

**EDUCATORS AND LEARNERS' PERCEPTIONS AND
EXPERIENCES REGARDING THE EFFECTIVENESS OF
SCHOOL RULES IN THE FEZILE DABI DISTRICT**

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“It’s in Christ that we find out who we are and what we are living for. Long before we first heard of Christ and got our hopes up, He had His eye on us, had designs on us for glorious living, part of the overall purpose He is working out in everything and everyone.”

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ABSTRACT

The objective of this research was to investigate the perceptions and experiences of educators and Grade 6 and 7 learners on the effectiveness of school rules at public primary schools within the Fezile Dabi school district.

Chapter Two of this dissertation focused on the specific identification of what effective school rules comprise of, as perceived by the academic community. In order to provide the reader with an overview of the nature of effective school rules, this chapter was divided into providing a short historical reflection on discipline, looking at the nature of discipline, developing a South African framework for legal school rules and taking note of international and foreign law relevant to the topic of this dissertation.

The researcher then discussed the outlines of the research design used to collect, edit and analyse the data in Chapter Three. The chapter included the research paradigm, and the difference between research designs was highlighted to motivate the choice for the research design.

The research design chosen for this study was a quantitative design. The researcher also indicated that she used a pilot study while conducting the empirical research of this dissertation. It was followed by the data collection method and the data collection strategies were discussed. Reliability and validity were dealt with and the guarantees thereof included. The chapter negotiated ethical considerations and ended with a discussion of foreseen research challenges.

The data were extrapolated from questionnaires. This study was conducted at 6 primary schools in the smaller Metsimaholo district. Learner participants (n = 421), as well as educator participants (n = 54), were selected to answer the same/similar questions on the effectiveness and experiences concerning school rules so as to enable comparisons of learners and educators' perceptions of learner misconduct.

The data were analysed and interpreted. Learner responses were used to determine the factor analysis, after which the same factors were applied for educators.

The empirical study led to the following findings:

- According to this study, it appears that educators with more experience than the average educator do not necessarily have command of content on the contemporary approach to dealing with learner discipline, which may contribute to learner misconduct.
- According to the responses of participants, it seems that the role players are not aware of their influence on one another in terms of learner misconduct.
 - o Educators are not aware of the influence of gang activities on learners.
 - o Educators are not aware of the high prevalence of abuse within their school communities.
 - o Learners are not aware of the educators' concerns for the influence of family structures and divorces.
 - o Educators feel that they are not respected by parents.
- Learners acknowledge that they have less control over and input into the drawing up of school rules, than educators are willing to admit.
- Some learners indicate that educators turn to illegal forms of punishment in a desperate attempt to maintain discipline.

OPSOMMING

Die doel van hierdie navorsing was om ondersoek in te stel rakende die persepsies en ervarings van Graad 6 en 7-leerders en onderwysers rondom die effektiwiteit van skoolreëls in openbare laerskole in die Fezile Dabi skool distrik.

Hoofstuk Twee van hierdie verhandeling het gefokus op die omvang en spesifieke identifisering van effektiewe skoolreëls, soos deur die akademiese gemeenskap geïnterpreteer. Om aan die leser 'n oorsig te verskaf, is die aard van effektiewe skoolreëls bespreek en is hierdie hoofstuk opgedeel in 'n kort historiese oorsig en reflektoring oor dissipline, daar is gekyk na die aard van dissipline, 'n Suid-Afrikaanse verwysingsraamwerk is geskep vir regmatige skoolreëls en daar is ook na internasionale regsaspekte en buitelandse wette verwys wat verband hou met die titel van hierdie verhandeling.

Die navorser bespreek hierna die omvang van die empiriese navorsingsontwerp wat aangewend is om die data vir Hoofstuk Drie te versamel, interpreteer en te analiseer. Die hoofstuk sluit ook die navorsingsparadigma in en die verskille tussen navorsingsontwerpe is uitgelig om die keuse van hierdie navorsingsontwerp te motiveer.

Die navorsingsontwerp wat gekies is vir hierdie studie was die kwantitatiewe navorsingsontwerp. Die navorser dui aan dat sy van 'n loodsstudie gebruik gemaak het tydens die empiriese navorsing van haar verhandeling. Dit word gevolg deur die dataversamelingsmetode en dataversamelingstrategieë wat bespreek word. Betroubaarheid en geldigheid is bespreek en die waarborg daarvoor ingesluit. Etiese oorwegings is te bowe gekom en dit is opgevolg met 'n bespreking van voorsienbare navorsingsuitdagings.

Die data is verkry vanuit vraelyste. Hierdie studie is aan 6 laerskole in die kleiner Metsimaholo-distrik voltrek. Leerder-deelnemers ($n = 421$), sowel as onderwyser-deelnemers ($n = 54$), is geselekteer om dieselfde/soortgelyke vrae in die vraelyste te beantwoord, sodat persepsies en ervarings van die

leerders en onderwysers ten opsigte van leerderwangedrag vergelyk kon word.

Die data is geanaliseer en geïnterpreteer soos verkry uit die vraelyste. Die leerder-response is gebruik om die faktor-analise te bepaal en daarna is dieselfde faktore toegepas vir die opvoeder-response.

Die volgende bevindings het vanuit die empiriese ondersoek uitgevloei:

- Dit blyk dat die onderwysers wat oor meer onderwyservaring beskik, nie noodwendig die kennis oor òf die kurrikulum òf die kontemporêre benadering tot die hantering van leerderwangedrag het nie en wat gevolglik leerderwangedrag bevorder.
- Volgens die response van die groepe deelnemers wil dit voorkom of die rolspelers in die onderwys nie van hul invloed op mekaar ten opsigte van leerderwangedrag bewus is nie:
 - o Opvoeders is nie bewus van die invloed van bende-aktiwiteite nie.
 - o Opvoeders is nie bewus van die hoë voorkoms van mishandeling binne hulle skoolgemeenskap nie.
 - o Leerders is nie bewus van die onderwysers se spanning oor die impak wat familiestrukture en egskeidings veroorsaak nie
 - o Onderwysers voel dat hulle nie gerespekteer word deur die ouergemeenskap nie.
- Leerders gee te kenne dat hulle nie tot so 'n mate 'n aandeel het in die opstel van skoolreëls soos onderwysers dit te kenne wil gee nie.
- Sommige leerders gee te kenne dat onderwysers hulle skuldig maak aan onwettige vorme van straf in 'n desperate poging om dissipline te handhaaf.

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CHAPTER ONE

AN ORIENTATION TO THE STUDY

*No evil propensity of the human heart is so
powerful that it may not be subdued by discipline –*
Senega

1.1 INTRODUCTION AND VALIDATION OF THE RESEARCH PROBLEM

There is distress and concern worldwide about the deterioration of discipline at schools and the seeming inability of authoritative structures to maintain it effectively (Steyn, Wolhuter, Oosthuizen & Van der Walt, 2003:225). At the moment, the conduct of learners is one of the most predominant factors which influence the learning environment at South African schools (Oosthuizen, Wolhuter & Du Toit, 2003:457). Ill-disciplined behaviour could cancel out all well-intended efforts to create a culture of teaching and learning (Rossouw, 2003:413).

Disciplinary measures are therefore indispensable to promote and maintain a well-disciplined school environment (Bray, 2005a:134). Learners, parents/caregivers and educators' perceptions of school rules not only determine, but also influence the effectiveness of such rules. These primary interest groups play a key role in explaining and supporting the Code of Conduct, and administrators should encourage them to participate in rule-making (Rossouw, 2003:415). For the sake of this study, the focus will be on the learners and educators only.

Many problems experienced by learners and educators are related to a conflict between the values of the school and the values that are reflected in their particular cultural, family and peer-group backgrounds. In South Africa, the language issue and the values associated with it have caused much tension in the past. The issues are still far from resolved in the present (Donald, Lazarus & Lolwana, 2002:160).

Moloi (2002:2) mentions that *the learners have lost a culture of respect and trust towards educators*. Learner safety, security and success in education are often affected by disruptive behaviour or other forms of misconduct by fellow learners. Few ideals for education can be realized if disruptive behaviour prevails. The importance of positive discipline is the cornerstone of the creation and maintenance of a positive learning environment (Rossouw, 2003:415).

Value conflicts are common in relation to religion, morality and social issues, for example whether and how sex education is handled at school or conflicts regarding the content and relevance of the curriculum. Generally, parents have the wish to send their children to schools that mostly reflect their own values, be they religious, social class or language. However, this is not always possible (Donald *et al.*, 2002:160).

Recent research (Rossouw, 2003:413) has also shown that the involvement of youth in the liberation struggle which ended in 1994 caused them to develop arrogance towards adults, that is, towards both educators and parents. Another reason for the decline in the level of discipline in recent years might be the overemphasis on human rights, especially children's rights, in reaction to the increase in child abuse or the lack of a human rights culture in the apartheid era. In the culture of human rights that is now just getting off the mark in South Africa, human rights are frequently exaggerated. When rights are exaggerated, the accompanying obligations may be denied (Oosthuizen, Rossouw & De Wet, 2004:49). A lack of learner discipline may seriously hamper the teaching and learning process, and if disruptive behaviour prevails, education cannot be successful (Rossouw, 2003:413).

Issues of race and the associated value conflicts in South Africa are of particular concern to education. Although the legacy of an apartheid policy is specific to South Africa, the issue of racial integration has been a concern in many other countries (Donald *et al.*, 2002:160). This aspect raises important issues which have to be faced in the classroom, in the school as a whole, in families and in the communities concerned, and of course at the level of policy-making (Department of Education, 2000). It brings with it several

problems and challenges, particularly because issues of social class are often embedded in racial dynamics.

The move towards racial integration in South African schools, even if slow, is crucial to bridging conflicts of values in the society as a whole (Constitution of the Republic of South Africa, 1996; hereafter referred to as Constitution). It brings about its own particular challenges, however. For example, a working-class, black learner who attends a traditionally middle-class, predominantly white school often has great difficulty in adapting socially and academically. While there are many reasons for this, a conflict in values is likely to be one of the main reasons. Further difficulty may arise if the learners, in trying to adapt to the values and expectations of the school, become estranged from their own family (Donald *et al.*, 2002:160).

Nxumalo (2001:77) indicates the need for both learners and educators to be disciplined for the effective functioning of schools. Educators and learners realize the need for discipline and justify their belief in this need on practical (prerequisites for learning) and religious grounds (Wolhuter & Oosthuizen, 2003:437). Effective teaching and learning at a school therefore requires a Code of Conduct that promotes sound and positive discipline. Such a Code of Conduct contains the disciplinary rules for learners and is therefore crucial to effective school discipline (Bray, 2005a:133).

Section 8 of the South African Schools Act 84 of 1996 (84/1996; hereafter referred to as Schools Act), allows the School Governing Body of a public school to adopt a Code of Conduct for the learners. This Code of Conduct aims to establish an orderly and focused school environment, dedicated to the improvement and maintenance of the quality of the learning process (Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners, 1998:reg.1.1 & 1.2; hereafter referred to as Guidelines for Codes of Conduct; *cf.* 2.1;). Moreover, it creates a basis of authority for educators which enables them to act with legal certainty and confidence in creating a secure and harmonious environment for education and training (Oosthuizen, 2003:60).

The research gap that was identified was that nothing much has been published concerning how effective a school's Code of Conduct can be if the teaching and learning situation does not reflect the Code's content practically. It was the intention of the researcher of this dissertation to determine the insight of arguably the two most important education partners, learners and educators, concerning the usefulness of school rules at their schools. By determining their understanding and experiences in this regard, this research aims at adding value to the current debate which the researcher has pointed out above concerning deteriorating school discipline (Steyn *et al.*, 2003:225); learner conduct being a principal influential part of the learning (Oosthuizen *et al.*, 2003:457); and ill-disciplined conduct perhaps cancelling positive efforts to develop a teaching and learning culture (Rossouw, 2003:413).

Following from the above, the questions that were addressed in this study were as follows:

- What do effective school rules comprise of?
- Which perceptions and experiences do learners and educators share on the effectiveness of school rules?
- To what extent do the perceptions and experiences of learners and educators differ on the effectiveness of school rules?
- What role do learners play in drawing up and amending school rules?
- Which findings can the researcher formulate from the completed data analysis and interpretation?
- What are the recommendations that could support schools in drawing up effective school rules?

1.2 AIMS AND OBJECTIVES OF THE STUDY

To ensure successful completion of this study, the researcher chose to phrase a primary research aim (*cf.* 1.2.1) which was operationalized by six objectives (*cf.* 1.2.2) that guided the course of this study.

1.2.1 Primary research aim

Taking into consideration the needs of schools, the overall aim of this study is to gain insight into the perceptions and experiences of the participating learners and educators on the effectiveness of school rules.

1.2.2 Research objectives

In order to explore the primary research aim fully, the overall aim was operationalized in the following ways:

- Research objective 1: To determine what effective school rules comprise of, by undertaking a literature review (*cf.* Chapter Two).
- Research objective 2: To ascertain the shared perceptions and experiences of the participating learners and educators on the effectiveness of school rules, by following a quantitative research design (*cf.* Chapter Three).
- Research objective 3: To establish to what extent the perceptions and experiences of learners and educators differ on the effectiveness of school rules, by scrutinizing the responses of the participants (*cf.* 3.4).
- Research objective 4: To pinpoint the role which learners play in drawing up and amending school rules (*cf.* Appendix G: C3(g); C4(f); C6; D6 & G9; Appendix H: C3(g); C6; D6 & G7).
- Research objective 5: To formulate findings that are based on the data of the research (*cf.* Chapter Five).
- Research objective 6: To make recommendations that could support schools in drawing up effective school rules (*cf.* Chapter Five).

1.3 THEORETICAL FRAMEWORK OF THE STUDY

Child development takes place through processes of progressively more complex interaction between an active child and the persons, objects, and symbols in its immediate environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of time.

(Adapted from Bronfenbrenner & Morris, 1998:996)

An appropriate theoretical framework within which to contextualize this study was that of the ecosystemic approach. This perspective generally allows insight into the understanding of human behaviour and it provides for the intricacy of influences, interrelationships and interactions within the social context between individuals and groups (Donald *et al.*, 2002:44). The systemic and ecological theories are combined to form the ecosystemic perspective. The latter perspective indicates how the individual is linked with different groups of the social contexts and that they are linked in turn, to form a dynamic, interacting and interdependent relationship (Donald *et al.*, 1997:34).

Bronfenbrenner (1979:7) recognizes that human development is shaped not only by one-to-one relationships, but also by a complex interrelationship of relationships and context: a person's behaviour is therefore influenced by a series of systems.

These systems extend from (1) one-to-one interactions with others to (2) elements of the environment that affect the people with whom an individual interacts, but not the individual directly, to (3) the cultural context within which the individual lives. Classrooms and the school are thus viewed as systems in themselves, interacting with the broader social context. For example, a learner is influenced by interactions between parents/caregivers and educators even though he/she may not be physically present at such interactions. At a broader cultural and societal level, the learner is affected by a range of factors including, for example, distribution of resources within a society.

Bronfenbrenner's theory is attractive because it does not only look at individual development, but also provides a conceptual framework for locating that development in a broader context. That which matters for behaviour and development is the environment as it is perceived, rather than as it may exist in *objective* reality.

The ecological theory is based on the interdependence and relationship between different organisms and their physical environment (Kaiser, Hester & McDuffie, 2001:143). The adoption of an ecological framework also affects our conceptualization of learners' behaviour and, indeed, the terminology adopted. A learner's behaviour can be seen as an individual's response to a set of circumstances.

The ecosystemic approach suited this study which planned to look at perceptions on the effectiveness of school rules, since learners' development and perceptions are shaped, not only by one-to-one relationships (as recognized by Bronfenbrenner above), but also more specifically by a complex network of interrelationships with people around them.

1.3.1 Concept clarification

- An educator, in this study, is considered to mean any person, excluding a person who is appointed to perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services at a school (Schools Act, 84 of 1996:sec.1; Employment of Educators Act 76 of 1998, 76 of 1998:sec.1; South African Council for Educators Act 31 of 2000, 31 of 2000:sec.1), thus including school principals.
- A learner is considered to mean any person receiving education or obliged to receive education in terms of the Schools Act (84 of 1996:sec.1).

