Appendix 15). It also has a portion in which parents or guardians undertake a declaration.

4.4.2. School Safety and Discipline

The rural school keeps school safety and discipline file in which all learners` misconducts are recorded for the whole school. When a learner has committed misconduct there is a letter which is sent to the parents summoning them to school for disciplinary hearing. In the same letter parents have to fill in their names and surname and send the bottom part of the letter back to school. That is the acknowledgement of the receipt of the letter. (Appendix11). The letters are kept on the file mentioned above. The file does not only contain letters but it contains the names of members of the disciplinary committee, learners` code of conduct and documents from education department pertaining to learner discipline.

4.4.3. The Deed of Agreement

The deed of agreement is also available in which the principal represents the school and the agreement is signed between learner, his or her parents and the school. This document is signed by these parties at the beginning of the year when a learner is admitted in the school. Briefly the deed binds the parents to come to school if they are called when a learner is involved in a particular form of misconduct. (Appendix 10).

4.4.4. The Charge of Misconduct

The rural school has also designed a document in which the misconduct of learners is recorded if they are found guilty (appendix 11). It is titled, "Charge of Misconduct and warning to appear before a tribunal". The document also contains a warning letter which contains personal details of a learner and the type of misconduct he or she had committed according to learner's code of conduct. It also contains details about expulsion of a learner from the school in case of being involved in very serious misconduct. The form also has a provision for those who were involved in the case and allows them to sign after the ruling and refers to the principal, SGB secretary and the chairperson.

Appendix 11 is the document which the urban secondary school used to observe learners' conduct such as late coming, disrespect towards educators, vandalism, drug abuse and theft. It has a part in which the principal and the HOD make remarks and they also sign. The School Governing Body of the urban secondary school keeps a register of misconducts (Appendix17). The register contains the following details: the name of the school, name and age of the learner and learner's current grade. The information about the misconduct includes the level of the offence and its description. It also gives information about a person who reported the misconduct and the action taken to correct the misconduct and the individual's capacity. It also has a provision for acknowledgement by parents or guardians.

When a learner is summoned to a disciplinary hearing by the urban secondary school disciplinary committee for misconduct a document titled, "Summon to a learner's disciplinary hearing," is used to call the parents and the learner. The

document explains the type of misconduct the learner committed the grade in which he or she is, venue where the hearing will be held and time. The form is signed by the class teacher, guidance counsellor and the principal, before being sent to the parents or guardians. (Appendix 16)

4.4.5. The Vision and Mission of the Secondary Schools

The vision and mission of the rural secondary school were made available to the researcher on request. The vision of rural the secondary school: `To strive for excellence, making a meaningful contribution to our nation by equipping our learners with knowledge and skills that will enable them to assume responsible positions of leadership and responsibility later in life`. The mission: "Subjecting learners to constant evaluation through tests and examinations so as to enhance the content and quality of their knowledge. Empowering them with life skills and related skills to contribute to the social, economic and political development of our country".

The vision and mission of the urban secondary school were also made available to the researcher. The vision of the urban secondary school: "Aims at fostering intellectual, moral, spiritual and physical growth of its learners to the glory of God. 'The mission statement states, "Practising a style of discipline that will lead learners to reflection and self-control." It also states, `*Involving parents and the community, co-operating with them to achieve goals set for the school.* (Appendix 13)

The urban secondary school has also developed an incident report form (Appendix 18) in which the learner`s name, grade and the type of misconduct are recorded. It allows a learner to sign for mitigation and it also has a part in which the educator can make recommendations and the principal`s remarks.

4.4.6. Interpretation and analysis

The analysis of documents focused on the records of misconduct in which learners were involved and also the two secondary schools codes of conducts for learners. The study also concentrated on the content analysis of documents in both schools in comparison with those guidelines subscribed by

the Education Department. The researcher investigated if the codes of conduct were in line with the South African Schools Act.

According to Section 8 subsection 1 of SASA, the governing body of a public school must adopt a code of conduct for learners after consultation with learners, parents and educators of the school. The study revealed that both the rural and urban secondary schools did consult with different stakeholders. It was also important to note that Section 8 subsection 2 of SASA states that the aim of the code of conduct is to establish a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process. In the code of conduct for the urban secondary school it is stated that it is misconduct for learners if they failed to attend school for a full academic day, including failure to write class work, tests and examination or failure to attend classes without the consent from the school or providing a medical proof. The mentioned misconducts proved that the urban secondary school was promoting quality learning process by ensuring that learners attended school and did their school work. The rural secondary school also applied Section 8 subsection 2 of SASA and it stated that learners were not allowed to absent themselves unnecessarily and without justifiable reason for more than ten days, leave school premises at official time or disrupt the learning or teaching process in any way.

On page two of the rural secondary school`s code of conduct, there were three objectives and purposes which were outlined in the code and they were: to promote disciplined and purposeful school environment and the improvement and maintenance of the quality of learning and teaching-process to guide the behaviours of the learners and those responsible for their conduct in the school. To prescribe the due process, to protect the interests and rights of learners and other parties involved in the disciplinary proceedings. The objectives were in line with the stipulations in SASA subsection 4 which stated that nothing contained in this Act exempts a leaner from the obligation to comply with the code of conduct of the school attended by such a learner. It was interesting to note that there were some educators who did not apply what the code of conduct required since those educators disciplined only

those learners they favoured. Learners were involved in different misconducts even when they were aware of the regulations of the code of conduct.

The rural secondary school's code of conduct states that the code of conduct was developed to promote disciplined and purposeful school environment as well as to improve and maintain the quality of teaching and learning. It highlighted the importance of learners being disciplined to improve the quality of teaching and learning in the school. Educators were faced with the challenge of ensuring that they taught learners and that discipline was maintained in the school. The code of conduct required educators to be actively involved in learner discipline and those who were not willing contravened the code of conduct.

The second objective aimed at guiding the behaviour of the learners and those responsible for their conduct at school. The objective promoted good behaviour among learners and it also put the authority of educators responsible for the management of discipline in the classroom and in the school. It also stated that discipline was to be maintained by educators and those responsible for learner discipline in general. The last one protected the rights and interests of learners and other parties involved in disciplinary proceedings. The objective stressed the importance of due process whereby the rules of natural justice should be observed at all times during disciplinary proceedings. That means each individual during the disciplinary proceedings will be given a chance to present his or her side of the story before decision could be taken.

The urban secondary school's code of conduct was different from the rural one. It was developed into an Agreement Form. In its preamble it was stated that learners promise to pay all school fees or bring proof if they had been granted a bursary, the learners also promised to co-operate with and respect all staff members, and they would comply with the entire requirements bestowed upon them and to do all their responsibilities as learners and to respect all stakeholders in the school.

It became evident during the study that the schools put the responsibility of school fees on parents and in addition learners were expected to co-operate

and respect their educators and other stakeholders. In order to enforce discipline among learners, the code of conduct stressed behaviours which were regarded as serious misconduct and they were: disobedience or disregard for authority, propagation of political ideologies of any organization amongst other learners, instigating other learners to be involved in boycotts or strike of any nature and possession or use of drugs.

The misconducts mentioned in the above paragraph constitute serious offences that could lead to disciplinary hearing. Learners are expected to respect their educators and to do their school work and refrain from being involved in misconduct that could ruin their educators. The school expected the learners to attend school for the full academic day. Disrespect, objectionable behaviour and verbal abuse directed to educator or a learner was misconduct. This means that the school promoted self-discipline and learners were expected to comply with the rules and regulations.

4.5. CONCLUSION

In this chapter different strategies used by educators in both the rural and secondary schools had been discussed including how educators could become more involved in schools discipline as well as different strategies which educators suggest to maintain discipline in the schools. Analysis of documents was carried out to what the schools were doing to enforce learner discipline as well as to see if the documents were in line with the requirements stipulated in the South African Schools Act. Observation was also discussed to enhance the findings. Chapter five focuses on the summary of the study as well as the findings and recommend

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

This chapter presents a summary of the entire study with reference to the purpose of the study which was to explore how educators assist in improving learner discipline in the secondary schools of Rustenburg Area Office to promote effective teaching and learning in the schools. The chapter also outlines recommendations drawn from the findings of the study. Concluding remarks are presented after highlighting the shortcomings of the entire study.

5.2. DISCUSSION OF FINDINGS

5.2.1. Research question 1

The question focused on which disciplinary strategies did educators at the secondary schools apply to stop learner misconduct.

Some educators do not treat learners equally because it became clear that they only disciplined learners who were their favourites. A learner reported that there was a case when learners fought in the classroom and the educator ignored the fight. Some educators in the rural secondary school do not care about the welfare of learners. I think they have forgotten their responsibility of duty to care. Learners felt that measures applied to stop misbehaviour were not effective enough to stop reoccurrence of the misconduct. It also became evident that discipline among learners is low because educators come late to class and as a result, learners do the same.

The principal of the rural secondary school stated that some educators take responsibility of disciplining learners while others don't take any action but simply refer learners to the principal. It is evident that some educators are not proactive on matters of discipline. The Rural Principal says," *Educators are not pulling together as others are reluctant to enforce discipline".*

It was also discovered that the principal felt that the general discipline of the school was average and since the abolition of corporal punishment discipline was no longer intact.

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In the urban secondary school it became evident that educators were, according to the learners, not doing enough. Learners in both felt that the LRC members were not given support by educators. An urban learner stated that, *"When it comes to noise making, LRC members are powerless due to lack of support".* Based on the statement it was evident that LRC and educators were not working together in the maintenance of discipline in the school in general. Learners also explained that if educators and LRC could work together the discipline in the school could be improved.

The study revealed that in rural secondary schools there were certain strategies which educators used to manage learner discipline in the classes. One learner spelled out that if learners were involved in a fight the educator instructed them to clean the toilets during break. It was also reported that after the school, the fight continued. This means that the strategy was not effective. In addition, the study revealed that educators used different methods to discipline learners. One educator indicated that she kept the records of absentees and learners would only be allowed into the classroom after accounting in written form about their absence. One rural *Educator said, "If you enforce discipline some educators feel that one oppresses them".* The other educator explained that she always talked to her learners and this had led to a change of attitude in some learners. Educators always reminded learners about the code of conduct and a book is kept in which minor misconducts such as not writing homework, late submission of work and failure to write tasks are recorded.

In the urban secondary school an educator revealed that she encouraged learners in her class to respect each other. Learners were encouraged to ask for permission if they wanted to say something. The educator always made follow ups on the cleanliness of the classroom. It was also evident that the educator made an effort to check learners if they were given homework. *'I encourage my learners to be actively involved in lessons"* said the urban educator. It was clear that the educator discouraged absenteeism. When a learner absented himself or herself, the penalty was cleaning the classroom during break. *"When learners are always engaged as a result they have no chance of making noise",* explained the urban Educator. The other educator

used reprimands to discipline learners. The educator also highlighted that she talked strongly to learners about late coming and why it was important for them to come early to school.

The participant learners in the urban secondary school indicated that even if there were strategies to maintain discipline, late coming was a challenging issue. It was evident that large numbers of learners were coming late to school and little was done to stop the problem. The urban learner 1, *"I feel that learners who come late to school should be sent back home."* It is important to note that if learners were sent back home for being late that would be violation of their right to education.

It is the responsibility of all stakeholders to come up with the plan to reduce the problem. One learner felt that educators were trying and explained that educators punished learners who came late to school by instructing them to keep running until they reached their classrooms. It was also discovered that late comers were instructed to pick up pieces of papers before being allowed into the school premises.

Participant learners in the rural secondary school explained that better results could be achieved in a school if educators could be very serious about teaching. A rural learner 1 complained, *"Educators do not care because their children get education elsewhere"*. It was found out by the researcher that if educators could change their attitude towards learners, then the culture of teaching and learning would improve and good results would be produced.

In the urban secondary school, learner 1 elucidated, *"Good discipline is about doing right thing at the right time and for the right reasons"*. This means if proper disciplinary strategies are applied and followed, learner discipline would not be a problem and as a result learners would achieve better results. The urban learner 2 indicated that if discipline was well maintained lessons would not be disturbed and, as a result, the school would achieve better results.

It became evident that learners from both the rural and urban secondary schools felt that if educators worked together as a team, better results would

be achieved. Educators must support the LRC and empower them in taking responsibility of learner discipline. The urban learner 1 explicated, *"The more support we get from the educators the more the school discipline will improve."* It was clear that learners were for the idea that when they were made part of the team much could be achieved and they would be responsible and accountable for their actions in the school in general.