1.4 RESEARCH METHODOLOGY

Research is a methodical process of collecting, analysing, and interpreting information and specifics in order to increase and improve our understanding of the incident about which researchers are interested or concerned (Leedy & Ormrod, 2005:2). According to Welman, Kruger and Mitchell (2007:2), this focuses on ascertaining the building blocks that make up the research methods and techniques. McMillan and Schumacher (2010:3) are of the opinion that educational research suggests that principles guide educators in wise decision-making and develop knowledge needed about education.

1.4.1 Research method

This aspect of the research methodology is all about deciding which type of data sets are necessary to conduct the study and also how best to collect, interpret and analyse the data. Research in education includes a *scientific evidence-based inquiry* (Schumacher & McMillan, 2010:6). *Scientific inquiry*, according to Leedy and Ormrod, (2005:33), is used to generate and verify theories that explain natural phenomena and to search for knowledge through the use of recognized methods in data-collecting, analysis and interpretation. *Evidence-based inquiry* (McMillan & Schumacher, 2010:6) is the search for knowledge using systematically gathered empirical data so that the argument can be examined painstakingly.

1.4.1.1 Review of the literature

Leedy and Ormrod (2005:64) state that a literature review describes the theoretical perspectives and previous research findings regarding the research problem. A literature study on what effective school rules comprise of, as perceived by the academic community, was completed (*cf.* Chapter Two).

In order to obtain relevant literature, a variety of electronic databases (NEXUS, EBSCO-Host, ERIC and SA e-Publications), internet websites (<http://www.lch.ch>; <http://www.ei-ei.org>, <http://hrw.org/>; <http://portal.unesco.org/education/>) and internet search engines (Google, Google Scholar and Yahoo) were utilized, as well as government issued policies and regulations using, among others, the following keywords and search phrases:

educator classroom discipline; teacher classroom discipline; school rules; school discipline; Bill of Rights; Code of Conduct; school discipline perceptions; school discipline experiences; learner discipline; disciplinary methods

1.4.2 Research design

A research design is the general strategy a researcher will follow to solve the research problem. It provides the overall structure for the procedures that the researcher follows (Leedy & Ormrod, 2005:85). Research, as defined by McMillan and Schumacher (2010:8), is a systematic process of collecting and logically analysing information for some purpose. A research design is the specification of procedures for collecting and analysing data necessary to help identify or to react to a problem or opportunity (Fouché, Delport & De Vos, 2011:143).

As pointed out by Welman *et al.* (2005:8-9), the aim of this method is generally to be particularistic in approaching the collection of data. This signifies evaluating objective data which consist of numbers, trying to exclude bias from the researcher's side. Most typically, the quantitative method would make use of a questionnaire.

A quantitative research design was used to conduct this study, as is discussed in more detail later in Chapter Three (*cf.* 3.3.3).

1.4.2.1 Validity of a research design

Concerning the *research design* of this study, the researcher of this dissertation had to be aware of the *internal validity* (Adams, Khan, Raeside & White, 2007:237; Flick, 2011:202-203), *external validity* (Creswell, 2012:303; Flick, 2011:203), *construct validity* (Cohen, Manion & Morrison, 2007:138) and *statistical conclusion validity* (McMillan & Schumacher, 2010:138).

These aspects are reported in the chapter on the empirical research design, Chapter Three (*cf.* 3.3.3.1).

1.4.2.2 Strategy of inquiry

The researcher of this dissertation used non-experimental descriptive survey research with quantitative techniques within an empirical research design (*cf.* 3.3.4.3).

The expression non-experimental study describes something that has occurred without any direct manipulation of conditions that are experienced (McMillan & Schumacher, 2010:22).

Leedy and Ormrod (2005:108) point out that survey research is chosen when specific traits need to be quantified in terms of incidents, frequency and distribution. According to McMillan and Schumacher (2010:22) and Creswell (2012:376), the technique of survey data is used to describe and explain the status of phenomena, to trace change and to draw comparisons.

The researcher of this dissertation collected quantitative data by means of a survey in the format of questionnaires (cf. 3.4) that were handed out to a sample of research participants (cf. 3.3.4.4).

This study can be considered as being both descriptive and interpretive. It could be described as being largely descriptive as the aim of the study was to gain insight into the nature of South African learners and educators' perceptions on the effectiveness of school rules in order to develop new perspectives about the aspect and to discover problems or inconsistencies regarding this aspect. Research in education includes scientific and disciplined inquiry (Bell, 2004:8).

The researcher was aware of the limitations of the survey design. She intended to prevent these challenges from affecting the quality of the study by eliminating bias views and by monitoring all her interpretations in order to validate and ensure the reliability of the study. The aim of the study, however, was not to generalize the participants' perceptions, but to provide a description of them (cf. 3.3.4.3).

The above-mentioned approach was chosen to provide the researcher with an unbiased and true view of real-life events experienced and observed by the participating learners and educators.

1.4.2.2.1 Data collection instrument: the questionnaire

Measuring instruments provide a basis on which the entire research effort rests (Creswell, 2012:151). The aim of this study was to determine the perceptions and experiences of the participating learners and educators by measuring them in some way.

The researcher of this dissertation incorporated two questionnaires in her study as her measuring instruments (*cf.* 3.3.4.3).

Questionnaires often use checklists and rating scales as devices to obtain information (Leedy & Ormrod, 2005:185). In this instance, the questionnaires made use of rating scales for the items that aimed at determining perceptions and experiences regarding the effectiveness of school rules (*cf.* 3.4): both the semantic differential type (*cf.* Appendices G & H:C1 & G) and Likert scaling were used (*cf.* Appendices G & H: C2; C5; C7; C10; Sections D, E & F). Moreover, the researcher included category questions and list questions in both of her questionnaires, with one open-ended question in the learner questionnaire. These aspects will be discussed in more detail in Chapter Three (*cf.* 3.4).

Two separate questionnaires were developed for the learners and educators respectively, because there was a shift in focus for each group. Structured questionnaires were developed, based on the information from the literature study, since nothing of the nature that would address the aim of this study has yet been developed and standardized in South Africa. The aim of the questionnaires was to determine the perceptions and experiences of the participating learners and educators on the effectiveness of school rules in the South African school community.

1.4.2.2.1.1 Reliability and validity of the research instrument

For researchers to be able to reflect on the reliability of their research instruments, they need to consider including a pilot study (*cf.* 3.4.1.1) which will guide the levels of acceptability when calculated Cronbach alphas and inter-item correlations are scrutinized (Akbaba, 2006:183).

The researcher of this dissertation will expand on this in her chapter on the empirical research design of her study; Chapter Three (*cf.* 3.4.1).

The questionnaires were given to two academic experts in this field of research for comments and suggestions (*cf.* 3.3.4.3). The relevant changes were made before a pilot study was conducted with a group of participants from the population who did not form part of the sample in order to determine the reliability and validity of the questionnaires (*cf.* 3.4.1).

Reliability

One of the coefficients that are generally used to measure the internal reliability of a research instrument is called the *Cronbach's alpha coefficient* and it is based on inter-item correlations. If the items are strongly correlated with each other, their internal consistency is high and the alpha coefficient will be close to one. If, on the other hand the internal consistencies are poorly formulated and do not correlate strongly, the Cronbach alpha coefficient will be close to zero (Delpont & Roestenburg, 2011:178).

According to Pietersen and Maree (2007:216), by and large, researchers pursue the following guidelines for interpreting the Cronbach's alpha coefficient:

- 0.90 – high reliability
- 0.80 – moderate reliability
- 0.70 – low reliability

However, the modern approach is to consider the guidelines of Simon (2008) who mentions 0.6-0.9 as acceptable parameters for measuring the reliability of a questionnaire (*cf.* 3.4.1.1).

McMillan and Schumacher (2010:234; *cf.* 3.4.1.1) propagate the acceptable parameters of inter-item correlations as ranging from 0.15 to 0.5.

Validity

The validity of the questionnaires was determined by scrutinizing face, content and construct validity (Leedy & Ormrod, 2005:92; Pietersen & Maree, 2007:217):

- Face validity – this type of validity points to making sure that the instrument appears applicable.
- Content validity – this type of validity points to the coverage that researchers give to the full content of the specific constructs that they want to measure.
- Construct validity – this type of validity points to how soundly researchers manage to cover the scrutinized constructs by using diverse groups of associated items to measure them.

The researcher will report on how she ensured validity of her questionnaires in Chapter Three (*cf.* 3.4.1.2).

1.4.2.3 Population and sampling

In general, it is seen to be impractical to work with a whole population in one's research; therefore, as is the case with most surveys, the researcher of this dissertation made use of sampling.

1.4.2.3.1 Study population

The population relevant to this study comprised of learners and educators who were involved in public primary schools in the larger Fezile Dabi district, Free State. A variety of schools from diverse socio-economic areas were used in this study. This district comprised of mainly an industrialized urban and a rural area.

The researcher obtained a detailed list of schools in the greater Fezile Dabi district from the district office in Sasolburg. There were 106 public primary schools (N = 106) in Fezile Dabi (Northern Free State); they included parallel medium schools, dual medium schools and Section 21 schools. This provided for a multitude of different backgrounds being considered. The population of

learners who were eligible to form part of this study, was N = 82 826; and the educator population comprised of N = 1 790.

1.4.2.3.1.1 Selection of the research participants: sampling for this study

According to Leedy and Ormrod (2005:199), a sample should be chosen so carefully that, through it, the researcher is able to see all the characteristics of the total population.

In this regard, the overall aim of this study was to gain insight into the perceptions and experiences of the participating learners and educators on the effectiveness of school rules. The sample of participants based in the researcher's geographical location consisted of public primary schools in the smaller Metsimaholo (Sasolburg) district.

Stratified random sampling was used to ensure that the data the researcher obtained were truly representative and the inferences that were drawn were valid (*cf.* 3.3.4.4). The researcher used the Grade 6 and 7 learners of these schools, since these grades have been at school for a number of years and should therefore have formed opinions concerning school rules. According to Leedy and Ormrod (2005:202), a researcher who uses stratified random sampling selects candidates uniformly from each layer of the general population. This implies that every member of the population has an equal chance of being selected. Researchers can therefore assume that the characteristics that they will discover in the sampled population will be fairly accurate in relation to the characteristics of the whole population. If necessary, generalizations can then be made from the findings (Bell, 2004:126).

A representative sample of the population was selected for this study. Once the population had been established, the table below was used as a guideline for selecting the sample size.

Table 1.1: Guidelines for sampling

Population	Percentage suggested	Number of participants
20	100 %	20
30	80 %	24
50	64 %	32
100	45 %	45
200	32 %	64
500	20 %	100
1 000	14 %	140
10 000	4.5 %	450
100 000	2 %	2 000
200 000	1 %	2 000

(Strydom, 2011:225)

Questionnaires were distributed proportionally to the different public primary schools after the random selection of 25% of them. The schools differed in size and therefore the sampling of the different schools was done proportionally. The researcher gave the questionnaires to the school principal, who in turn distributed them to the learners and educators. The researcher thus chose group administration of her questionnaires without being present herself (*cf.* 3.4).

Bell (2004:126) points out that all researchers are dependent on the kindness and accessibility of participants. This ends up making it, in all probability, tricky for a researcher to realize an exact random sample.

The researcher selected four ($n = 4$) primary schools, split on a 50/50 basis for former Model C-schools and those from previously disadvantaged communities (*cf.* 3.3.4.4). The learners who participated were selected according to Table 1.1: $n = 450$, implying that 115 learners in each school were requested to complete the learner questionnaire. The participating

educators were selected according to Table 1.1: $n = 64$, implying that 16 educators per school were asked to complete the educator questionnaire.

1.4.2.4 Data collection processes

The following procedures were followed in the data collection process:

- Obtaining permission to conduct the research by completing and handing in the Ethical Application Form at the North-West University, Vaal Triangle Campus (*cf.* Appendix A).
- Asking and obtaining permission from the relevant organizations – Free State Department of Education/Motheo district office (*cf.* Appendices B & C).
- Conducting the literature review.
- Developing the questionnaires, using the literature review as background (*cf.* Appendices G & H).
- Doing a pilot study and adjusting the questionnaires if necessary (*cf.* 3.4.1.1)
- Doing random sampling of the public primary schools in the district to identify potential schools.
- Writing a letter to school principals to obtain their cooperation concerning administering questionnaires at their selected schools (*cf.* Appendix D).
- Administering the questionnaires.
- Analysing and interpreting the data (*cf.* Chapter Four).

1.4.2.5 Data analysis and interpretation

The purpose of most research is to use findings from the sample data to draw conclusions or to generalize findings from the sample data (Pietersen & Maree, 2007:198). According to Schurink, Fouché and De Vos (2011:416), interpretation revolves around making sense of the data collected. Mostly it is agreed upon that at this point the researcher steps back from a broader opinion to develop systems or typologies to classify data in terms of characteristics that they have in common with other phenomena. The research of this dissertation chose to draw conclusions; not to make

generalizations to the general population (*cf.* 3.5). The researcher described the sample and the instrument. The sample was described by collecting biographical information and analysing the frequency of responses. The measuring instrument was described and analysed by using factor analysis, determining averages and the use of descriptive statistics of the constructs. Cronbach's alpha and inter-item correlations were used to ensure validity. The differences between the responses that were gathered by means of the two questionnaires were determined through conducting a t-test.

Two questionnaires were used to collect the quantitative data. The statistical analysis of the empirical data was done by Ms A. Oosthuyzen, North-West University, Vaal Triangle Campus. Both an inferential and a descriptive statistical analysis were done (*cf.* 3.5; Chapter Four).

Descriptive statistics is the combined name for the different statistical methods used in order to categorize and examine data meaningfully and they can be divided into numerical and graphical representation thereof (Pietersen & Maree, 2007:183). Descriptive statistics normally summarize the general nature of the data that the researcher obtained. For instance, they measure how certain characteristics appear to be *on average*, and/or how closely two or more characteristics are interrelated (Leedy & Ormrod, 2005:30).

Descriptive statistics were used to organize and analyse the quantitative data and secondly to summarize and reduce the large volume of information. A frequency analysis was used as the descriptive statistic method. In this case it involved the number of times the various response categories of a variable were apparent (Babbie, 2010:428) and these were expressed as a percentage of the sample in the various categories, as supported by Pietersen and Maree (2007:184). Descriptive statistics were chosen as a method because they presented the most basic manner in which the researcher could summarize her data and interpret her results (McMillan & Schumacher, 2010:149).

In contrast to this, inferential statistics helped the researcher make decisions about the data: they help one decide if the differences observed between two groups in an experiment are large enough to be attributed to the experimental

intervention, rather than to a once-in-a-blue-moon fluke (Leedy & Ormrod, 2005:30). Inferential statistics were used to estimate the true value of the information to the population. In order to ensure validity, a comparison was made between the information the researcher obtained from the literature review and her questionnaires in order to identify the perceptions and experiences of the participating learners and educators regarding the effectiveness of school rules.

In this study, a number of dependent variables needed to be explained. Therefore the sample was carefully scrutinized – both biographical data were considered and the frequencies of the data were calculated (Babbie, 2010:441). In order to determine whether a significant difference existed between the means of the two groups of participants, an analysis of variance (ANOVA) was done. A factor analysis was also done in order to detect possible correlations among different variables and to identify groups of interrelated factors which may reveal causal themes in data (Leedy & Ormrod, 2005:274).

The researcher of this dissertation presents a structured analysis and interpretation of the quantitative data that she gathered for the completion of her study in Chapter Four. The final findings and recommendations will follow in Chapter Five.

1.4.3 Ethical considerations

Where people are made the subjects of research without their knowledge, and thus have no chance to safeguard their own interests, it should be the special concern of the researcher to look after these interests. The same applies where subjects volunteer for or cooperate with the research, but are deceived as to its purpose. The researcher should, ideally, anticipate every possible side-effect of these procedures and guard against them.

According to McMillan and Schumacher (2010:15), educational research is constrained by ethical and legal considerations in conducting research on human beings, the public nature of education, the complexity of educational practices and methodological problems. It is imperative to obtain clearance

from an ethics committee when human subjects are involved in any kind of research of an empirical nature.

The researcher had ethical approval from the North-West University to conduct her research, since the university cleared the research project of her study leader, Prof. Elda de Waal¹ (cf. Appendix A). All Prof. De Waal's students are included in this approval.

Anyone involved in research must be aware of the general agreements about what are proper and inappropriate scientific methods (Strydom, 2011:114). It is essential that throughout the research process the researcher abide by the ethical guidelines.

1.4.3.1 Informed consent and voluntary participation

Research participants should be told the nature of the study to be conducted and given the choice of either participating or not participating (Leedy & Ormrod, 2005:101). Any participation in a study should be strictly voluntary.

1.4.3.2 Protection from harm

The researcher should ensure that participants are not exposed to any undue physical or psychological harm (Leedy & Ormrod, 2005:101). As a rule, involvement in the study should not involve risks greater than the normal risks of day-to-day living.

1.4.3.3 Privacy, confidentiality and anonymity

The researcher and the participants must have a clear understanding regarding the confidentiality of the results and findings of the study (Creswell, 2012:23). All participants' information and responses shared during the study will be kept private and the results will be presented in an anonymous manner in order to protect the identities of the participants. The researcher must keep

¹ Project title: Creating successful public schooling within a legal milieu. Ethics number NWU- 0068-11-49; expiry date 30 August 2016..

the nature and quality of participants' performance strictly confidential (Strydom, 2011:119).

The researcher of this dissertation will report back later on how she adhered to important ethical aspects in her study (*cf.* 3.6).

1.5 CONTRIBUTION OF THIS STUDY

In lieu of South Africa's educational situation, ignorance is unacceptable. Our modern policies safeguard human rights and have not up to now placed emphasis on learner responsibilities and obligations. Educators feel that school rules are not effective and contribute to the dire state that schools find themselves in, in relation to school discipline and the learning and teaching environment as a whole.

This study has aimed at determining the perceptions of the participating learners and educators on school rules. Effective school rules could help ensure proper teaching and learning, and could thus extend value to our school communities.

1.6 POSSIBLE RESEARCH CHALLENGES

The researcher was aware of the challenges that could influence the process and progress of her study. The feedback on how they were dealt with and the influence they had on the study will be discussed in Chapter Three (*cf.* 3.7).

The foreseen challenges were the following:

- Some of the participants may not interpret the question items correctly because of the diverse nature of the South African society.
- Some of the parents/caregivers could be difficult to reach.
- Illiteracy among parents/caregivers could be a factor when they are asked for permission for the learners in their care to take part in this study.
- Return rates may be low or differ notably across the different participation groups.
- Participants may not be truthful when answering the questionnaires.

1.7 DIVISION OF THE CHAPTERS OF THIS DISSERTATION

CHAPTER ONE AN ORIENTATION TO THE STUDY

Chapter One provides a general overview to the study, including an introduction and rationale. This chapter also contains the research problem, research questions, purpose of the research and definition of concepts.

CHAPTER TWO EFFECTIVE SCHOOL RULES AND WHAT THEY COMPRISE

The second chapter outlines the conceptual framework for the study by providing a literature exploration with regard to perceptions, discipline, Code of Conduct, as well as relative and relating literature.

CHAPTER THREE EMPIRICAL RESEARCH DESIGN

In Chapter Three the researcher describes the design and methodology that were chosen for this dissertation in detail.

CHAPTER FOUR DATA ANALYSIS AND INTERPRETATION

Chapter Four contains both the raw data and the analysis of the data obtained through the questionnaires and the findings of the study. Results will be represented in accordance with the survey design.

CHAPTER FIVE SUMMARY, FINDINGS AND RECOMMENDATIONS

In Chapter Five the researcher firstly presents a short summary of each chapter and then summarizes the results of the study as she discovered them in her literature review and the empirical phase of her research. In the second place, the findings are discussed and placed into context, while also paying attention to specific limitations that presented themselves during the course of this study and making suggestions for additional research. Finally, specific and relevant recommendations are made.

1.8 SUMMARY

Effective school rules and the perceptions thereof are of the utmost importance within a South African legal framework. The current situations at schools require a closer look at the determinants that influence the perceptions and experiences that learners and educators share concerning the effectiveness of school rules. The aim of this study, ultimately, was to make findings and recommendations that are based on the data of the research, aimed at supporting schools in drawing up effective school rules.

In this chapter, the researcher provided an orientation of the planned research study. Firstly, an overview of the relevant literature was given in order to confirm and verify the research problem (*cf.* 1.1). This was done by describing the current background and situation South African educators and learners find themselves in. The aim and objectives of the study was affirmed (*cf.* 1.2) and it was divided into the primary research aim (*cf.* 1.2.1) and the research objective (*cf.* 1.2.2). The theoretical framework of the study (*cf.* 1.3) was discussed.

Furthermore, the research methodology (*cf.* 1.4) was described and the research method (*cf.* 1.4.1) and the research design (*cf.* 1.4.2) on which the study was grounded were indicated.

The research design included the validity of the design (*cf.* 1.4.2.1). The measuring instrument that was used for this study was a questionnaire. The data collection instrument, the questionnaire (*cf.* 1.4.2.2), was motivated by the reliability and validity of the research instrument (*cf.* 1.4.2.2.1.1). The researcher described the population and sampling procedures (*cf.* 1.4.2.3.1). The data collection procedures (*cf.* 1.4.2.4) and data analysis and interpretation (*cf.* 1.4.2.3.1) were also indicated. The researcher paid attention to significant, relevant ethical aspects (*cf.* 1.4) and she discussed these under the sub-headings of informed consent (*cf.* 1.4.3.1), protection from harm (*cf.* 1.4.3.2) and privacy, confidentiality and anonymity (*cf.* 1.4.3.3).

The contribution of the study (*cf.* 1.5) was discussed and the possible challenges were pointed out (*cf.* 1.6). Finally, the researcher provided the reader with the division of the chapters of this dissertation (*cf.* 1.7).

This chapter reminded the reader that the study served only as an inquiry into the situation at the participating schools and did not aim to create a generalization for all schools in South Africa.

In Chapter Two, the results of the literature study will be discussed with regard to effective school rules and what they comprise of.

CHAPTER TWO

EFFECTIVE SCHOOL RULES AND WHAT THEY COMPRISE

2.1 INTRODUCTION

In Chapter One the researcher paid attention to providing the reader with an orientation to this study that focused on determining the effectiveness of school rules at schools within the Fezile Dabi school district: special focus fell on the problem statement (*cf.* 1.1), the aim and objectives (*cf.* 1.2), the theoretical framework (*cf.* 1.3) and the research methodology (*cf.* 1.4).

This chapter aims at the specific identification of what effective school rules would comprise.

Although the disruption of teaching and learning time at school level is a world-wide phenomenon, with Kruger (2009:4) mentioning that as many as three out of every five schools are experiencing the same problem in 23 countries, South African educators should not give up trying to establish and maintain a disciplined environment in which effective teaching and learning could take place.

According to the Teaching and Learning International Survey (TALIS),² introduced by the Organization for Economic Cooperation and Development (OECD, 2007:3), one out of every four educators is giving up at least 30% of the teaching time either because of learner misbehaviour of some sort or because of administrative tasks. Yet, at the same time Sadker and Zittleman (2010:384) point out that the learners who show more continuous dedicated persistence in their academic content than those who choose not to, are the ones who also accomplish more.

However, Charles (2002:2) argues that the bad behaviour of learners leads not only to educators suffering, but also to fellow learners who then do not

² The TALIS survey was conducted among 90 000 participating educators in 23 different countries.

academically achieve according to their potential. It is all about managing the school, the classrooms and learner behaviour capably, since no society can function effectively without specific norms and control measures being in place (Marshall & Weisner, 2004:499). This is supported by Coombs-Richardson and Meisgeier (2001:4) and Oosthuizen and De Waal (2008b:1) where they emphasize the fact that an attitude of order and safety needs to prevail before effective learning can take place.

A learner Code of Conduct is crucial to sound discipline and needs to contain the disciplinary rules for learners, as pointed out by the Guidelines for Codes of Conduct for Learners (SA, 1998). Equally important is that these guidelines are implemented and enforced to ensure a disciplined school environment and disciplined education. According to Bray (2005a:133), these aspects imply the need for a School Governing Body that (1) is well-informed about sound school governance and (2) has a solid understanding of the legal nature and consequences of such a Code of Conduct.

From personal experience at schools in the Sasolburg area – which falls under the Fezile Dabi school district – the researcher of this dissertation has concluded that every day public school life is, unfortunately, marred by countless incidents of disorganized and undisciplined schools. Confused and ignorant School Governing Bodies and educators seem unable to tackle learner misconduct and restore discipline at school, while learners upset the teaching and learning process explicitly and shamelessly.

While, in general, it is section 8 of the Schools Act (84 of 1996) that determines the School Governing Body's obligation to approve a Code of Conduct for learners (*cf.* 2.4.3), section 8(2) reminds the reader that school rules would assist public schools in creating *disciplined and purposeful* surroundings which would be devoted to improving and sustaining superior teaching and learning processes.

In order to provide the reader with an overview of the nature of effective school rules, this chapter is divided into (1) presenting a short historical reflection on discipline, (2) looking at the nature of discipline, (3) developing a

South African framework for legal school rules and (4) taking note of international and foreign law relevant to the topic of this dissertation.

2.2 A BRIEF HISTORICAL REFLECTION ON DISCIPLINE AS IT AFFECTS LEARNERS

In an attempt to appreciate the current dispensation of education it is **important to recognize the historical background of discipline and how it was** enforced (Eloff, 2009:9). The history of educational research becomes significant as it explains the present educational objective; it clarifies present educational problems and issues; and assists in the design of a future education dispensation (McMillan & Schumacher, 2010:3).

Primitive approaches – including those of the classical approach to education – and modern and current approaches – including those of the 20th and 21st century – therefore need to be discussed briefly.

In the following sub-sections of 2.2, several sources could be regarded as outdated. However, these sources remain relevant to the current topic: looking at the history of discipline, as it would have an impact on learner discipline at school level.

2.2.1 Primitive approaches

In the earliest centuries, discipline was severe and corporal punishment was used to attain obedience to God (Wolhuter & Middleton, 2007:375). With this in mind, the following nations' contribution to education is investigated and calculated.

2.2.1.1 The Greek and Roman contribution

In the ancient Greek country of Sparta, children were considered the property of the State and enjoyed no freedom (Kirstein, 2000:14). Sparta apportioned no value to the individual; it focussed on incorporation into the group. The individual existed solely for the sake of the State. The soldier was considered the educational ideal and had to be prepared for the challenging life that went

along with being one. Discipline was strict and the use of corporal punishment was common (Wolhuter & Middleton, 2007:375).

The difference for Wolhuter and Middleton (2007:375) between a citizen of Sparta and one of Athens is the fact that a citizen of Athens enjoyed more freedom. Ellis, Cogan and Howey (1991:67) state that parents/caregivers, governors and educators contributed to the learners' education by educating them about righteousness, holiness and honesty through reprimands when they showed opposing conduct. In Athens, the community focussed on the education of learners by refining and developing individual talents for social usefulness. Discipline was strict and corporal punishment was easily administered (Swanepoel, 1974:108; Pistorius, 1982:45).

Although the educational objectives of Sparta and Athens were different, it is apparent that both Greek governments were very strict in order to enable them to achieve their objectives (Eloff, 2009:11).

Moreover, the Roman educational system was also strict and corporal punishment was easily meted out (Wolhuter & Middleton, 2007:375). In early Roman culture, the educational objectives were determined by their idealistic approach to citizenship (Eloff, 2009:12). Brubacher (1966:5) notes that citizenship emanated in stability, bravery, honour to the gods, self-restraint, worthiness, wisdom and righteousness. The individual's freedom was restricted for the sake of the best interest of the State (Wilds & Lottich, 1970:120). The educational objective was to produce brave soldiers and citizens.

Discipline was enforced by using different strategies (Eloff, 2009:12). The *scutta* (a leather belt), the *ferula* (a stick) and the *flagellum* (a whip, with a knot tied on one end) were used to bestow punishment (McCole Wilson, 1997). The method was chosen in accordance with the infringement. A whip was used in cases of serious contravention of rules. Whipping poles were found at every Roman school and boys were tied to the pole in order to get whipped (Wolhuter & Middleton, 2007:377).

Quantilianus (35-95 AC) was against using corporal punishment and treating children harshly (Eloff, 2009:12), believing that corporal punishment created real fear and merely a perception of humbleness. Moreover, Quantilianus believed that if a boy had a leaning towards stubbornness; it would only enforce rather than get rid of the behaviour. Punishment would not be necessary if the educators clearly stated what they expected from their learners and if educators enforced this kind of retribution, they were unsuccessful in their objectives and were seen as failures (McCole Wilson, 1997).

Of note, is the origin of gender differentiation when it comes to punishing learners: punishing male learners more harshly than female learners seems to have occurred as early as the Greek/Roman education tradition.

2.2.1.2 The early Christian contribution

God created man to be His representative in creation, with the responsibility of caring for creation and healing the wounds inflicted by sin (Van Dyk, 1997:41). Complete discipleship was equal to doing what humans were created to do in the first place – to glorify and honour God. Discipleship in the full, restored sense of the word implied explicitly following Jesus Christ (Van Dyk, 1997:41).

Brubacher (1966:111) states that early Christian education consisted of two aims: a consequent and an immediate aim. The consequent plan was to receive eternal life, whereas the immediate plan focused on the profession, health and ethnic group of the person. The values of belief, trust and adoration were necessary to complement the daily existence.

According to Wilds and Lottich (1970:140), a dual combination of Greek and Roman principles had developed during this time: in the first case, the *morality ideology* that focused on values such as truthfulness, genuineness and fact; in the second case, values that focused on societal accountability. Thus, as a consequence, rights and responsibilities were accepted as working principles.

2.2.1.3 The contribution of the Middle Ages

The Middle Ages (476-1453 AC) was a theocentric period that resulted in the harsh treatment of the individual, because the theological convention was that human beings were spoiled by hereditary sin (Wolhuter & Middleton, 2007:376). The unique nature of childhood was neither known nor understood; therefore discipline was harsh and cruel. St Augustine (354-430 AC) wrote that punishment had to contain the sinful nature of youths and that educators had a duty to punish, otherwise they were accomplices to sin. Corporal punishment was regarded as a regular aspect of medieval education (Wolhuter & Middleton, 2007:377).

During the Middle Ages, education was driven by the integration of three motives (Wilds & Lottich, 1970:158):

- the degradation of the social and moral circumstances brought about by the Roman government resulting in the economic structures of the consequent sovereign;
- the individual feudalism of the barbarians that undermined the power of the Roman empire; and
- the establishment of the formalized and organized Christian church.

These three motives played a significant role in the development of education as such through the following four systems:

The monastic system: In the early Middle Ages, from the 5th to the 14th century, aspirations towards morality were pursued. The immediate objective of education was to accomplish physical as well as moral discipline; values such as obedience to class rules and monastery rules were equally important and learners had to oblige (Eloff, 2009:13). Kirstein (2000:53) states that learners older than seven were punished in the same manner as adults. Punishment had to motivate learners to achieve.

The scholastic system: This system focused on further education and was limited to religious and intellectual education, although the educated no longer merely copied manuscripts, but also started studying them (Brubacher,

1966:111). Greek philosophy supported Christian knowledge and this enhanced the fundamental educational goal of developing the discipline of one's mind and body.

The feudal system: Education was reserved for the learners of the privileged. This education trained them to become knights (Anon., 2003:67). Children learned to protect the frail, to care for women nobly and to be honest in everything (Eloff, 2009:14). Discipline was carried out by way of the principles of obedience that needed to be shown to these behaviour codes and it was augmented by threats of war on occasion (Eloff, 2009:14).

The guild system: This materialized in the latter part of the Middle Ages after the campaigns when the middle class, small settlements and federations were formed (Eloff, 2009:14). Education and teaching were done practically and learners were educated for particular jobs in business and commerce. These educators were firm in schooling their trainees. Upper-class young men were taught the manners of chivalry and how to ride and fight on horseback. Lower-class youths learned a trade by apprenticeship to a master craftsman (Anon., 2003:68).

2.2.1.4 The contribution of the Renaissance and Humanism

The social and economic circumstances of the Middle Ages and the quest for knowledge were responsible for the Renaissance during the 14th and 15th century (Eloff, 2009:15). According to O.Kattsoff (in The World Book Encyclopedia, 2003:385), the emphasis shifted away from a theocentric society towards an anthropocentric society: a worldly point of view was substituted for a religious point of view. The centre of reference became man, rather than God. This new attitude has been defined by scholars as humanism. Humanism believed that the personality should be liberated and people were no longer seen as having an innate leaning towards sin. Human dignity was openly acknowledged in education, leading to a couple of Italian humanists who started disputing the nature of discipline and accomplishing it (Wolhuter & Middleton, 2007:378). People such as Palmieri and Vegio were

convinced that using corporal punishment only delayed education (Herlinhy, 1995:235).