The SGB chairperson of the urban secondary school expounded that there were few challenges when it came to learner discipline in the school in general but something was being done. *"There are disciplinary challenges in our school..."* The chairperson also outlined that even if there were challenges something was being done to manage learner indiscipline. It was evident that the SGB chairperson was satisfied with the state of discipline in the school because learner performance was satisfactory and all stake holders were involved. According to the chairperson, discipline was well managed and as a result most parents send their children to the urban secondary school.

The rural secondary school SGB chairperson pointed out, *"The state of discipline in our school is tiring"*. It became evident that the chairperson was worried about learner misconduct which included lack of dedication of learners to their studies. It was also discovered that most learners absented themselves unnecessarily from school, used drugs and did not do their school work.

From the facts presented by the chairperson, it became evident that more effort needed to be made in ensuring that discipline was maintained in the rural school. Discipline in the urban secondary school was managed properly but still there were challenges to the school discipline in general. During the investigation, it was found out that in the rural secondary school educators had to deal with serious cases of absenteeism, damage to school property and use of cell phones to degrade other learners. It became evident also that learners were involved in fights, bullying, drug abuse (dagga) and bunking of classes. The level of discipline in the rural school in general is not satisfactory based on the misconducts discussed.

The urban secondary school discipline level is satisfactory. The SGB chairperson outlines, *"In our situation, fortunately we are not dealing with so many cases".* It was discovered that the urban school did not experience extreme cases of learner misconducts but there were few general misbehaviours in which learners were involved including negative attitude towards educators by learners. It was revealed also when comparing the two secondary schools that the rural secondary school had more challenges when it came to learner discipline as compared to the urban secondary school.

"Discipline is the responsibility of all," said the urban secondary school SGB chairperson. The study revealed that the chairperson felt strongly that educators should take full responsibility of learner discipline. It became evident also that some educators were making an effort in the management of school discipline and the chairperson gave such educators a credit. On the other hand the rural secondary school chairperson explained that it was important to understand that learners were adolescents and it was difficult to control them.

5.2.2. Research question 2

The question focused on how educators can become more involved in the process of school discipline in both rural and urban secondary schools.

The principal of the urban secondary school outlined, *"We have procedures that educators must follow when misconduct is committed".* The study revealed that educators in the urban secondary school were encouraged to give learners more work if they misbehaved. The code of conduct was also used to manage learner indiscipline. Educators were encouraged to draft classroom rules with learners by the HOD.

In the rural secondary school, the study revealed that educators were encouraged to guide and motivate learners. The school also sent letters to parents in cases where misconducts were committed by learners. The study revealed that educators suggested the following disciplinary strategies to the SMT of the rural secondary school: reprimand learners making noise, learners

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to stand at the back of the class when late for a lesson, parents to be involved actively in their children's education. On the other hand the urban secondary school received suggestions that educators be given more support and that educators and the principal should come together and come up with strategies on management of discipline while educators have close contact with learners.

The study revealed that the disciplinary committees of the two schools have something in common pertaining to how educators are developed with regard to learner discipline. In the rural secondary school it was discovered that the disciplinary committee ensures always that discussions are held with educators about how learner discipline should be managed. The documents which were discussed with the staff included The South African Schools Act, the school policy and the learners' code of conduct. The code of conduct was discussed with educators so that when enforcing discipline they would apply the guidelines as required by the Education Department. It was also discovered that the Disciplinary Committee members took the responsibility of ensuring that educators understood acceptable and unacceptable disciplinary measures to be applied in discipline management. DC member rural said, *"We discourage educators to apply corporal punishment."* Educators were encouraged by the DC to use alternative measures to corporal punishment.

It was evident that the DC of the urban secondary school empowers educators by organising workshops about learner discipline at the beginning of the year. The DC also from time to time referred educators to documents such as ELRC, SACE and SASA.

5.2.3. Research question 3

The research question investigated the alternative disciplinary methods which educators suggest.

The investigation revealed that the educators in both the rural and urban secondary schools felt that the Education Department was not doing enough to develop educators on issues of discipline. An educator from the urban secondary school pointed out," *I feel that being more empowered on learner*

discipline would improve my classroom management skills." The educator also added that it would assist in the school discipline in general and educators would have the same strategies when dealing with common learner misconducts. The other educator from the rural secondary school indicated that if empowered she would be in position to guide learners without infringing their rights and would be in position to deal with various challenges on learner's discipline. The educator also indicated that principals do not take educators seriously when reporting learner misconduct to the office. In certain instances the principal took learners side because he felt that educators were unable to control learners. Parents are also listened to as compared to educators as indicated by educators. Educators from both secondary schools felt that there was the need for active involvement of different stake holders to improve learner discipline.

> *If parents, the community and SGB are actively involved in their children`s education we will not experience serious misconduct because learners will have nowhere to run. If we deal with discipline alone learners are aware that their parents are not interested as a result they misbehave, [Urban educator]*

During the interviews, educators from the rural and urban secondary schools were asked to suggest methods that could help in improving learner discipline. One rural school educator explained, *"Disciplinary strategies are there but are not effective."* The educator`s response clearly indicated that strategies which were outlined by the education department were ineffective and educators from both secondary schools   said that learners rights be limited and authority be given to educators. The other challenge faced by the two secondary schools was that parents did not want to abide by the school policy in cases where learners were pregnant. Parents had to be around in the school if their child is pregnant in case she might need medical attention. It was the responsibility of the parents to accompany a pregnant learner to school, but parents did not comply. This resulted in educators being powerless since parents did not play their role and this became a burden for the school as learners` right to education had to be protected.

Educators from the urban secondary school strongly felt that parents must take full responsibility for the education of their children in order to eradicate disciplinary problems in the school. The urban secondary school educator stated, *"the blame on learner discipline and poor results should not be put on educators only but on all stakeholders."*

The educators in the rural secondary school indicated that moral regeneration should be brought back as most learners grew without good morals in their different communities. Rural educator, *"I think we must go back to our roots and try to inculcate respect and Ubuntu among our learners. This will help in eradicating misbehaviour in our schools as learners will be taught to respect elderly people in their communities and that will also be applied in the schools."*

The urban secondary school principal outlined that some of the disciplinary strategies that educators suggested were that educators and the SMT were to meet and discuss challenges they faced in the school about learner discipline and come up with common strategies that could be applied to deal with learner indiscipline. The urban principal expatiated, *"Educators are in constant contact with learners so they are the ones who can assist with coming up with different strategies. In addition as management we must support educators as they are the ones with deeper understanding of issues relating to learner discipline."*

The indication by the rural secondary principal showed that educators denied troublesome learners to go on educational trips. This was done to promote good behaviour. Principal rural, *"The strategy can help in disciplining learners since they know that failure to comply with school regulations will lead to being denied going on school trips."* On the other hand the principal indicated that, denying a learner to go on school educational trips would hamper the learner from developing holistically.