The Italian educator principal of the Palace School of the Principality of Mantua, Vittorino Da Feltre (1378-1446 AC), followed the motto, *Inspire, do not drive* (Wolhuter & Middleton, 2007:378). At the same time he banned corporal punishment and harsh treatment from his school, calling on learners' sense of respect and using pleasant reprimanding. Venter (1986:44) states that the protective relationship between educator and learner, combined with the admiration for human dignity and freedom, greatly supported the achievements of Renaissance-Humanistic education.

Following the same line of reasoning as Da Feltre, the leading Renaissance figure of Northern Europe, Erasmus (1467-1536 AC), recommended that educators use pleasant measures such as love and admiration, autonomy and influence to arouse interest for study, as these measures should form the basis for discipline: corporal punishment should be reserved as the final alternative (Swanepoel, 1974:113). According to Venter (1986:44), punishment was then seen as having to go along with support, commendation, healthy rivalry, the appropriate modelling of behaviour or a word of warning.

2.2.1.5 The contribution of the Reformation

The Reformation had its origin in the 16th century when Martin Luther published his Ninety-five Theses (Ellis *et al.*, 1991:71). The two cornerstones of this presupposition were that individuals should interpret the Bible for themselves, with faith relying on the Bible itself and not on the teachings of famous church leaders (Wolhuter & Middleton, 2007:378). Education aimed at returning to and reconnecting with God, ensuring harmony for the soul and autonomy of the sense of right and wrong (Venter, 1986:45).

Education was once again reserved for the privileged, but now it was believed that people should be able to read the Bible, aiming at affording everyone at least the chance to attend primary school. Martin Luther suggested that the State should control and support education – a revolutionary thought, as the

church had dominated and monopolized education (Wolhuter & Middleton, 2007:379). In Britain, the Reformation broke the close relationship that existed between religion and education (Jewell, 1998:22), believing now that learners should be punished if they disobeyed. Yet, It would be wrong to believe that the educational trends of this period indicated a significant transformation in cruel practices (Wolhuter & Middleton, 2007:380). Severe discipline continued to exist at schools. Straps, braided with copper wire and linked with nails, leather cushions covered with pins and leg blocks were still used (Swanepoel, 1974:115). While education leaders and reformists condemned harsh punishment, it seems likely that most learners were still exposed to it (Wolhuter & Middleton, 2007:380).

2.2.1.6 The contribution of the Age of Enlightenment

The Era of Enlightenment was determined by a definite trust in the ability of the human being to reason (Wolhuter & Middleton, 2007:380). Collective structures, approaches, organizations, customs and beliefs were scrutinized by way of reason, rather than depending on the trusting, non-questioning endorsement of convention or influence. Educational philosophers such as Michel de Montaigne (1533-1592 AC) and John Locke (1632-1704 AC) were convinced that reason was the only resource and they therefore refrained from using corporal punishment which, they believed, would only force learners to shy away from being devoted to learning.

The realism of the 17th century was, according to Kirstein (2000:74), a pursuit of education to come to terms with reality. The educational plan was the preparation of the learner for practical life and the return to formal studies of the reality of the natural and human world, with the Children's Petition of 1669 as the first call for government to question the beating of learners at schools (Eloff, 2009:16). This led to educators' searching for options to discipline learners carefully (Wolhuter & Middleton, 2007:380). Ellis *et al.* (1991:72) state that Comenius (1592-1670 AC) called for schools to be encouraging and enjoyable; schools had to be places where learners would be escorted and focussed in order to appreciate the world they lived in.

2.2.2 Modern approaches

Modern approaches with regard to 18th and 19th century discipline are discussed below.

2.2.2.1 Discipline in the 18th century

Wilds and Lottich (1970:283) point out that the first half of the 18th century can be regarded as being defined by two belief systems: the growth of prescribed or formal discipline and the justification of reason or so-called Rationalism. Formal discipline developed to defend classical humanism against realism (Eloff, 2009:17) and the promotion and growth of the holistic person comprised improvement in the ethical, material and mental areas (Wilds & Lottich, 1970:287). The plan was to expand exercises, to extend the body and mind, and to generate self-control. Educators regularly punished learners for small infringements and were very strict.

Rationalism was supported by a privileged marginal group, its plan being to ensure people's final liberation by eradicating all types of influence (Eloff, 2009:18). The State, community and church believed that the human mind was the only power, and the rationalistic movements led to a response against social equality and general education. The educational plan of the rationalist was to produce individuals who could reason (Wilds & Lottich, 1970:295). Punishment and formal discipline were still enforced and corporal punishment was administered regularly and without reason (Eloff, 2009:18).

The Naturalism movement of the 18th century was regarded as the sibling of Rationalism (Eloff, 2009:19) and was distinguished by the fight against religion, the State and education. Venter (1986:49) states that a rebellion against authority (State and education) was finally established. Cooney, Cross and Trunk (1993:64) maintain that Naturalists were convinced (1) that the social order and establishments tainted people who were basically born liberated, and (2) that society was fake and fraudulent. According to Wilds and Lottich (1970:301), the Naturalists formed the most significant educational faction of the 18th century.

Jean Jacques Rousseau was the initiator of Naturalism and he was convinced of the importance of safeguarding man's innate kindness and the significance of all end results. In this manner, Rousseau held that educators and parents/caregivers should refrain from becoming involved in learners' innately born decency and should not impose their own convictions and reprimands (Cooney *et al.*, 1993:64-66). The likely reaction to making mistakes should be a sufficient penalty and should be regarded as an essential component of education.

2.2.2.2 Discipline in the 19th century

Punishment, especially during the first part of the 19th century, was very cruel and no separation was made between adults and children. Corporal punishment was regarded to be the most universal punishment for disobedience or nonconformity and it was used extensively in homes, at schools and in the army, to uphold authority (Eloff, 2009:21).

Fortunately, the latter part of the 19th century saw an education system that instigated the considerable ascent of nationwide elementary school systems (Wolhuter & Middleton, 2007:382). Education was now made available by the State and was maintained by laws that made room for obligatory school attendance.

The two major ideas that came to the fore during the 19th century, those of Nationalism and Psychology in Education, will be discussed below.

Nationalism

The 19th century, according to Eloff (2008:20), steered the way for a national educational system to be given effect, with national schools developing to give worth to national ambitions. The plan was to give meaning to and look after the State, education being a successful instrument to ensure that the needs of the State were met. According to Wolhuter and Middleton (2007:382), legislation with regard to compulsory school attendance was imposed to sustain the nationwide education structure, and education for the general population was aimed at drastic transformation in disciplinary traditions.

However, the transformation in legislation did not automatically imply that corporal punishment was banned (McCole Wilson, 1997).

Psychology in Education

New ways of thought and studies developed at the same time as Nationalism; these thoughts included a novel direction with regard to a person's growth progression, also termed the psychological movement (Eloff, 2009:21). Wolhuter and Middleton (2007:382) state that psychology and education developed as autonomous sciences and were offered as components of university courses.

2.2.3 Contemporary approaches

Current approaches focus on the 20th and 21st century and are consequently discussed.

2.2.3.1 Discipline in the 20th century

The philosophy of the 20th century was socialistic in essence and focused on two main aspects (Ellis, 2009:21):

- Social structures and the ability of the individual to form connections within them
- The input that education can make towards humanity.

Sociological educators focus on social plans rather than focusing on persons finding their individual cheerfulness, safety and influence (Wilds & Lottich, 1970:431). According to Brubacher (1966:131), this mode of thinking is known as pragmatism, instrumentalism and experimentalism.

Humanism focuses on simple solutions for common human challenges. In education, humanists such as Rogers and Maslow and their theory on needs came to be accepted (Eloff, 2009:22). Auguste Comte (1789-1857) is considered to be the founder of Positivism, a theory that could be summed up as believing in adoration, direction and growth. It is focused on wholesome systematic growth, rather than on intellectual growth (Eloff, 2009:22).

According to this theory, discipline is based on the principle of the nature of the child and therefore calls for a logical study thereof. Seen from a positivistic perspective, authority is derived from people and is worldly and short-term. McCole Wilson (1997) states that although novel thought practices concerning discipline were developed, discipline was still brutal. Corporal punishment as a disciplinary measure did not vanish.

Wolhuter and Middleton (2007:384) conclude that the second part of the 20th century was distinguished by statements that concerned human dignity. The United Nations Declaration on the Rights of the Child (UN, 1959) gave rise to 176 countries committing themselves theoretically to caring for children, thus forming part of the United Nations' attempt at respecting human rights and dignity as such (Eloff, 2009:22). Although it could appear that corporal punishment was eradicated as an acknowledged education tradition, it remained an everyday happening. Wolhuter and Middleton (2007:384) state that corporal punishment in South Africa was only taken in hand during the 1980s when the National Union of Teachers abolished its use.

2.2.3.2 Discipline in the 21st century

To Rossouw (2003:414-415), important features that could have a positive effect on the teaching and learning surroundings at South African schools and therefore could, at the same time, bring about sound public school discipline, would include the following:

- A lively teaching and learning culture
- Learners who think highly of their educators
- A teaching and learning environment that is defined by values and educationally sound principles
- Educators and learners in a relationship of authority and of mutual respect

The values, priorities and motives of the learner of the 21st century involve personal growth and diversity (Eloff, 2009:23). Learners are expected to make their own choices with regard to the education situation and would then, apparently, cooperate in the classroom. Learner co-operation is based on

personal motivation, personal content, positive outcomes and inquiry. It encourages the dogma of human rights, which is in addition characterized by individuality, originality and creativity – all plausible developments of the 21st century (Steyn & Wolhuter, 2000:19).

Learners of the 21st century are allowed to use their own initiative and make their own choices within practical limitations. These learners are allowed to bear the responsibility for their personal choices and are responsible for their own learning (Eloff, 2009:23). Although the focus is now redirected towards the learners, they still need to show reverence for and compliance with the educator's authority. Positive discipline is described as comprising of techniques that do not cause any hurt, but recognize and advance learners' self-respect (Oosthuizen, 2006:19). Making the learner feel appreciated and of significance supports learners in joining in and cooperating in the classroom.

The present approach towards discipline is fixed on the reality of fundamental rights. Oosthuizen and Rossouw (2003:56) state that education which underlines fundamental rights (1) assists learners in acquiring the essential knowledge and proficiencies for a focused occupation, and (2) is a tool that communicates a human rights' way of life with the objective of developing the young people.

A culture of acknowledging human rights at schools is the focal point of exchanging rights and obligations of both learners and educators.

2.3 THE NATURE OF DISCIPLINE

As pointed out by Sadker and Zittleman (2010:287), managing a classroom well does not put the focus on the managerial aspect; the focus would rather be on the strategies the educator has chosen to monitor learner behaviour. An educator who is intent on creating an individual style that would lead to an effective classroom needs to reflect on the nature of discipline in general.

To this effect, this section will firstly present a point of departure; secondly it will look at discipline theoretically speaking; thirdly, external factors that have

a bearing on learner conduct will be discussed; and finally, a discussion of internal factors that have a bearing on learner conduct will be provided.

2.3.1 Point of departure

Educators, worldwide, are constantly faced with managing and maintaining learner conduct effectively (Ferreira, Badenhorst & Wilkenson, 2007:61). South Africa has its own dilemmas, such as burdened classrooms (Eloff, Engelbrecht & Swart, 2000:5), a deficiency in appropriate guidance for educators (Forlin & Engelbrecht, 1998:216), the abolition of corporal punishment (Naong, 2007:283) and an increasing number of learners with special needs who need to be accommodated in conformist education (SA, 2001). Add to these challenges a state of affairs where a number of educators find it tricky to maintain discipline. Van Wyk (2001:198) finds that educators do not know enough about the diverse strategies of imposing discipline.

Sound discipline is not only one of the key characteristics of an effective schools it also forms the basis of every aspect of school life (Blandford, 1998:39). Charlton and David (1993:5) argue that positive conduct is an essential prerequisite for effective teaching and learning, and a significant education outcome which is held in high esteem within the various social orders. Schools therefore need to be organized and need to turn out courteous and scholarly life-long learners.

2.3.2 Discipline in theory

The word discipline is derived from the Latin words *disco* which means the ability to learn and *disciplina* which refers to the transference of knowledge to a learner (Joubert & Prinsloo, 2001:119). Fernhout (1997:88) states that the word is derived from the word *disciple* that means follower. According to Van der Walt (2007:296), the focus of discipline should not be placed on punishment or retribution, but on the proper example of the educator. *Disciplined behaviour or conduct* can therefore be constructed as behaviour or conduct in agreement with the directives or guidelines of who is being followed (Joubert & Prinsloo, 2001:119) or guidance to increase, in the case of this dissertation, learners' personal moral fibre (Joubert, 2009:107).

Reports about poor school results, learner misbehaviour and dysfunctional schools are often found in published research (Geyser & Wolhuter, 2001:94; Rossouw, 2003:413; Wolhuter & Oosthuizen, 2003:438). Schools are expected to maintain high levels of safety and discipline and to avoid any disruptions, while delivering positive results (Joubert & Squelch, 2005:1).

Sound discipline also does not happen by good fortune. It needs to be resolutely managed (Joubert & Squelch, 2005:1). Although there are various explanations for misconduct, the school milieu is as much a factor as conditions at home and of the personality (Oosthuizen & Van Staden, 2007:362). To prevent disruptions and disciplinary problems, a school environment that is positive and disciplined is paramount.

2.3.2.1 Punishment versus discipline

The words *punishment* and *discipline* are frequently used interchangeably, but they are in fundamental nature not the same. Discipline is focused at encouraging appropriate and proper behaviour, is a positive behaviour management arrangement and should lead to the development in learners' improvement of self-discipline and control (Joubert & Squelch, 2005:2). Preventative methods of discipline suggest methods designed to discourage or avoid the occurrence of disciplinary problems, in contrast to punitive methods, which refer to steps in reaction to deviant behaviour after it has occurred (Oosthuizen *et al.*, 2003:466).

Punishment aims at changing the behaviour of the learner by means of seeking retribution and aims at controlling a learner's misconduct (Oosthuizen & Rossouw, 2003:469). Du Plessis and Looek (2007:1) state that it is expected of the educator to fulfil the role of the parent and with that, it is accepted that the educator uses the same methods that a parent would with regard to punishment. In practice this would imply that the educator could use corporal punishment by means of establishing and maintaining discipline. Ferreira *et al.* (2007:68) found that educators in training and prospective educators accepted corporal punishment as an acceptable means of maintaining discipline because they themselves were subjected to the use

thereof in their own education. Morrell (2001:293) mentions the fact that corporal punishment is an accepted means to ensure proper edification, because it still exists as generally accepted method to enforce discipline in the domestic environment.

According to Rogers (1998:11) and Rossouw (2003:432), discipline is educator-focussed activities whereby educators seek to lead, direct, guide, manage and confront a learner about the behaviour that disturbs the rights of others. Rogers (1998:12) makes a distinction between *preventive* discipline, *corrective* discipline and *supportive* discipline. While preventive discipline is related to clear rules and basic rights, corrective discipline assigns educator actions that are carried out to amend disruptive, antisocial or atypical conduct, as pointed out by Oosthuizen, Wolhuter and Du Toit (2003:466). Moreover, supportive discipline is aimed at ensuring that *correction* is received justly and at re-establishing constructive relationships with disciplined learners (Joubert & Squelch, 2005:2). Du Plessis and Looock (2007:10) emphasize the importance of a positive change and modification in the learner's school and learning environment that should improve the behaviour of the learner. Positive change would include modelling, positive support, supportive educator-learner relationships, positive family support and other supportive specialists. Oosthuizen *et al.* (2003:469) strongly advise that to change unacceptable behaviour, although the optimum choice is dependent on the situation, schools should aim to act pro-actively, rather than reactively when it comes to the disciplinary approach. The Department of Education defines this approach as the constructive approach, where learners acquire self-discipline and respect and understand the result of their behaviour and conduct (SA, 1998:item 1.1, 1.4 & 1.6; SA, 2002:item 6).

A well-managed and disciplined school is best delivered by a whole-school approach system (Joubert & Squelch, 2005:4). In general, the school principal is expected to ensure that discipline is upheld within the school context (Steyn *et al.*, 2003:228). According to Blandford (1998:106), the effective approach to fundamental skills is required in the following three

aspects: the organizational features of the school itself, the conduct of the educators and the conduct of the learners.

Educators are authorized, through the feature of their common-law status as persons, to act *in loco parentis* (in place of the parent) (Mestry, Moloi & Mahomed, 2007:180). This power, according to Bray (2000:270) and Squelch (1997:381), must be exercised in a proper and reasonable manner and according to all the legal prescriptions regarding educational discipline.

A legal opinion on the basic reason for maintaining authority is found in Hosten, Edwards, Bosman and Church (1998:731) who argue that human conduct is inevitably connected to people's blundering nature. This human inclination to waywardness, which displays itself in a learner in characteristics such as selfishness, unreasonableness and indolence, has to be acknowledged by the educator who interacts with the immature learner. A set of school rules is a requirement at every school to guarantee and enhance effective educational training (Oosthuizen & Roos, 2005:35).

The researcher of this dissertation is concerned about the fact that, to enable educators to carry out their professional duties and avoid legal repercussions, they need to be fully up to date on the legal prescriptions with reference to educational discipline, as pointed out by Bray (2000:270) and Squelch (1997:381) above.

2.3.2.2 Three disciplinary models

Sadker and Zittleman (2010:388) identify three disciplinary models that they consider to be important when dealing with learner discipline. By means of proper planning and intentionally using successful classroom management models, disruptive behaviour is then avoided.

The first of the three models, that of the *assertive disciplinary model*, that was advocated by Lee and Marlene Canter (Charles, in Sadker & Zittleman, 2010:388), can be adopted to improve an atmosphere of order and control. Educators have the right and duty to assert themselves in the classroom by taking conducive action. A productive learning environment is established by

the educator and each learner behaves responsibly through clear rules and consequences. The educator will mete out consequences if expectations are not met.

Secondly Coloroso's model, that focuses mainly on *developing inner control and discipline* (Charles, in Sadker & Zittleman, 2010:388), advocates that learners should accept accountability for their own behaviour in order to increase personal discipline. Learners need to take responsibility for the consequences of their actions. If learners are loud, they must think of ways in which they can permit other learners to continue with their work. By means of a team approach, the educator, in cooperation with parents/caregivers, the school principal, other staff members and perhaps a school counsellor or psychologist, could help learners to accept their own predicaments and resolve them to their own benefit.

The third model is that of Dreikurs (Charles, in Sadker & Zittleman, 2010:388), which places its foremost focus on *collaborative decision-making and belonging*, intent on learners' need to recognize the driving force behind their mischief. Dreikurs's model for classroom management aims at readdressing learner conduct in a constructive manner. For example learners need to apply logical consequence using class discussions to develop class rules and analyse problems.

2.3.3 External factors in the school community that influence learner behaviour

In the literature a range of factors is offered that may ascribe to learner behaviour, whether positive or negative (Steward, 2004:317; Oosthuizen & Van Staden, 2007:362; Naong, 2007:283; De Wet, 2003:104; Wolhuter & Steyn, 2003:521). The spirit and success of any school lie with its people. It is the duty of everyone involved to make the education system work and to use the system in order to make a significant difference at each school (Lumby, Middlewood & Koabwe, 2003:ix).

2.3.3.1 School-related aspects

Differences between schools can be explained in terms of organizational and societal composition. The logic, performance and basis of the teaching and learning surroundings at schools are rooted in different community features (Oosthuizen & Van Staden, 2007:362) and imitate the interpersonal and shared viewpoints and values. De Klerk and Rens (2003:359) mention *the moral crisis* that schools currently face. Values are fundamentally entangled with a religious conviction system (Oosthuizen & Van Staden, 2007:364).

One of the significant devices connected to school discipline is that of a *value-driven approach* (Rossouw, 2003:430). The most successful schools appear to be those that have developed a constructive environment based upon a sense of neighbourhood and mutual values. According to Coombs-Richardson and Meisgeier (2001:5), learners have a need for more than a positive and unvarying discipline guarantee: they also need a school culture that allows them to grow psychologically and cognitively.

School plans are influenced significantly by demands from the peripheral situation and specifically from the hopes of the State which are frequently articulated through legislation or official policy proclamations (Bush, 2007:392).

Educators' selection of the type of disciplinary strategies accessible to them would be based on their deep-rooted personal values. It seems that, for instance, many educators favour punishment when they attempt to settle disciplinary problems (Almog, 2005:4; Cameron & Sheppard, 2006:17), even if this method is proven ineffective (Jackson & Panyon, 2002:31; Marshall, 2005: 51). Oosthuizen and Van Staden (2007:363), in referring to the earlier Elton Report (Department of Education & Science and the Welsh Office, 1989:67), find a secure connection between educators' knowledge and constructive learner conduct. If the deduction is then made that the educator's knowledge of the subject matter has an effect on the effective directing of classroom discipline, the findings of the research outcomes of the Joint Education Trust (Taylor, 2006:8) are significant. This study highlights the

pronouncement that educators who took part in the research project did not have the required subject knowledge, since, in the words of the original document, *because of their own poor education, the knowledge resources of most South African teachers are not strong* (Taylor, 2006:8).

The chief factor of a school's achievement or malfunction as a place of learning is decided by its school atmosphere – the combined character of the school, the by and large ambience of the school which one can, without delay, sense when coming onto the school terrain (Pashiardis, 2000:224).

School principals embody not only State authority, as delegated by the provincial Head of Department, but also the professional management section of which the principal is the person in charge at the school (84/1996:sec. 16(3) & 23). The school principal does not only add the know-how of a professional school manager to school governance, but puts into effect significant law-making control over the public school (Bray, 2005a:133). A constructive school atmosphere is one where teaching and learning are highlighted and rewarded and a sense of collegiality and cooperation exists among staff members and between staff members and the principal when aiming at realizing the aspirations of the school (Pashiardis, 2000:225).

To the researcher of this dissertation it is clear that principals are the instructional leaders of their schools and they effectively define and communicate the mission of the school participants and convey a vision of what the school should and will be. This is of particular importance to the terrain of school discipline and school rules.

2.3.3.2 Community-related aspects

According to the Guidelines for Codes of Conduct (SA, 1998), schools have to undertake to establish a culture of appeasement, teaching, learning, reciprocal respect and the creation of a culture of acceptance and peace. Among others, rules with regard to appearance have to provide for learners' rights to freedom of expression and should replicate tolerance for difference in opinion, religion and culture (Roos, 2003a:490).

Community-related factors such as the political, economic and social circumstances of the South African community play significant roles in actual learner misconduct (Eloff, 2009:36).

Donald *et al.* (2002:145) point out that a school's tradition shows evidence of the established customs and values that are duplicated and imitated in the manner in which the education participants conduct themselves.

Van Rensburg (1999:6) states that South Africa was born from political turbulence. Participation in the two World Wars, the Anglo-Boer War (1899-1902) and the Sharpeville unrests are but examples. South Africa was also involved in the political conflict of Zimbabwe, Angola and Mozambique that had a big influence on South Africans. South African schools were used as instruments of resistance in the political demeanour of that time (Roos, 2003a:490).

According to Bush (2007:399), it seems as if South Africa's historic background to resort to violence brought about the effect that learners solve their problems through violence. McHenry (in Oosthuizen & Van Staden, 2007:363) is of the opinion that the incidences of violence as reported in the media and as observed and/or experienced by members of society have the potential to enhance learners' inclination to show troublesome conduct. Learners from underprivileged areas are more susceptible to being exposed to socializing features that have the potential to add to disruptive behaviour (Steyn *et al.*, 2003:227). The implication would be that this influences fellow learners' right to security (1996:sec.12) and right to education (1996:sec.29).

The environment in which learners currently develop is hardly encouraging for the inculcation of true discipleship (Wolhuter & Steyn, 2003:531). Learners from underprivileged areas feel excluded from the broader privileged area and try, by misbehaving, to *act out* against what they believe to be the symbol of the privileged most important part of the neighbourhood – such as the school and its educators (Steyn *et al.*, 2003:229).

With reference to learners' physical needs, Porteus, Valley and Ruth (2002:93) argue that hunger, thirst and inadequate rest contribute to disruptive

behaviour in classrooms. Learners from disadvantaged communities will persist with their disruptive behaviour out of anger and dissatisfaction with the *status quo* (Steyn *et al.*, 2003:230). Mwamwenda (2004:275) reports that learners are possibly absent because they have to work to sustain their families.

The moral erosion of communities, racial dispute, poor housing and health care, the simplicity of access to and poor control of firearms, deficient law enforcement and high unemployment rates (De Wet, 2003:93) are some of the community-based hazards that could increase the probability of learners' continued troublesome behaviour.

2.3.3.3 Family-related aspects

The involvement and contribution of all education participants – learners, parents/caregivers, principals, educators and the community – at school level, crystallize as the crucial factors, with parental involvement notably being selected as being of particular importance (Wolhuter & Steyn, 2003:536). The value of education is reliant on the competencies of each education participant. According to Botha, Greyling, Heyns, Loots, Schoeman, Van der Bergh and Van Zyl (2001: Preface), law regulates the complex network of relationships and establishes each one's place in education. These authors lay emphasis on the fact that all participants must have a clear view of their standing in this network in order to address their rights and obligations.

The most direct and perhaps the most influential system known to influence the learner is that of the parents/caregivers (Steyn *et al.*, 2003:229). From a learner's perception, lack of parental/caregiver interest is the most prevalent reason for disciplinary problems (Wolhuter & Oosthuizen, 2003:454). Van Wyk (2001:198) states that parents/caregivers add-on to the development of disciplinary problems in learners by either forgetting to provide them with satisfactory social skills or by even supporting and/or duplicating undesirable conduct.

To the researcher of this dissertation, parental/caregiver involvement that is relevant to the discipline at school is fundamental to dealing with positive

discipline and learning within the parameters of classrooms. Possible activities that the parent/caregiver could become involved in are the development of a Code of Conduct for the school; the attendance of parents/caregivers' evenings; involvement in homework, projects and assignments of the learner; active participation in the School Governing Body; and attention to disciplinary procedures concerning learner misconduct.

2.3.4 Internal factors that influence learner behaviour

Internal factors are learner-related factors that contribute to behavioural problems. Learner-related factors are dependent on the age of the learners and the phase that they are in.

The following aspects will be discussed: developmental problems, behavioural problems and learning problems that could lead to learner misconduct at schools, as well as perspectives on values and convictions as determinants of learner conduct.

2.3.4.1 Four specific factors as determinants of learner conduct

Du Toit (2007:16) argues that developmental problems, behavioural problems and learning problems could all bring about learner misconduct at schools. According to Gouws, Kruger and Burger (2000:4), learner misconduct originates from limitations with regard to physical, cognitive, emotional and social levels.

Subsequently the following factors will be discussed:

- physical factors such as the level of development of the learner;
- cognitive factors such as the cognitive development of the learner;
- affective factors such as the emotional development of the learner; and
- social factors that could influence learner misconduct.

Physical condition and development

The physical development of all learners entails the physical development and the changes in the internal functioning and structure of their bodies (Gouws *et*

al., 2000:5). Bodily changes in the male and female adolescents make them vulnerable. Both males and females are sensitive about their appearance. Learners with the subsequent disabilities that could hinder their physical development (epilepsy, Down-syndrome, dyslexia and hyper activity) could be prone to misconduct. Kapp (2007:315) argues that learners with the above-mentioned characteristics are prone to exhibiting behavioural problems such as aggression, hyper activity and self-mutilation.

Cognitive development

Gouws *et al.* (2000:5) state that cognitive abilities are linked to a learners' sensory perception, the ability to communicate and the general ability to grasp knowledge. Learners who are at a disadvantage with regard to cognitive development are inclined to have a slower work rate and could compensate by minor misconduct and disruptive behaviour. Learners, who are gifted, on the other hand, could be bored easily and could interfere with other learners in their environment.

Affective development

Affective development, according to Gouws *et al.* (2000:6), could be described as the development of dependence, security, love, as well as emotions and temperaments of the learner. Emotions influence the correlation between individuals and their behaviour. The influence of the community and specific individuals could play an important role in the developmental process (Gouws *et al.*, 2000:96). Porteus *et al.* (2002:39) argue that child psychologists studying the behaviour of learners at school level are of the opinion that behavioural problems stem from practical problems that learners encounter. Problems that influence the behaviour of learners are those with regard to learning, the situation at home, victimization, trauma and learners who feel that they are misunderstood.

Social development

Mwamwenda (2004:65) states that adolescents are moving away from their parents/caregivers and follow the hairstyles, fashion and trends of their peers.

Gouws *et al.* (2000:5) mention that adolescents' social development changes with regard to relationships with their parents/caregivers, siblings and educators. The need to belong to a group is very important (Mwamwenda, 2004:65). This need of association with their peer group could lead to peer-pressure and could bring about negative behaviour such as substance abuse, criminal activity and gangsterism.

The researcher of this dissertation is of the opinion that peer-pressure is a crucial factor which could influence the behaviour of learners at schools positively or negatively. It should therefore be taken into account when drafting a school's Code of Conduct for its learners.

2.3.4.2 Perspectives on values and convictions as determinants of learner conduct

In an effort to scrutinize ideas such as values, customs and convictions, it quickly becomes obvious that there is hardly any conformity concerning understanding them or being able to provide workable definitions (Ferreira *et al.*, 2007:64). It is perceived that values could be described as those aspects – conduct, possessions or beliefs – a community or individuals take on, as being noteworthy and precious to them (Coetzee, 2005:1). According to Wolhuter and Steyn (2003:533), values take up a more inborn and more basic position than outlook and beliefs, and are recognized in a by now functioning *value system*, with these values then underpinning the basis of disciplined conduct. Religion is the only basis of *total values* (Wolhuter & Steyn, 2003:533).

The occurrence or lack of discipline at schools is indisputably associated with the constancy and value structures of the greater society in which the schools operate (De Klerk-Luttig & Heystek, 2007:2). The behaviour of individuals and groups are first and foremost influenced by personal values, which determine how individuals see things, and understand and assess incidents (Zuber-Skerritt, 2001:8). The major sources of a lack of school discipline in communities and at schools are multifaceted and frequently derive from a deeper ethical level: the lack of incorporated core values such as admiration,

answerability, integrity, conscientiousness and self-discipline (De Klerk-Luttig & Heystek, 2007:4). Yet, a self-governing civilization cannot exist without these values. The lack of internalized values is one of the most basic reasons for the disciplinary problems at South African schools (De Klerk & Rens, 2003:369; Beckmann & Nieuwenhuis, 2004:59).

Learners at South African schools need to develop into moral, educated people who can fulfil their roles as citizens who act responsibly and accountably in a democratic society. Discipline at schools is firstly dependent on the integrity and incorporated value systems of educators and learners, and is secondly influenced by the significance of the relationship between them; it is not supported by being familiar with disciplinary measures and having knowledge of learner conduct (De Klerk-Luttig & Heystek, 2007:5).

For the sake of this study, the researcher held the viewpoint that although one needs to concentrate on the relevant policies, rules, regulations and applicable penalties that would suit specific transgressions; this would only medicate the symptoms of disciplinary problems. In the final analysis, it is of great consequence to attend to the lack of values.

2.4 LEGAL SCHOOL RULES: A SOUTH AFRICAN FRAMEWORK

General legislation – that influences education – does not focus on education as such; it merely influences it (Eloff, 2009:72). The administration of the educational system does not take place independently. It is crucial to be alert to stipulations which convey the way in which our country is politically structured and the main principles which underscore the public administration in South Africa (Davies, 1999:22). Rules, regulations and legal principles that are significant to school discipline, and which form the foundation of discipline policies and procedures, are established in the various sources of law.

Since school rules can be regarded as subordinate legislation, the Bill of Rights and administrative law are appropriate and applicable (Joubert & Squelch, 2005:15). Subordinate legislation is, as the name indicates, subject to the parliamentary (or provincial) law that furnishes the competence for the promulgation of subordinate legislation (De Wet & Van Huyssteen, 2008:34).

According to Baxter (1984:596), subordinate legislation must be even-handed and clear.