5.3. RECOMMENDATIONS

The purpose of this investigation was to explore how educators assist in improving learner discipline in order to promote effective teaching and learning environment in the secondary schools. The study revealed that both secondary schools had challenges when it came to management of learner discipline. All educators, SMT, SGB and school disciplinary committee members should embrace good classroom management skills and strategies to promote discipline in the school in general. This will help to curb misconduct such as late coming, fighting, back chatting, failure to do school work and loitering.

This study recommends that:

> Educators must be empowered in classroom management skills. Educators must ensure that they plan their lessons daily, weekly and quarterly so that they can hold learners attention in class. Being well prepared means that the educator will not deal with unnecessary interruptions during lesson.

> Educators must work as a team, stop coming late to school and must be role models to the learners they teach since learners emulate them. They must ensure that they maintain discipline in their classes by being firm and attend to learners needs. All stake holders to work together by ensuring that discipline is well maintained in the school.

> Parental involvement must be promoted since it is the key to the enhancement of the culture of learning and teaching. Parents must be fully involved in issues affecting education of their children and this is the responsibility of the SMT and SGB.

> Education Department must ensure that educators are empowered in the management of discipline and focus should not only be on learner performance, since good performance is linked to well-disciplined school. More concern should be on the grade 12 results but other grades should not suffer because they do not receive the same attention.

➢ Educators have the power to influence learners and so, they must build sound relationships with learners irrespective of learners' socio-economic background. They should encourage and motivate learners to attend school and to study very hard. Learners need to be shown the bigger picture of the influence of their behaviour and conduct to the community and the country at large.

➢ The SMTs of the secondary schools must come up with common strategies that educators could use to manage late coming, failure to submit work and absenteeism.

➢ Disciplinary committees of the two secondary schools should liaise with different universities (education faculty) to empower themselves and educators on strategies on how to manage learner discipline.

➢ The Department of Education must give intensive workshops to SMTs of the secondary schools on new disciplinary strategies that can be applied so that they can be in position to deal with challenges related to learner discipline.

➢ The Code of Conduct for Learners must be reviewed annually so as to address the challenges that educators experience pertaining to learner discipline. This should involve all stakeholders.

➢ The two secondary schools should not only rely on Education Department for workshops. The SMTs must invite experts on the field of learner discipline to come and empower educators.

➢ SMTs to organise motivational sessions with educators to encourage them to make an effort Improving the standard of education in their schools.

5.4. CONCLUSION

The investigation was conducted to research on how educators can assist in improving learner discipline. The study revealed that educators were using different strategies to manage learner discipline and they were motivating learners through tongue lashing, keeping records of different misconduct in which learners were involved and calling learners to a disciplinary hearing. It was also discovered that educators felt that certain strategies could be used to control learner indiscipline and they suggested that SMTs of the schools

should get together and listen to what educators suggest pertaining to learner discipline. Since educators were in direct contact with learners on daily basis they could be the ones who could come up with better strategies to maintain learner indiscipline. The study also revealed that lack of discipline among learners was caused by lack of parental involvement in the education of their children, communities no longer encourage learners to attend school, moral degeneration, and child headed families due to the impact of HIV/AIDS as well as lack of educator commitment in their work as educators.

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APPENDIX 1

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa, 2735

Tel: 018 389-2111
Fax: 018 392-5775
Web: http://www.nwu.ac.za
Education Leadership Development
Tel: 018 3892500 (Secretary)
Email: eliza.senne@nwu.ac.za

Date 10 July 2014

Mrs Paledi
Rustenburg Area Office

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr M.M. Moemendi (Student No: 24311774)** is a Masters student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: **Educator involvement in improving learner discipline.**

Permission is requested to enter YELLOW SECONDARY AND RED SECONDARY SCHOOL. Rustenburg AO to collect data from the teacher(s)/principal(s)/learners/parents SGB members. Data collection will be by way of interviews/observations.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept 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 my supervisor for this research: Dr E Mwenesongole phone number 0726527141 or 018 389 2500.

Herewith permission is requested to perform this research in your Area. It would be appreciated if you would kindly grant 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
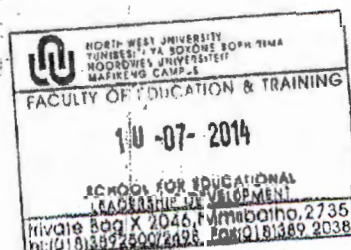
APPENDIX 2

OFFICE OF THE AREA MANAGER: RUSTENBURG AREA OFFICE

FROM: Ms MJ Paledi

Area Manager

To: Mr Moemedi (student number: 24311774

P.O. BOX 5217

Rustenburg

0300

Date: 28 May 2015

SUBJECT: PERMISSION TO CONDUCT RESEARCH AT THE SCHOOLS IN THE RUSTENBURG AREA OFFICE.

The management of Rustenburg Area Office would like to inform you that your request

to conduct research at yellow secondary and red secondary school has

been granted.

Hope you find this in order.

Ms MJ Paledi

Rustenburg Area Manager
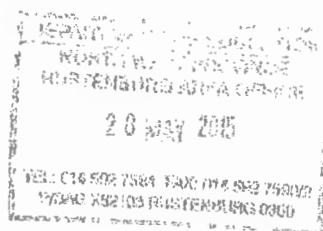
APPENDIX 3

NAME   : MOEMEDI M M
STUDENT NO: 24311774

PARTICIPANTS SEMI-STRUCTURED AND FOCUS GROUP INTERVIEW
   QUESTIONS.

QUESTIONS FOR LEARNERS SEMI-SRUCTURED INTERVIEW

1. What is you're feeling about learner discipline in your school?
2. Do you think educators are doing enough to ensure discipline in the classes and the school in general?
3. How do different educators handle late coming in various subjects?
4. Why do you think discipline can make school achieve best results?