School rules may not conflict with existing law and they are, in the first place, subject to the Constitution (1996:sec.2 specifically), applicable legislation (such as the Schools Act, 84 of 1996:sec.8 specifically), and provincial legislation.

The researcher of this dissertation described the legal framework for valid school rules as comprising of valuable clarified concepts (*cf.* 2.4.1); a constitutional background (*cf.* 2.4.2); a look at relevant sections from the Schools Act (84 of 1996; *cf.* 2.4.3); and a brief investigation of (a) the regulations concerning safety at public schools (SA, 2006; *cf.* 2.4.4), (b) the policy on managing learners' drug-abuse (SA, 2006; *cf.* 2.4.5) and (c) advancing fair administrative actions (3 of 2000; *cf.* 2.4.6).

2.4.1 Clarification of concepts

The following concepts are important within a legal framework of this nature and are therefore clarified and defined below.

Common law: Unwritten and unrecorded legal traditions and customs that have not necessarily been written down or recorded, which have been developed and derived from Roman-Dutch and English law of the 17th century and that have been tailored to South African society's characteristics and requirements (Rossouw, 2004:19).

Department of Education: The Department and a department of any provincial government which is responsible and accountable for education at national level (National Education Policy Act; 27 of 1996).

Educator: Any individual who teaches, educates or trains other individuals or who provides expert and professional educational services, including professional therapy and education psychology at any

public school, and who is employed in a post at any educational establishment under the Employment of Educators Act 76 of 1998 (76 of 1998). This definition is also acknowledged and accepted by the Schools Act (84 of 1996) in Chapter 1.

Learner: Any person receiving education or obliged to receive education under the Schools Act (84 of 1996) in Chapter 1. The age at which a learner *may* enter the school system is as follows (84 of 1996:sec.5(4)(a)-

- i) For Grade R the age is that of four becoming five by 30 June in that year.
- ii) For Grade 1 the age is that of five becoming six by 30 June in that year.

However, the *compulsory age* for entering the school system is that of the year in which the learner turns seven years old (84 of 1996:sec.3(1)).

Parent: This term refers to one of the following three persons -

- (a) the parent or guardian of a learner;
- (b) the person legally responsible for the learner's custody; or
- (c) the person who becomes the caretaker of the learner, performing and commissioning the responsibilities of a person referred to in paragraphs (a) and (b) towards the learner's education at school level under the Schools Act (84 of 1996) in Chapter 1.

Administrative action: This term refers to a decision taken, or failing to take a decision, by

- (a) an organ of State, when-
 - (i) putting control into effect in terms of the Constitution or a provincial constitution; or
 - (ii) putting public control into effect by implementing a public function as protected by legislation; or

- (b) a natural or juristic person, other than an organ of State, when putting public control into effect or implementing a public function as sheltered and protected by an authorizing limitation, which affects the rights, whether favourably or unfavourably, of any person and which has a direct, peripheral and secondary lawful outcome (Promotion of Administrative Justice Act 3 of 2000; 3 of 2000).

2.4.2 The South African constitutional background

A constitution of a State includes the most important rules of law recounting its political system; it also establishes the powers and functions of the government of that State (Bray, 2004:25). A significant feature of a constitution is that it also sets out the principles and philosophy that will have to be used to safeguard and protect the individual against any negligence by the State (Currie & De Waal, 2005:8).

Democratic values and principles that support an open, transparent and accountable government, were integrated into educational governance in South Africa (Bray, 2005a:133), after constitutional changes necessitated transformation in the educational system. Within the school context, all the concerned parties – the State, educators, parents/caregivers and learners – through their nominated representatives, are theoretically speaking, given an opportunity to take part in democratic public school governance.

Chapter 2 of the Constitution includes the Bill of Rights (1996:sec.7-39) and is of major importance and consequence to education (Watts, 2007:86). The Bill of Rights is also referred to as containing the *human rights* or *fundamental rights* (Oosthuizen, Rossouw & De Wet, 2004:16). The following sections are important considerations when dealing with the Code of Conduct at school level and are thus considered for the sake of this dissertation.

2.4.2.1 Supremacy of the Constitution

The Constitution (1996) with its *Bill of Rights* is the supreme law of South Africa and no other law – legislation, case law, common law or indigenous law

– may be at variance with it. It is therefore the most significant source of our law (Bray, 2004:57). Section 1(c) states the ultimate authority of the Constitution. Since it is the most important law of the country, no education legislation, regulations and/or school policies may be in disagreement with it. Section 2 furthermore concludes that, as the Constitution (1996) holds the utmost authority in South Africa, any behaviour or conduct conflicting with it would be invalid and unconstitutional.

It thus follows that a school's Code of Conduct for learners, being subordinate legislation, has legal standing, but must be in agreement with the stipulations of the Constitution (1996), the Schools Act (84 of 1996) and provincial legislation (Joubert & Squelch, 2005:27). The Code of Conduct must imitate and emulate the constitutional democracy, human rights and evident communication which support South African society (Roos, 2003a:482)

2.4.2.2 The democratic values

In accordance with Section 1 and 39(1)(a) of the Constitution, the democratic values of (human) dignity, freedom and equality are emphasized in Section 7(1). Section 7(1) does even more – it entrenches and cements these values in the Constitution (Currie & De Waal, 2005:159). The implications of this entrenchment are, in general, far-reaching. In most court cases since 1996 in which the Bill of Rights have been mentioned, these values have played a central role.

2.4.2.2.1 Human dignity

Although there is no clear indication of the precise meaning of the phrase in the Constitution, human dignity forms the foundation for human rights (Joubert & Squelch, 2005:17). Chaskalson (2000:196) refers to the significance of pronouncing human dignity as one of the three founding values having found its substance when the 1996 Constitution was adopted: while the interim

Constitution³ merely referred to the values of democracy, freedom and equality, the final Constitution acknowledged human dignity's position as a *foundational value of the constitutional order*. Moreover, everyone's inborn dignity (1996:sec.10, *inherent dignity*) now affirms *respect for human dignity... as an attribute of life itself, and not a privilege granted by the [S]tate* (Chaskalson, 2000:196).

The same author (Chaskalson, 2000:204) continues his discussion on the importance of recognising the worth of human dignity in the following manner:

As an abstract value, common to the core values of our Constitution, dignity informs the content of all the concrete rights and plays a role in the balancing process necessary to bring different rights and values into harmony... Millions of people are still without... education... and there can be little dignity in living under such [an order].

Practices of compassion, kindness and respect are at the very core of making schools places where the culture of teaching and learning thrives and grows, and the practices flow directly from the values of human dignity. This is supported by Blandford (1998:58) who points out that, in practice, learners have the right to expert care and nurturing, individual respect, and to be dealt with in a dignified and respectful manner.

No disciplinary process may infringe on a learner's right to human dignity (Roos, 2003a:494). Pointed out as *perhaps the pre-eminent value* (Currie & De Waal, 2005:272), dignity is often also the core value against which the Constitutional Court will measure any action or infringements of other *concrete rights* (Currie & De Waal, 2001:362). Often, when other rights are infringed upon, the contravention also includes a violation of human dignity (Malherbe & Beckmann, 2003:37).

³ Constitution of the Republic of South Africa, Act 200 of 1993.

It is therefore clear that schools' Codes of Conduct need to value their learners' right to having their dignity respected.

2.4.2.2.2 Accomplishing equality

Reminding the reader that one of the principles of the Constitution is to *lay the foundations for a democratic and open society* (1996:Preamble & sec.1(d)), Chaskalson (2000:200) refers to the obvious need for such a society to *accommodate...different and conflicting [concerns] of individuals and groups within that society*. However, while there is a close connection between human dignity and equality, societies cannot guarantee equality of possessions or prosperity: thus the constitutional interpretation of equality would be that of ensuring *equality of rights* (Chaskalson, 2000:202).

According to Nieuwenhuis (2007a:156), section 9 of the Constitution (1996) obligates and requires of the government to ensure the right to equal benefit and protection of the law for any individual. This protection extends to the individual's right to have measures designed to attain adequate protection. No form of unfair discrimination against a learner or educator will be put up with and all learners need to enjoy equal treatment before the law and be given equal safeguard and benefits of the law (Joubert & Squelch, 2005:16). The right to equality safeguards the associate worth of people and any law or conduct that does not heed people's worth is illegal (Nieuwenhuis, 2007a:156).

When taking into account the drafting of a learner Code of Conduct at school level, this is a principle that should be kept in consideration.

2.4.2.2.3 Promoting human rights and freedoms

Section 1(a) of the Constitution (1996) stipulates *the advancement of human rights and freedoms* as one of the triplet cornerstone values – human dignity/equality/freedom – that is mentioned in a number of places in the Constitution (Currie & De Waal, 2005:272). In section 7(1), the shortened version of *freedom* is used to reaffirm its necessity within a democratic South Africa.

Joubert and Squelch (2005:16) define *fundamental freedoms* as those entities which are entrenched in the Bill of Rights (1996) and which include the freedom of religion (sec.15), freedom of association (sec.18) and freedom of expression (sec.16). A *right*, according to Parker-Jenkins (1999:145), is something granted to a person that requires positive action from the government in order to ensure the right: among others, the right to education (sec.29), the right to privacy (sec.14) and the right to an environment that is not harmful to anyone's healthiness or welfare (sec.24). A school's Code of Conduct for learners, according to Joubert and Squelch (2005:27), needs to mirror the proposed constitutional democracy, human rights and transparent communication, which support the South African society.

The researcher of this dissertation is of the opinion that any school that is serious about its learners' fundamental rights should aim at considering them carefully when such a document is compiled and/or revised.

2.4.2.3 Fundamental rights of significance to learner discipline

The researcher of this dissertation has identified seven fundamental rights as being of specific significance to the main objective of this dissertation (*cf.* 1.3):

2.4.2.3.1 Freedom of religion, belief and opinion

Religious freedom is guaranteed in the Constitution (1996:sec.15 & 31(1)(a) & (b); *cf.* 2.4.2.3.4). At the same time, school legislation (84 of 1996:sec.7) indicates provisions and stipulations so that School Governing Bodies can decide on the religious observance to be implemented and put into practice at schools, with special reference to such an observance being performed *on an equitable basis* and attending it being based on free choice.

In the following case, *MEC for Education, Kwa-Zulu Natal and Others v Pillay* (Pillay) 2008 (1) SA 474 (CC), the Constitutional Court ruled in favour of the learner. After a school holiday, one of the learners of Durban Girls High School had come to school with a golden nose ring. The Code of Conduct only allowed for unpretentious earrings that could be worn with the school attire. The young girl's mother, Ms Pillay, declared the wearing of a nose ring

to be customary for young girls of the Indian Hindu culture at a particular age. Ms Pillay wrote a letter of appeal to the MEC of Education in Kwa-Zulu Natal after the School Governing Body had decided in February 2005 that Pillay could not wear a nose ring. She reasoned the following points:

- The School Governing Body's decision to stop the wearing of a nose ring was violating her right to exercise her religion and culture freely.
- This right was of higher regard than the authority of the school's Code of Conduct – principally because wearing the nose ring did not have bearing on the manner, attitude and conduct of the young learner at school.

In *Pillay*, the Constitutional Court found that, with regard to Section 6 of the Promotion of Equality and Prevention of Unfair Discrimination Act (4/2000), the young girl's right to religion and culture had been encroached upon. The wearing of the nose ring did not contribute to learner misbehaviour. Furthermore, the Constitutional Court found that the dispute originated at two *inadequacies* of the Code of Conduct (488 at par.38): firstly it made no allowance for exceptions with regard to any rule and secondly the rule with reference to jewellery was not formulated considerably enough (487-488 at par.37). With the Code of Conduct written the way it was, Pillay had no other option but to use a different course of action to get consent for her daughter to wear her nose ring.

The Constitutional Court pointed out that *a properly drafted code* would not only spell out *realistic boundaries* to the learners, but also indicate which route could be taken when seeking and granting an exemption. Moreover, the Constitutional Court suggested fostering *a spirit of reasonable accommodation* at school level would even *avoid acrimonious disputes* such as this one (488 at par.38).

The researcher of this dissertation concurs with Oosthuizen and Rossouw (2008:129) who state that the result of this court case is relevant concerning establishing and generating a human rights culture at South African schools. Different role players should be perceptive towards diversity in education.

2.4.2.3.2 Freedom and security of the person

Section 12 of the Constitution (1996) affords everyone the right to freedom and security of the person and the right to bodily and psychological integrity.

In terms of public schooling, section 12 points to several relevant documents aimed at organizing and taking care of learners' safety/security: Guidelines for Codes of Conduct (SA, 1998); Regulations for Safety Measures at public schools (SA, 2006); Regulations to Prohibit Initiation Practices in Schools (SA, 2004); National Policy on the Management of Drug Abuse by Learners in Public and Independent Schools and Further Education and Training Institutions (SA, 2002); and Devices to be Used and Procedure to Followed for Drug Testing (SA, 2008).

All these guidelines/regulations/policies are intent on creating and eventually maintaining safe, secure and drug-free/dangerous weapons-free zones, especially at public schools.

No private or public source may subject a learner to violence or any form of abuse as it encroaches on that individual's right to freedom and security to their person (Roos, 2003a:494). Furthermore, the reader is reminded that, based on section 12(1)(e) of the Constitution (1996) specifically, no learner may be punished or disciplined in an unkind, heartless or undignified manner. To this effect, the Abolition of Corporal Punishment, Act 33 of 1997 cancelled all laws that had authorized corporal punishment before, and while being tabled as such, it gave rise specifically to the sections in the Schools Act (84 of 1996:sec.10 & 10A) that ban not only corporal punishment, but also initiation practices from schools/hostels.

The researcher of this dissertation is concerned about the apparent incidences of corporal punishment that still occur at public schools and she hopes to allay these concerns by the data she will have gathered from the research participants, among other things, on whether corporal punishment is still meted out at their schools.

2.4.2.3.3 The right to education

The right to a basic education, as guaranteed in the Constitution (1996:sec.29), is arguably one of the most important rights with reference to the research that was necessary for this dissertation:

- (1) Everyone has the right –
 - (a) to a basic education, including adult basic education; and
 - (b) to further education, which the State, through reasonable measures, must make progressively available and accessible.
- (2) Everyone has a right to receive education in the official language or languages of their choice in public education institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the State must consider all reasonable alternatives, including single medium instruction, taking into account-
 - (a) Equity,
 - (b) practicability; and
 - (c) the need to redress the result of past racially discriminatory laws and practices.
- (3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that-
 - (a) do not discriminate on the basis of race;
 - (b) are registered with the State; and
 - (c) maintain standards that are not inferior to standards at comparable public educational institutions.
- (4) Subsection (3) does not preclude State subsidies for independent educational institutions.

With regard to this section, it is obvious that every citizen has a right to not only a *basic education*, but also to adult basic education (ABET) in cases where a person's age does not permit him/her to enter into basic education. The phrase *basic education*, according to Oosthuizen and Rossouw (2003:62), is explained as:

[e]ducative education which a learner receives and which equips him with the basic skills of functional literacy.

Coetzee, Van Niekerk and Wydeman (2008:200) argue that learners may not be sent out of a classroom if they are misbehaving and making themselves guilty of misconduct. Learners' right to education may not be denied or encroached upon.

In cases of investigating learner behaviour by means of disciplinary proceedings, *due process* conditions must, among others, uphold the learner's interest 84/1996:sec.9(3)(c) & sec.8(5)(a)). Moreover, the right of a learner to be educated cannot be denied when the learner is expelled from school. Therefore in the case of expulsion, the Head of Department must find a school for an expelled learner who is of school-going age (84 of 1996:sec.9(5)). It is important to emphasise that a female learner who falls pregnant may not be banned from attending school, as such prevention will encroach on her Constitutional right to education (SA, 1998:item 3.9).

In the case of *Western Cape Residents' Association obo Williams and Another v Parow High School (Williams)* (2006) (3) SA 542 (C), it appears that denying privileges to learners who exhibit misconduct at school does not infringe on their right to equality or dignity (*Williams*, 545A-B). A Grade 12-learner was denied attendance of her own matric farewell because of disciplinary problems and numerous accounts of misconduct on her behalf. The School Governing Body argued that they had warned all the Grade 12s early in 2005 that attending the function was seen to be a privilege that would not be afforded to any learner who showed unacceptable behaviour. According to them, she had displayed aggression towards educators and authoritative figures at her school and therefore the decision was taken not to

invite her. *Williams* reasoned that her right to human dignity, equality and freedom of speech were infringed upon.

Judge Mitchell established that there was no constitutional reason *not* to withhold privileges from learners who frequently make themselves guilty of misconduct. He argued that schools have important lessons to teach to learners with regard to discipline and acceptance of figures of authority (545A). By conceding certain privileges to learners as a way in which to prize positive behaviour, schools can educate their learners regarding these lessons with great success. The judge further stated that the right to freedom of speech gives no one the right to be rude and disrespectful. Receiving an accolade for fine conduct is a commonality and takes place in a variety of facets of society and the sooner learners learn to deal with it, the better they would be able to come to grips with it (545B-C).

The researcher of this dissertation is heartened by the fact that a South African court would support schools in guiding their learners towards being disciplined and becoming valuable citizens of society.

2.4.2.3.4 Additional rights of learners younger than 18 years

Although Currie and De Waal (2005:600) argue that children's rights *do not have a special status* in the Constitution, Bekink and Brand (2000:177-178) point out the exceptional safeguards that are adapted to children's particular needs and interests. At the same time, section 28 grants *enhanced protection* concerning these children's rights due to the fact that these interests *are unique to children*.

It is section 28(1)(d) of the Constitution (1996) that specifically affords every young person younger than 18 (1996:sec.28(3)) the right to be protected from maltreatment, neglect, abuse or degradation. This could be seen as stemming from principles 2 and 8 of the United Nations Declaration of the Rights of the Child (UN, 1959). Every child, therefore, has the right to be protected against physical or psychological abuse, violence, injury and neglect, including the right to be protected from sexual abuse (Rossouw, 2004:16). Bekink and Brand (2000:169) and Currie and De Waal (2005:600)

remind the reader that, with the exception of a couple of explicit exclusions such as the right to vote, children enjoy the same rights as adults.⁴

In this regard, *age* as one of the listed grounds that would make differentiation unfair unless the opposite has been proven (1996:sec.9(3), (4) & (5)), may sound a warning to education participants: only a first-class motivation would justify not according learners similar rights or freedoms that are afforded to adults. Moreover, since a claim could be brought on *one or more of the grounds listed* (1996:sec.9(5)), it is surely *open* to learners at public schools to dispute experiencing discrimination that is different from the type of discrimination endured by learners at private schools (adapted from Currie & De Waal, 2005:249).

Reference to the fundamental right concerning *care* occurs twice (1996:sec.28(1)(b) & (c)), reminiscent of the *in loco parentis* principle that kicks in when learners attend school and/or school activities under the supervision of educators (see for example SA, 2002:reg.2).

It is common knowledge that section 28(2) of the Constitution (1996) calls for the *best interest of the child* to be sought and to be regarded as of the utmost importance. This is an important matter when educators take action against learners who have contravened or are in breach of their school's Code of Conduct. Section 28 affords everyone under the age of majority the right to careful protection from *being treated poorly* (sec.28(1)(d)), *doing work that is not appropriate to a specific age* (sec.28(1)(f)(i)) and *doing work that jeopardizes education* (sec.28(1)(f)(ii)). Moreover, section 28(1)(g)(ii) warns relevant parties to treat the young ones in a way that takes age levels into account.

The researcher of this dissertation is especially concerned about those learners at public schools who are considered to be over-aged, with many of them being even older than 21 years at high school level. Several educators

⁴ Sections 9, 10, 11, 12, 14, 15, 16, 17, 18, 21, 23, 24, 26, 27, 29, 30, 32, 33 & 34 are granted to everyone.

join the teaching profession while still studying towards their first degree, perhaps opening the door to imminent disciplinary problems that can cause tension in the classrooms with learners possibly being older than the educator in front of them.

2.4.2.3.5 Freedom of religion, expression and cultural rights

Extended forms of outward expression as seen in clothing selection and hairstyles are deemed freedom of expression (Currie & De Waal, 2005:362-363). When learners' right to exercise freedom of expression leads to a pertinent and substantial disruption in the school operations, activities or the rights of others, this right can be limited (1996:sec.36), as the disruption and interference of schools is undesirable and unacceptable (84 of 1996:sec.8(2); SA, 1998:item 4.5.1 & 4.5.2; SA, 2006:reg.4(2)(f)). This right, as all other rights, can be restricted and limited to the extent that it contravenes any other constitutional values or rights of other citizens (1996:sec.2).

The first two sub-sections of section 15 of the Constitution (1996) are relevant to this dissertation:

- (1) Everyone has the right to freedom of conscience, religion, thought, belief and opinion.
- (2) Religious observance may be conducted at state or state-aided institutions, provided that –
 - (a) those observances follow rules made by the appropriate public authorities;
 - (b) they are conducted on an equitable basis; and
 - (c) attendance [of] them is free and voluntary.

The right to exercise one's beliefs is absorbed in the right to freedom of association, since association is taken to be a *correlative right* in that it stands in a mutual or complementary relationship (Currie & De Waal, 2005:420-421). Everyone has the right to moral opinion, whether it is based on a world view or

religion. It leaves freedom for those who choose not to have a religion and everyone has the right to rational thought with regard to religion. The case of Layla Cassim is an example where freedom of expression could generate tension. A Moslem learner wrote an essay with regard to her beliefs and views about the disagreement between Israel and Palestine, and it was displayed on the school notice board. The majority of learners at the school were of Jewish descent. Layla was suspended from the school for that following month on the grounds of increasing behavioural problems (Van Vollenhoven & Glenn, 2004:151). The Cassims claimed that a number of Layla's rights had been infringed, including that of her right to freedom of expression, and reported the issue to the Human Rights Commission.

After an investigation, the Human Rights Commission concluded that Crawford College had shown *a lack of respect* for Layla's right to freedom of expression: her interpretation and comments were not deemed inherently racist, anti-Semitic or anti-white (Sukhraj, 1999:6). According to the Human Rights Commission, this case presented obvious support of a person's freedom of expression including a person's freedom of religion, belief and opinion.

As pointed out by Van Vollenhoven and Glenn (2004:151), *the school authority raised no concerns when the religious point of view of the majority of learners* appeared on the notice board – yet when Layla as part of a minority group did the same, the school took her to task. If the school was really concerned about the previous tensions between Islamic and Jewish learners, the decision should have been taken not to allow any point of view to appear on the notice board. However, as matters stand now, the matter provides clear evidence of bias and inconsistency on Crawford College's part.

The researcher of this dissertation would like to take it for granted that schools would know not to make themselves guilty of being unfairly biased towards/against groups of learners. It is common cause that nobody likes being at the receiving end of such negativity.

2.4.2.3.6 Privacy

Although most bills of rights refer to the general right to privacy and the explicit areas of protection in two sections (Currie & De Waal, 2005:315), South Africa has chosen a different option: section 14 of the Constitution (1996) clearly indicates the explicit areas of protection as forming part of the broad right to privacy.

The implication of dealing with the two parts in one section lies in the fact that the right against searches and seizures, for example, is a *subordinate* facet of the right to privacy. This leads to the Constitution's safeguard only being activated when an applicant can prove that such a search/seizure has breached the broad right to privacy (Currie & De Waal, 2005:316).

With reference to the educational context, Zaal and Matthias (2000:135) refer to the fact that children have the right to *reasonable privacy*, reminiscent of the fact that they are in need of care and protection.

While De Waal (2007:233) points out that respect for learners' right to privacy must be carefully weighed against a possible reason for its restriction in terms of specifically searching and/or testing them for drugs, Oosthuizen *et al.* (2004:61) add searching for/seizing dangerous weapons and other illegal objects to the same reasoning.

However, no right can ever be an absolute right – section 36 of the Constitution (1996) makes provision for the limitation of rights (*cf.* 2.4.2.3.8).

The principal or an educator has the legal authority to conduct a search based on his/her reasonable suspicion, sufficient information, concerning any learner or property in possession of the learner for a dangerous weapon, firearm, drugs, stolen property, pornographic material brought on to the school property (84 of 1996:sec.2(a)). The searcher must use search methods that are reasonable in scope and could be performed in terms of the following general publications: Regulations for Safety Measures at Schools (SA, 2006); Devices to be Used and Procedure to be followed for Drug Testing (SA, 2008). During a human search, human dignity shall be observed and persons

of their own gender, preferably in the presence of at least one other person, shall search the learners in private. A record must be kept of the search proceedings and the outcomes (SA, 2006:reg.5 specifically; SA, 2008:item 4 & Annexure B, item 3).

It is clear that although South Africa is serious about combating, among others, illegal drugs and dangerous weaponry, it still remains important to value everyone's right to privacy as it would be applicable to each case.

2.4.2.3.7 The right to administrative action

In terms of section 33 of the Constitution (1996), every person has the right to administration that is lawful, reasonable and procedurally fair. *Administrative action* means any action or decision taken, or any failure to take a decision, by an organ of state when exercising the power provided for in terms of the constitution (Joubert & Squelch, 2005:19). Those rights that have been greatly influenced by administrative action could seek written reasons for the action. In the school context, just administrative actions are of particular relevance in the area of school discipline.

An illustration of where a learner filed a case in opposition to a principal on the grounds of unreasonable administrative action is the case of *Francois Van Biljon v Neil R. Crawford, Grey Boys High School, MEC for Education, Eastern Cape Provincial Government, Minister of Education South Eastern Cape* (Van Biljon) Case No.475/2007.

Van Biljon brought his case to court after the school principal had downgraded him by removing his school pin and tie awarded to him as the newly elected chairperson of the Learner Representative Council (*Van Biljon*, par.1). His main argument was that his reputation had been ruined in the eyes of the educators, his fellow learners and the parents (*Van Biljon*, par.8(q)) He was seeking, among other things, an order to review and set aside the principal's decision, effectively implying that the principal restore his position and give back the confiscated items.

According to the testimony of the principal (*Van Biljon*, par.10), Van Biljon and a fellow learner had allegedly been caught red-handed having *crib notes* in an examination room. The learners of the school had elected Van Biljon and his friend to be on the LRC for the year 2006. In a letter to Van Biljon's father it was stated that his son's school pin and tie had been confiscated and he was relieved from his duties as chairperson because he did not meet the high moral values set for a member of the school's LRC (*Van Biljon*, par.10(k)).

The judge of the High Court confirmed the school principal's demoting the learners and confiscating the items as constituting *administrative action*, and found that the principal in this case had abided by the Provincial Notice 10 of 2003 which clearly states as follows:

Regulation 2... that a learner who cheats in a test or examination may be found guilty of serious misconduct which, per definition, may lead to the suspension of the learner concerned from attending school as a correctional measure or his or her expulsion from a school.

Judge Van der Byl found that the principal, judging that Van Biljon's behaviour did not justify suspension, had decided to take care of the matter informally, therefore the court would not interfere. The Court relied on the precedent set in 1912:⁵

...where a matter is left to the discretion... of a public officer, and where his discretion has been bona fide [legitimately] expressed, the Court will not interfere with the result... [the Court] would be unable to interfere with a due and honest exercise of discretion, even if it considered the decision inequitable or wrong (*Shidiack*, at 651-652).

Basing most of the closing arguments on the Guidelines for Codes of Conduct (SA, 1998:par.7.5, 7.6, 8.1, 10.1, 10.2, 11, 12.1 & 13.1), the judge found school offences that do not *require* suspension/expulsion could be managed

⁵ *Shidiack v Union Government (Minister of the Interior) (Shidiack)* 1912 AD 642.

in an informal manner as has been done in this case (Van Biljon, par.29(a)-(h)). Moreover, since the school had not stopped Van Biljon from becoming vice-captain of the hockey first team or his friend from becoming captain of the rugby first team, it was obvious that the school's intention was not to damage either of their reputations.

The Court dismissed Van Biljon's application because, with regard to the quoted regulation 3 of Provincial Notice 10 of 2003, the principal had not acted procedurally illegally concerning the right to use his discretion in formally appointing a person or handling the matter informally.

Oosthuizen and Rossouw (2008:123) state that this case has the following implications:

- It is impractical to have a disciplinary hearing for every form of misconduct.
- The learner's right to education is only applicable if he/she faces expulsion.
- In the case of expulsion, a thorough disciplinary investigation needs to be provided for.
- The public function of the principal affords him the authority to deal with learner misconduct.

The researcher of this dissertation applauds Judge Van der Byl for taking the specific stand concerning educating learners in being receptive to behave in a disciplined manner, especially concerning the conduct that would be expected of specifically elected positions and setting a remarkable example to fellow learners. At the same time, the judge pointed out that schools and their principals need to take heed of performing administrative actions judiciously.

2.4.2.4 The limitation clause as it impacts on learners' rights

Fundamental rights and freedoms are not unqualified and absolute and may therefore be limited. Bray (2000:269) states that a law that limits a right is an infringement of that right. Such infringement or limitations will be *justifiable* if the limitation takes place in line with the provisions of the *Bill of Rights*.

In accordance with the Constitution (1996:sec.36(1)(a)-(e)), Rautenbach and Malherbe (1999:359) state that a right could be limited if the following considerations are taken note of:

- the nature of the right;
- the nature and scope of the limitation;
- the relation between the limitation and the aim thereof; and
- whether a less limiting alternative to achieve the aim exists.

De Waal *et al.* (2001:158) state that there should be a balance between the limiting nature of the right and the result it tries to achieve. When a school acts against a learner, it should be kept in mind that some rights weigh more than others. The right to human dignity, equality and freedom weighs more than the right to privacy.

With regard to the nature and scope of the limitation, the consideration should remain how much the right was violated. The limitation of a fundamental right has to serve an open, democratic society that is accepted by every citizen. De Waal *et al.* (2001:158) give examples of justifiable plans that are applicable to the school situation: firstly the pro-active and thus preventative steps, such as searching and taking action against violence and drug abuse; secondly the protection of learners against humiliation, degradation and violence. When action is taken against a learner, it should be kept in mind whether the limitation would enhance or protect the learners in the school environment by limiting a right of the contravener.

If the action taken justifies the limitation, the limitation of a learner's right would thus be deemed reasonable if there is a close correlation between the limitation of the right and the goal it is trying to achieve (Eloff, 2009:65). De Waal *et al.* (2001:164) further point out that there must not be a more effective but less limiting alternative available to find a solution to the problem.

The following example supports the limitation clause: according to section 14(a)-(c) of the Constitution (1996), all persons have the right to the protection of their bodies, residence and possessions. If there is reasonable belief that

learners are in the possession of drugs or weapons, they may be searched. Russo, Mawdsley and Oosthuizen (2003:552) state that information provided by a learner, parent or educator justifies a search.

Joubert and Prinsloo (2001:59) argue that it is sometimes necessary to limit learners' rights because they show lack of sound judgement. Learners are considered to be inclined to irrational behaviour and judgment due to their lack of experience.

The school's Code of Conduct should be an instrument to safeguard learners against one another and themselves.

2.4.3 The Schools Act as part of the legal framework

The Schools Act (84 of 1996:sec.3(1)) stipulates that education is *obligatory* for learners from the year in which such a learner reaches the age of 7 until the last school day of the year in which such a learner turns 15 years or at the completion of Grade 9 (*cf.* 2.4.1).

Quality education for everyone is emphasized in the Schools Act (84 of 1996) and the following provisions are sound examples of how national legislation meets the terms of its constitutional obligation to ensure equal opportunities for all learners:

- Section 5(1) assures equal access to public schools. A public school must admit learners and provide for their educational requirements without unlawfully discriminating against them.
- In terms of section 20(1)(a), the School Governing Body of a public school must endorse the best interest of the school – and therefore of the learners – and must go all-out to offer quality education for all school-going learners.

Section 8 of the Schools Act (84 of 1996) clearly states that every school must have a Code of Conduct (*cf.* 2.1). Disciplinary processes for disciplining learners, that is, the steps that will be followed, must be included in this Code

of Conduct. Mestry *et al.* (2007:180) point out that this would guarantee that educators supervise learner discipline reasonably and fairly.

Van Wyk (2001:198) is concerned about the fact that many educators in South Africa do not know enough about the available disciplinary options and as a result, for the most part, they use disciplinary measures that are mainly retaliatory, unconsidered, degrading and gruelling instead of calling on measures that are characteristically remedial and developmental. Moreover, learner discipline and managing learner discipline are fundamental to successful teaching and learning (Blandford, 1998:9).