QUESTIONS FOR EDUCATORS IN SEMI-STRUCTURED INTERVIEWS

1. How do you feel about the general discipline in your school?
2. Why do you think corporal punishment should be reinstated?
3. Is the Department of Education doing enough to support educators in empowering educators on matters of discipline?
4. Do you think being well informed about discipline could assist you in contributing positively to school discipline?
5. What is the SGB doing to support educators on matters of discipline?

QUESTIONS FOR SCHOOL GOVERNING BODY MEMBERS

1. What is the state of discipline in your school?
2. Which common learner misconducts do you deal with in the school?
3. Do you think educators are doing enough in promoting discipline in the school?
4. How can educators help in improving learner misconduct in the school?

FOCUS GROUP QUESTIONS FOR DISCIPLINARY COMMITEE

1. How do you encourage educators to be involved in learner discipline?
2. Are educators doing enough in maintaining school discipline?
3. Which misconducts are reported by educators to your office?

FOCUS GROUP INTERVIEW QUESTIONS FOR EDUCATORS

1. Why do you think corporal punishment was the best way of maintaining learner discipline?
2. How can the different stakeholders assist educators in the management of school discipline?
3. How does SMT involve educators in matters of learner discipline?
4. Do you think you as educators are well empowered in dealing with day-to-day learner discipline?
5. What is your contribution in ensuring discipline in the school in general?
6. What alternative methods do you use to maintain discipline in your classroom

APPENDIX 4

P O BOX 5217

RUSTENBURG

0300

6 AUGUST 2015

THE PRINCIPAL

RED SECONDARY SCHOOL

TLHABANE

0309

Si/Madam

REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION

I am currently a student at University of the North-west Mafikeng campus doing Master's Degree in Education. The topic for the research project is **Educator involvement in improving learner discipline.**

I would like to request you permission to do the research which will be conducted in September 2014. The reason for the research is to collect data which will be used to answer the research question.

I would like also to request you, to conduct interviews on two educators involved in discipline, four subject educators, two HODs, two members of the SGB, principal or deputy, two learners from RCL and two learners who had been disciplined upon.

The supervisor for this degree is Dr Mwenesongole and can be contacted if necessary on **0726527149** or office contact **0183892529**. I can also be contacted on the following numbers for further briefing **0833292272**.

Hoping my request will be considered.

Moemedi MM (Mr)

RED SECONDARY SCHOOL

MR M. MOEMEDI
P.O.BOX 5217
RUSTENBURG
0300

Sir

PERMISSION TO CONDUCT RESEARCH AT THE ABOVE MENTIONED
SCHOOL.

The management and the School Governing Body of the above
mentioned school would like to inform you that your request to
conduct research at the above mentioned site had been granted.

Hope you find this in order.

Yours truly

Mr
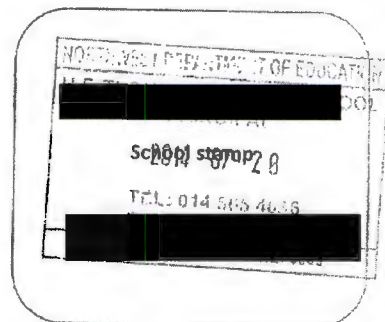
APPENDIX 6

YELLOW SECONDARY SCHOOL

PO BOX 5217

RUSTENBURG

0300

6 AUGUST 2014

THE PRINCIPAL

YELLOW SECONDARY SCHOOL

LETHABONG

0263

Sir/ Madam

REQUEST TO CONDUCT RESEARCH IN YOUR INSTITUTION.

I am currently a student at the University of the North-west Mafikeng campus doing Master's Degree in Education. The topic for the research project is **Educator involvement in improving learner discipline.**

I would like to request you permission to do the research which will be conducted in September 2014. The reason for the research is to collection data which will be used to answer the research question.

I would also like to request you to conduct interviews on two educators involved in discipline, four subject educators, two HODs, Two members of the SGB, Principal or Deputy, 2 learners from RCL and two learners who had been disciplined upon.

The supervisor for this degree is Dr Mwenesongole and can be contacted if necessary on **0726527149** or office contact numbers **0183892529. I** can also be contacted on the following numbers for further briefing **0833292272.**

Hoping the request will be considered.

Moemedi MM (Mr)

YELLOW SECONDARY SCHOOL

25 May 2015
MR. MOEMEDI M.M
P.O.BOX 5217
RUSTENBURG
0300

Sir.

RE: GRANTING PERMISSION FOR DOING RESEARCH

TOPIC: Educator involvement of learners in improving learner discipline.

The SGB, SMT and staff of the above mentioned institution grant you permission.

The school is looking forward to working harmoniously with you.

Thank you

Yours

PRINCIPAL   **DEP. PRINCIPAL(CURRICULUM)**

APPENDIX 8

P O BOX 5217

Rustenburg
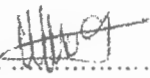
0300

02 September 2014

Yellow Secondary School

Lethabong

0263

CONSENT FORM FOR PARTICIPATION IN THE RESEARCH.

I, ████████████████████████████████ ......I hereby declare that I will participate in the research that is undertaken in Iketleetso secondary school titled **EDUCATOR INVOLVEMENT IN IMPROVING LEARNER DISCIPLINE**. I understand that I can withdraw from the study when I wish to. I also participate in the study willingly. I fully understand the details about the study.

Surname and Name:

Signature:

APPENDIX 9

P O BOX 5217

Rustenburg

0300

02 September 2014

Yellow Secondary School

Lethabong

0263

CONSENT FORM FOR PARTICIPATION IN THE RESEARCH.

I ██████████████████.....................I hereby declare that I will
participate in the research that is undertaken in Iketleetso secondary school titled
EDUCATOR INVOLVEMENT IN IMPROVING LEARNER DISCIPLINE. I understand
that I can withdraw from the study when I wish to. I also participate in the study
willingly. I fully understand the details about the study.

Surname and Name: ██████████████

Signature: ....

APPENDIX 10

P O BOX 5217

Rustenburg

0300

02 September 2014

Red Secondary School

Tlhabane

0309

CONSENT FORM FOR PARTICIPATION IN THE RESEARCH.

I ,..████████████████████████████.....I hereby declare that I will
participate in the research that is undertaken in H.F Tlou secondary school titled
EDUCATOR INVOLVEMENT IN IMPROVING LEARNER DISCIPLINE. I understand
that I can withdraw from the study when I wish to. I also participate in the study
willingly. I fully understand the details about the study.

Signature: ....*Rorolo*..........

APPENDIX 11

P O BOX 5217

Rustenburg

0300

02 September 2014

Red Secondary School

Tlhabane

0309

CONSENT FORM FOR PARTICIPATION IN THE RESEARCH.

I ███████████████████████████████████████........I hereby declare that I will participate in the research that is undertaken in H.F Tlou secondary school titled **EDUCATOR INVOLVEMENT IN IMPROVING LEARNER DISCIPLINE**. I understand that I can withdraw from the study when I wish to. I also participate in the study willingly. I fully understand the details about the study.

Surname and Name: ████████████████████████████████

Signature: *[signature]*

APPENDIX 12

OBSERVATION SCHEDULE

DATE	PLACE	PARTICIPANTS	ACTIONS OBSERVED	REFLECTION
8-09-2014	YELLOW SECONDARY SCHOOL	EDUCATORS, LEARNRS AND SMT	GENERAL OPERATION OF THE SCHOOL	
9-09-2014	YELLOW SECONDARY PRINCIPAL`S OFFICE	LEARNERS, EDUCATORS, HODS, PRINCIPAL AND SGB CHAIRPERSON	INTERVIEWS	
10-09-2014	YELLOW SECONDARY CLASSROOMS	LEARNERS AND EDUCATORS	TEACHING AND LEARNING	
15-09-2014	RED SECONDARY SCHOOL	L EARNERS, EDUCATORS, HODS AND PRINCIPAL	GENERAL OPERATION OF THE SCHOOL	
16-09-2014	RED SECONDARY SCHOOL	EDUCATORS AND LEARNERS	TEACHING AND LEARNING	
17-09-2014	RED SECONDARY SCHOOL	LEARNERS, EDUCATORS, HODS, PRINCIPAL AND SGB CHAIRPERSON	INTERVIEWS	
23-09-2014	RED SECONDARY	PARENTS, LEARNERS, EDUCATORS AND PRINCIPAL	DISCIOLINARY HEARING	

APPENDIX 13

UNDERTAKING OF A GOOD CONDUCT BY A LEARNER

NORTH-WEST DEPARTMENT OF EDUCATION

RE : **DEED OF AGREEMENT**

ENTERED INTO BY AND BETWEEN

███████████████

(Duly represented by the school principal)
(Hereinafter referred to as **"the institution"**)

and

NAME OF LEARNER : ....

ID No (if any) : ....

(Hereinafter referred to as **"the learner"**)

and

(Duly assisted by)

MR/MRS : ....

ID No : ....

of

ADDRESS (physical) : ....

....

....

....

(Being the natural parent and/or lawful guardian of the school)

APPENDIX 14

<div align="center">

CHARGE OF MISCONDUCT AND

WARNING TO APPEAR BEFORE A TRIBUNAL

NORTH-WEST DEPARTMENT OF EDUCATION

█████████████████████

P.O Box 16 ████████

0255

</div>

To : ....

....

....

. . . .

....

RE :   1. **CHARGE OF MISCONDUCT**

    2. **WARNING TO APPEAR BEFORE THE TRIBUNAL**

Dear Mr and Mrs ....

The governing body of ██████████████ having sitted on (date) . .. .
at (place)................ .... following investigations of alleged misconduct by
your son/daughter .. .. conducted on its behalf and its special
... and request by Mr/Mrs .... on (date) ....
hereby charge your son/daughter with misconduct in terms of article ....
of the school's Code of Conduct in that on or about the .... day of
.... 19....... your son/daughter has contravened the above mentioned
article, by wrongfully and unlawfully:

Count 1.

....
.... :......... ....

<div align="center">

115

</div>

YELLOW SECONDARY SCHOOL

CODE OF CONDUCT.

THIS IS A CODE OF CONDUCT FOR ███████████████ , DULY ADOPTED BY THE SCHOOL GOVERNING BODY FOR THE LEARNERS AFTER CONSULTATION WITH THE LEARNERS, PARENTS AND EDUCATORS OF THE SCHOOL IN TERMS OF SECTION 8(1) OF SOUTH AFRICAN SCHOOL ACT OF 1996. (HEREINAFTER REFERRED TO AS SASA ACT 84 OF 1996)

1.   DEFINITION OF CONCEPTS.

1.1.   **Code** - means a set of rules on any subject, a body of laws so arranged as to avoid inconsistency and overlapping.

1.2.   **Conduct** - means demeanor, the way one behaves, manners and the treatment of others.

1.3.   **Code of Conduct** - Notwithstanding anything under section 8 of SASA Act 84 of 1996, Code of Conduct means a set of rules by which the Conduct of Learners at a public school is regulated.

1.4.   **Learner** - means any person receiving education or obliged to receive education in terms of section 1 of SASA Act 84 of 1996.

1.5.   **Educator** - means an educator as defined in the Educators Employment Act, 1994 (Proclamation No : 138 of 1994)

1.6.   **Parent** - means:

(a)   the parent or guardian of a learner.
(b)   the person legally entitled to custody of a learner, or
(c)   the person who undertakes to fulfill the obligations of a person referred to in paragraph (a) and (b) towards the learner's education at school. (Section 1 xiv of the SASA Act of 1996).

1.7.   **Principal** - means an educator appointed or acting as the head of a school.

1.8.   **School** - means ▇▇▇▇ Public School

1.9.   **SASA** - means the South African Schools Act No : 84 of 1996 and all regulations promulgated therein.

1.10.   **Constitution** - means the Constitution of the Republic of South Africa (Act No 108 of 1996.

1.11.   **Education Department** - means the department established by section 7 (2)of the public service Act, 1994 (Proclamation No 103 of 1994.)

1.12.   **Governing Body** - means the governing body of Iketleetso High School as contemplated in Section 16 (1), (ii) of the SASA.

1.13.   **Head of Department** - means the Head of the Education Department.

1.14.   **High School** - means a school providing education from Grade 8 up to but not exceeding Grade 12.

1.15.   **Grade** - means the part of the educational programme which a learner may complete in one school, year or any other education programme which the member of the Executive Council may deem to be equivalent thereto.

1.16.   **MEC** (Member of the Executive Council) - means the member of the Executive Council who is responsible for education in the North West province.

OBJECTIVES AND PURPOSE OF THIS CODE OF CONDUCT.

To promote a disciplined and purposeful school environment and the improvement and maintenance of the quality of the learning and teaching process.

To guide the behaviours of the learners and those responsible for their conduct at school.

To prescribe the due process (observation of the rules of natural justice) to protect the interest and rights of learners and other parties involved in disciplinary proceedings.

To equip Learners with the expertise, knowledge and skills that they would be expected

, . ' to display as worthy citizens.

2.5. To promote the civic responsibilities of the school .

2.6. To develop leadership skills of all learners to enable them to take their rightful places later in life.

2.7. To ensure the realization of fundamental rights as contained in the Bill of rights of the 1996 Constitution.

3. PRINCIPLES UNDERLYING THIS CODE OF CONDUCT

In order to realise the objectives as contemplated in paragraph 2 above, the learners shall:

3.1. recognise the fact that every individual has the right to develop his or her full potential.

3.2. recognise the fact that every learner deserves equal treatment before the law and equal protection and benefits thereof.

3.3. respect one another's convictions and culture.

3.4. respect the inherent dignity of others.

3.5. behave with courtesy, tolerance and consideration towards others.

3.6. refrain from abusive and aggressive behaviours.

3.7. show respect to all persons in position of authority.

3.8. have mutual respect for each other.

3.9. not absent themselves unnecessarily and without justifiable reason for more than 10 days.

3.10. be punctual.

3.11. abide by the rules and regulations.

3.12. leave the school premises at the official School time.

3.13.   be dressed in accordance with School Policy.

3.14.   strive to be pro-active, independent, critical, disciplined and creative.

3.15.   be supportive of effective teaching and learning.

3.16.   live in harmony with others.

3.17.   show respect towards School property.

3.18.   avoid doing anything that may tarnish the image of the school.

3.19.   not disrupt the learning / teaching process in any way.

3.20.   always observe, respect and uphold the School Policy.

DISCIPLINARY ACTION AND THE SANCTIONS.

Subject to the provisions of Chapter 2 on the "Bill or Rights" of the Constitution of the RSA, Sections 9 and 10 of the Schools Act No 84 of 1995, a learner who contravenes this code of conduct shall be guilty of misconduct or unacceptable behaviour and be dealt with as follows :

In the case of contravention of this code of conduct in less serious offences as contemplated in paragraph 28.1 of the school policy, disciplinary action will after the observance of due process contained therein be dealt with in accordance with forms of punishment listed in paragraph 29 thereof.

In the case of contravention of this Code of Conduct by committing any of the offences listed in paragraph 5 hereunder, either by omission or commission, the learner may in terms of Section 9 of SASA, after a fair hearing be :

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4.2.1. Suspended from attending school by the governing body as a correction measure for a period not longer than a week or for such period as pending a decision of the Head of Department whether he or she should be expelled from school.

4.2.2. Subject to the North West provincial law on Education, be expelled from school

provided :

4.2.2.1. Such expulsion is done by the Head of Department only in terms of Section 2 (a) of the Schools Act.

4.2.2.1. That such a learner, has been found guilty of misconduct after a fair hearing provided for in paragraph 5 of this Code of Conduct.

DUE PROCESS OR DISCIPLINARY PROCEDURES IN CASES OF SERIOUS MISCONDUCT.

1   DEFINITIONS.

5.1.1. **Tribunal** - An organised event comprising three members with the sole purpose of determining whether a learner should be subject to some form of disciplinary measures or not.

5.1.2. **Code of Conduct** - A statement of behavioural norms compiled in terms of the South African Schools Act to regulate the conduct of learners at a public school.

5.1.3. **Due Process** - The recognition that certain procedures underpinned by the fairness and just application of laws, rules and regulations are applied in decisions which may affect the rights and interests of a person.

5.1.4. **Expulsion** - The permanent removal of a learner from attendance at a school.

5.1.5. **Suspension** - The temporary exclusion of a learner from attendance at a school.

5.1.6.   **MEC -** The member of the Executive Council of the North West Province
who is responsible for education in the Province.

Code of Conduct.

5.1.8.   **Statement in mitigation -** A statement or an explanation with the purpose
of reducing the severity of a sentence / decision
/verdict / judgement.

5.1.9.   **Aggravating Circumstances -** circumstance that increase the seriousness
of the crime.

5.1.10.   **Extenuating Circumstances -** Circumstances that at the time of the
Commission of Misconduct, so influenced
the mind of the offender that his / her senses
were deprived of the ability to differentiate
between wrong and right.

5.1.11.   **Head of Department means -** The head of education department in the
province.

BEHAVIOUR BY A LEARNER AT A PUBLIC SCHOOL WHICH CONSTITUTE SERIOUS MISCONDUCT.

5.2.1.   Rape and/or attempt thereof.

5.2.2.   Indecent assault.

5.2.3.   Sexual harassment where aggravating circumstances, in the opinion of the Head
of Department or the official referred in paragraph 5 herein exist.

5.2.4.   Assault with intent to do grievous bodily harm.

5.2.5.   Common assault.

5.2.6.   Serious intimidation of staff - teaching and non - teaching.

5.2.7.   Malicious, unlawful and intentional damage to state property.

5.2.8.   Theft where aggravating circumstances, in the opinion of the Head of .

Department, or the official referred to in paragraph 5 herein exist.

5.2.9.   Robbery or attempt thereof.

5.2.10.   Possession of dangerous weapons on school premises.

5.2.11.   Possession or sale or abuse of illegal substances.

5.2.12.   Possession of obscene material including material depicting sexual intercourse in all forms.

5.2.13.   Being on School premises or at a school function not on the school premises while under the influence of intoxicating beverages.

5.2.14.   Possession or sale or consumption of intoxicating beverages while on the school premises.

5.2.15.   Theft of examination papers or possession or sale of such stolen papers.

5.2.16.   Repeated defiance of school authorities.

5.2.17.   Murder and attempt thereof.

5.2.18.   Blatant dishonesty.

5.2.19.   Culpable homicide.

5.2.20.   Continuous absenteeism for more than ten days without a justifiable reason.

5.2.21.   Abusive language.

5.2.22.   Kidnapping and hostage.

5.2.23.   Abduction.

5.2.24.   Any other criminal or civil act, omission, or behaviour which is prohibited by statutory and Common Law of domestic and International law.

APPENDIX 16

VISION AND MISSION
PLEASE WRITE YOUR SCHOOL'S VISION AND MISSION BELOW

VISION:

To strive for excellence, making a meaningful contribution to our nation by equipping our learners with knowledge and skills that will enable them to assume responsible positions of leadership and responsibility later in life.

MISSION:

Subjecting learners to constant evaluation through tests and examinations so as to enhance the content and quality of their knowledge.

Empowering them with life skills and related skills to contribute to the social, economic and political development of our country.

Teaching and educating learners to responsible citizens who will be assisting the nation.

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APPENDIX 17

RED SECONDARY SCHOOL

VISION

RED SECONDARY SCHOOL aims at fostering intellectual, moral, spiritual and physical growth of its learners to the glory of God by:

MISSION STATEMENT

- Offering academic subjects that will lead learners to tertiary level education.
- Presenting a curriculum that will enable learners to fend for themselves, by so doing contributing to the economic growth of the country.
- Teaching in such a way that an open and critical mind is cultivated in the learners in the pursuit of
"THE TRUTH THAT SETS ME FREE"

- Cherish and respect learners so as to unearth their God given talents and gifts.
- Encouraging learners to use their initiatives in a creative way so as to promote the welfare of the school.
- Providing for a variety of extra-curricular activities and pursuit that will enrich the learner's life
- Practising a style of discipline that will lead learners to reflection/ repentance and self-control.
- Involving parents and the community, co-operating with them to achieve goals set for the school.

APPENDIX 18

PLEASE READ THE ███████████████ PROSPECTUS AND ANY RELEVENT DOCUMENTATION OF THE SCHOOL IN CONJUNCTION WITH THIS AGREEMENT

I .... GRA.DE ....

Accept to be admitted to this school for the academic year.............................I promise to pay all school fees or to bring proof that I have been awarded a bursary. I also promise to co- operate with and respect all staff members, comply with the entire requirements bestowed upon me as a learner and to do all my responsibilities as a learner ,affording every stakeholder of this institution the necessary co-operation and respects she/he deserves. I fully understand that the following actions and forms of behaviour constitute serious misconduct

1. Disobedience or insubordination or disregard of authority.
2. Propagation of political ideologies of any organization amongst other learners.
3. Instigating other learners to be involved in boycotts or a strike of whatever nature.
4. Possession use. distribution, transmission or visible evidence of narcotic or unauthorized drugs, alcohol or intoxicants of any kind in the school or during school trips while putting on school uniform.
5. Drunkenness or disgraceful behaviour resulting from it in school or during school trips.
6. Theft, vandalism unlawful action or destroying school property.
7. The use of abusive language, hate speech, harmful graffiti and racism or sexism.
8. Fighting and possession of dangerous weapons in the school or on school trips.
9. Charged in a court of law for crimes such as car theft or hijacking, rape, murder, possession of unlicensed firearm or any other crime.
10. Conducting or typing to conduct any unauthorised clandestine meeting on the school premises.
11. Interference or an attempt to interfere with the freedom or privilege and right of other learners and staff members.
12. Breaking of library, computer centre, assembly and other regulations of the school.
13. Failure to come to class with required material.
14. Failure to write class work, tests, assignments, projects and examinations or failure to attend lessons or classes without consent from the school or medical proof.
15. Disrupting classes with noise making instead of studying or listening to the educator and loitering around the campus. including the toilet when the learner is supposed to be in class.
16. Failure to attend school regularly and respond to the siren promptly, dodging from school.
17. Failure to put on proper school uniform (unless it is sports day).
18. Absenting yourself from school for ten consecutive days without valid reason and proof exposes you to being withdrawn from the school register permanently.
19. Throwing litter and removing furniture from classes without authorisation.
20. Failure to perform manual work when instructed to do so.
21. Putting up placards or notices anywhere in the school unless it bears the signature of the Principal or the Deputy Principal.
22. Failure to compensate for the damage or loss caused by the learner.
23. Fancy ██████████████████ fashionable hairstyles like mushroom, dreadlocks and tinting of hair.
24. Wearing rings, earrings, ██████████████ , necklaces and bangles
25. Wearing nails or make-up, like nail polish (cutex), lipstick and eyebrow pencil
26. Nose piercing and multiple ear piercing
27. Enter staffroom without permission
28. Refusal to take part in extramural activities of the school
29. Untidiness
30. Smoking or found in possession of a cigarette
31. Victimization. bullying and intimidation of other learner

APPENDIX 19

RED SECONDARY SCHOOL

SUMMON ████████████████ EARING

NAME OF LEARNER : Nels Oratile

DATE : 21/08/14

GRADE : 10BS

IRREGULARITY / MOLATO :

Disrespectful , Writing Satanic graffiti on tables , disruption of classes

████████████████████████

KA LOKWALO LO, MOTSADI / MOTLHOKOMEDI WA GA: Nels Oratile

MOPHATO / GRADE: 10BS

O KOPIWA GO TLA KWANO SEKOLONG GO BUISANA LE BARUTABANA KA MAITSHOLO A NGWANA YO :

NAKO YA PITSO : 11H20 ████████████████

LETSATSI : ████████████████

LEFELO : H -F- Tlou See.

_____   21/08/14
GUARDIAN EDUCATOR   DATE

_____   21/08/14
GUIDANCE COUNSELLOR   DATE

_____   21/08/14
SITE MANAGER   DATE

APPENDIX 20

A SCHOOL REGISTER OF MISCONDUCT

School: _____
Learner: _____
Enrolment Date: _____
Gender: _____

EMIS Number: _____
Admissions No _____
Current Grade: _____
Age of Learner: _____

Details of Misconduct			Reported by Signature	Action Taken			Acknowledged (recd) by		
Date	Level	Description		By Capacity and Signature	Code	Case No.	Parent/ Guardian	Date	Signature

APPENDIX 21

RED SECONDARY SCHOOL

INCIDENT FORM

NAME OF LEARNER:

DATE: ....
GRADE: ....
IRREGULARITY: ....
....
....

LEARNER'S MITIGATION: ....
....
....

_____   _____
Learner's signature   Date

CLASS EDUCATOR'S RECOMMENDATION: ....
....
....

_____   _____
Class educator's signature   Date

SCHOOL MANAGER REMARKS: ....
....
....
....

FOLLOW UP DATE: ....

_____   _____
Manager's signature   Date