The permanent refusal of admission to a learner at a particular school and/or hostel is expulsion, and suspension is the temporary refusal of admission to a particular school and/or hostel. In terms of the Schools Act (84 of 1996:sec.9(2)(a)), expulsion may only be affected by the involved provincial Head of Department, while suspension is dealt with by the School Governing Body. The learner, in both cases, must be found guilty of serious misconduct at a fair hearing. In terms of the 2005 amendments to section 9 of the Schools Act (84 of 1996), a learner may be suspended by the School Governing Body with immediate effect on the basis of reasonable suspicion. Oosthuizen (2007:20) is of the opinion that this must be thought about only as a preventative measure in cases where urgent action is called for to maintain the order at school, for example when something happens such as one learner assaulting another learner.

In terms of section 10 of the Schools Act (84 of 1996), the administering of corporal punishment to a learner has been prohibited. An educator, who administers corporal punishment, could consequently be found guilty of assault. Although clearly banned in legislation, Wolhuter and Oosthuizen (2003:438) argue that the abolition of corporal punishment has left a definite vacuum in methods dealing with serious learner misconduct. The State has attempted to fill this vacuum in two ways: it has introduced school-level Codes of Conduct; and parents/caregivers have been given an unprecedented involvement in school affairs via representation on the School Governing Body (Morrell, 2001:292).

The State has delegated some of its authority to individual institutions by means of a process of decentralization, in an effort to establish a democratic public-school partnership (Bray, 2005a:133). According to section 15 of the Schools Act (84 of 1996), public schools are legal persons, implying that public schools may freely participate in legal matters such as the signing of agreements and buying property. All public schools have been granted legal personality to act as *juristic persons*, legal persons bearing rights and duties, and to govern their schools autonomously without undue influences from both national and provincial authorities (84 of 1996:sec.16(1), 20, 36 & 37).

When a School Governing Body acts in the name of a school, it also incurs legal responsibilities on behalf of the school – this implies that, as a juristic person, the School Governing Body will ultimately be liable for legal consequences or damages resulting from its conduct (Bray, 2005b:134). A court may instruct the guilty School Governing Body to remedy damages caused to the injured party, and its members could be held personally –and/or collectively – responsible, thus liable for the payment of damages and costs of the injured party (Boshoff & Morkel, 1999:2A-17).

Reciprocal rights and obligations, mutual trust, successful co-operation of the education partners and the sharing of resources and expertise are of fundamental importance to create effective partnerships in educational management and governance (White Paper, 1996:21-23; 40-41; Bray, 2002:514).

The Schools Act (84/1996:sec.7) refers to, subject to the Constitution and any applicable provincial law, religious observances being allowed at a public school under guidance of the School Governing Body if such observances are carried out on an even-handed basis, with free will concerning attending them or not (*cf.* 2.4.2.3.1; 2.4.2.3.5).

2.4.3.1 Public School Governing Bodies and legal Codes of Conduct

The Schools Act (84 of 1996:sec.16(1)) gives governance authority to the School Governing Body. With the Schools Act consisting of 64 sections, about one-third of the Act deals directly with School Governing Bodies

(Davies, 1999:58). Therefore, the primary reference source for dealing with the duties, powers and authority of School Governing Bodies is the Schools Act (84 of 1996).

Moreover, the Schools Act (84 of 1996:sec.23, 28 & 29) prescribes that the School Governing Body must be composed of all partners of the school community and has to be suitably elected. Section 4(m) of the National Education Policy Act (27 of 1996) insists on community participation in the development of an educational policy which should be realized as one of the guiding principles that direct education. Moreover, all the interested parties must be involved in all aspects of the education system, especially regarding making public schools safe (Oosthuizen & De Waal, 2000a:63-64; Oosthuizen & De Waal, 2008b:2). Although the School Governing Body is responsible for school *governance*, it remains important that overall control over public schools is still retained as the responsibility of the State – which is, in its role as basic provider of education, answerable to the South African community for public educational affairs (Bray, 2005a:133).

School Governing Bodies must make full use of their functions, but they cannot go beyond the boundaries of their functional domain. As a functionary, such a body must always act in the name of the school and with the *best interest* of the school and all its learners at heart.

The School Governing Body has to fulfil its obligation in line with the spirit and objectives of democracy, and instil proficient partnerships and trust in education (Bray, 2005a:137).

In the case of *Governing Body, Tafelberg School v Head of Cape Education Department (Governing Body Tafelberg)* 2000(1) SA 1209 C, *Governing Body Tafelberg* filed an appeal against the Head of the Cape Department of Education on the grounds that the Education Department passed judgment in regard to an expulsion without respecting and taking into consideration the view of the School Governing Body.

A 14 year-old learner had confessed that he had stolen a hard disk from the computer room at school. He understood that to steal was unlawful. At a

disciplinary hearing, the School Governing Body decided on expulsion. The provincial Head of the Education Department received a recommendation of expulsion, according to section 9 of the Schools Act (84/1996), from the School Governing Body. The parent of the learner wrote a letter to the Education Department to state the case of the learner. The Head of the Education Department readmitted the learner to the school.

The applicant, *Governing Body Tafelberg*, argued that the Head of Department's decision had been taken subjectively and that the School Governing Body's view was not taken into careful consideration. The Court ruled in favour of the School Governing Body on the grounds that the respondent could have been influenced by the letter from the father and the Department had to carry the costs of the case.

It is apparent from this case that School Governing Bodies need to be informed about the urgency connected to taking all the relevant facts, arguments and documents into consideration before a decision is made that would affect learners specifically.

Effective teaching and learning at a school are reliant on well-managed and positive discipline (Rogers, 1998:11). A Code of Conduct furthers suitable and constructive behaviour and sets standards for positive discipline, while discipline emphasizes the correctness of appropriate behaviour (Oosthuizen & Roos, 2005:38). A Code of Conduct also deals with unacceptable behaviour and conflict and should provide acceptable methods to deal with such incidents. Disciplinary measures are therefore created to promote and preserve a well-disciplined school environment and, at the same time, rule out and punish improper conduct through a process that also encourages offenders to improve their behaviour (Van der Bank, 2000:310-315).

A Code of Conduct is directed at creating a disciplined and purposeful school environment. School discipline and a Code of Conduct are thus linked and cannot be parted. The main purpose of the Code of Conduct for learners is to create order and discipline and to promote self-discipline and character (Joubert & Squelch, 2005:24). Bray (2005a:133) defines a Code of Conduct

as a document providing a legal basis for the identification and elimination of those forms of conduct that threaten the learning process.

According to the law, there are two types of exponents of rights and obligations: the natural person and the legal person. The natural person is the human being, while the legal person is not a natural person, but an organ or an institution, which is as much an exponent of rights and obligations as the natural person and may participate fully in legal matters (Oosthuizen *et al.*, 2004:17).

2.4.3.1.1 Requirements for establishing a Code of Conduct

Believing in the worth and value of discipline applies to the ideal of founding moral values for a productive, positive learning environment, with punishment for irregular behaviour, a principle-orientated disciplinary system, the acknowledgment of human dignity, the different forms of freedom that learners are entitled to, the best interests of learners and the values and principles that underlie learners' rights (Roos, 2003a:486). In all of this, educators have to acknowledge the role of the learner as co-creator of the rules that govern discipline at school (Rutherford, 2006:20).

A few aspects from the Guidelines for Codes of Conduct (SA, 1998) to take into consideration when drawing up a Code of Conduct are the following:

- These guidelines not only stipulate that learners need to meet the school rules (SA,1998:item 3.4 & 5.1(f)), but also indicate that learners need to be included in the formulation of school and classroom rules (item 1.5 & 5.1(b)). According to Van Dyk (in Roos, 2003b:511), this fosters responsibility as opposed to blind obedience. Learners should take part in decision-making matters and have the right to voice their opinion (sec. 5.1(b) & 4.1).
- A Code of Conduct needs to promote positive discipline and not be punitive and punishment-orientated (SA, 1998:item 1.4; Du Plessis & Looock, 2007:10), but should be aimed at smoothing the process of constructive learning (item 1.1 & 1.4).

- The preamble of such a Code of Conduct should point towards reciprocal esteem, forbearance and understanding (SA, 1998:item 2.3).
- Penalties must be in keeping with the specific transgressions (SA, 1998:item 3.5).
- Learners and educators should not be guilty of ill-treating one another (SA, 1998:item 5.6).
- Learners should be protected and not abused by adults and/or fellow learners (SA, 1998:item 7.2; Bray, 2005a:135).
- A disciplinary system should be based on respect and human dignity, and not on apprehension (SA, 1998:item 4.4.3).

A well planned Code of Conduct, according to Smit (2008:84), must make provision for the needs and expectations of the community and should serve as an example to the learners of the manner in which they should conduct themselves at school in preparation for their eventual conduct in civil society (SA, 1998:item 1.4). School rules and regulations should be formally and publically announced and explained to the whole school community (Joubert & Squelch, 2005:3).

According to Roos (2003a:486) and Joubert and Squelch (2005:35), the Code of Conduct rules will remain applicable and effective unless otherwise revised. Revision of school rules should take place annually and a period for revision must be given to all the stakeholders. Moreover, a copy of the school rules should be issued to learners at the beginning of the school year and young learners at primary schools should be informed verbally of school rules as well (Joubert & Squelch, 2005:34).

2.4.3.1.2 Requirements for enforcing a Code of Conduct

A Code of Conduct should not merely exist in theory, but should be consistently applied (Oosthuizen *et al.*, 2003:471). It not only needs to describe acceptable conduct, but also needs to point out the punitive measures that will be taken by the school in cases of transgression.

Section 20 of the Schools Act (84 of 1996) sets out the Schools Governing Body's tasks and undertakings. To manage and govern successfully, such a body must not only be able to govern effectively and efficiently, but also have the facility to implement these rules in the school situation and in cases of learner misconduct by means of a specific disciplinary course stipulated in the school's Code of Conduct, as referred to in the Guidelines for Codes of Conduct (SA, 1998; Joubert & Squelch, 2005:26).

The National Guidelines on School Uniforms (SA, 2006:item 1) states that the adoption and use of a school uniform not only promotes school safety, but also progresses discipline and enhances the learning environment (Smit, 2008:88). While the Guidelines for Codes of Conduct (SA, 1998) can be regarded as supporting school uniforms to the extent that they help promote a *disciplined and purposeful environment to facilitate effective* teaching and learning (Item 1.1), such codes must also supply rules that are *clear and understandable* (item 5.1(c)). This necessitates the need that learners are continually informed and reminded of the proper interpretation of certain school rules (Roos, 2003a:487). Furthermore, the Guidelines for Codes of Conduct acknowledge the learners' right to freedom of expression, which is broader than mere freedom of speech (Roos, 2003a:488).

The Cape High Court considered this right in the context of a learner who insisted upon wearing dreadlocks and a cap to school, as expression of her Rastafarian religion (*Antonie v Governing Body, Settlers High School and Others* 2002 (4) SA 738 (C)). During the internal disciplinary hearing, it was alleged that the learner's behaviour was disruptive, that it amounted to defiance of authority and that it created uncertainty. The School Governing Body found the learner guilty of serious misconduct for having defied the school rules and imposed a five-day suspension. The learner contended that she was merely exercising her freedom of religious expression and individuality, and that she was neat and tidy at all times. The Court ruled in her favour, setting the suspension aside, while agreeing that the action taken against her could have affected her regular development and career

negatively. Moreover, the punishment could be seen to have submerged not only her personality, but also her dignity and self-esteem.

If a learner is found guilty of serious misconduct during the disciplinary hearings, the School Governing Body may suspend a learner for a period not longer than seven school days (84 of 1996:sec.9(1C)(b)). In cases of the recommended expulsion of a learner, this suspension may be lengthened to a period of 14 days while awaiting the provincial Head of Department's decision (84 of 1996:sec.9(1E)). In terms of the provisions in the Guidelines for Codes of Conduct (SA, 1998) and the Schools Act (84 of 1996:sec.9(1) & (1D)(2)(b)), *due process* and a fair hearing are required before a learner is suspended.

The researcher of this dissertation is struck by the careful consideration that is expected of School Governing Bodies when an individual learner feels threatened by a specific school rule. Yet, at the same time, the guidelines and regulations seem to be in place theoretically speaking – schools only need to apply them carefully. It is therefore obvious that those schools with dysfunctional School Governing Bodies will be at the shortest end of the stick in this regard.

2.4.4 The Regulations for Safety Measures at Public Schools as part of the legal framework

*If learners and staff don't feel safe, education
often takes a back seat*

(Kennedy, 2004:61)

Section 24 of the Constitution (1996) guarantees learners' right to an environment that is not damaging to their well-being. Moreover, it is the Constitutional right of every learner and teacher to enjoy a safe environment to secure learning and teaching free from all forms of violence (Oosthuizen & De Waal, 2008b:1).

According to the Regulations for Safety Measures at Public Schools (SA, 2006:reg.4(1)), every public school is *declared* as being *drug free and*

dangerous object free zones. Moreover, clear stipulations appear in the document as to what persons who enter such a school terrain are not allowed to do or have in their possession. Regulation 5 of the document indicates the steps that school principals may take to safeguard their school from danger: these would include using *an electronic device* or even *sniffer dogs* in order to detect unwanted items (SA, 2006:reg.5(2)(e)).

In support of school safety, the Guidelines for Codes of Conduct (SA, 1998:item15) denote the following:

Learners have the right to a clean and safe environment that is conducive to education. Security of property, well cared school facilities, school furniture and equipment, clean toilets, water and a green environment, absence of harassment in attending classes and writing tests and examinations, all create an atmosphere that is conducive to education and training.

Security in the form of order is seen as a priority for a thriving education system and the successful development of learners (Oosthuizen & De Waal, 2008b:1). The role of the educator as protector of the learner against incidents of, for example, physical and mental abuse, unfairness and disrespect, needs special attention against the backdrop of basic human rights.

According to the researcher of this dissertation, the dilemma would be that these regulations need to be implemented and adhered to before public schools can become safe education venues.

2.4.5 The National Policy on the Management of Drug Abuse by Learners as part of the legal framework

According to the South African Human Rights Commission (SAHRC, 2008:46), substance abuse is the foremost contributing factor to crime in South Africa. School violence is often associated with drug and alcohol trade and pervasive drug and gang activities. Harber (2001:1) states that

substance abuse is a significant problem that contributes to violence at schools.

In terms of the Regulations for Safety Measures at Public Schools (SA, 2006), all public schools have been declared violence and drug-free zones (*cf.* 2.4.4). Moreover, in accordance with section 8A(1) of the Schools Act (84 of 1996), nobody is allowed to bring or be in possession of an illegal drug on the school grounds or during school activities. This should be unambiguously included in the Code of Conduct. It should indicate that a transgression in this regard would signify serious misconduct and it should name the consequence, including the disciplinary procedure and possible sanctions. The National Policy on the Management of Drug Abuse by Learners (SA, 2002) limits the South African learner's right to privacy in the sense that the educator has the right to search the learner's person and property for the possession of illegal substances. The justification for the said policy might be based on section 28(2) of the Constitution in terms of which the *best interests* of the learner – younger than 18 years – is to be regarded as of *paramount importance* in all matters that concern him/her.

The researcher of this dissertation concurs with Oosthuizen (2007:207) that it is clearly not in the best interest of learners to find themselves in an environment where they have access to the dangers of illegal substances.

2.4.6 The Promotion of Administrative Justice Act 3 of 2000 as part of the legal framework

This is one of the most significant pieces of legislation that affects education (Shaba, Campher, Du Preez, Grobler & Loock, 2003:66). This Act seeks to give effect to the right to administration that is legitimate, equitable and procedurally fair, as established in section 33 of the SA Constitution (1996).

In terms of the Promotion of Administrative Justice Act (3 of 2000), *administrative action* should be fair and resolution with regard to disciplinary matters in particular should be fair at all times (Oosthuizen *et al.*, 2004:64). Administrative action focuses on conduct that is procedurally fair.

To find out what all these legal requirements mean in the disciplinary case under discussion, a few practical hints are given on what to bear in mind during such an investigation (or hearing).

2.4.6.1 Administrative action must be carried out lawfully

Administrative action is deemed *lawful* if it meets all the requirements of the law (Bray, 2004:86). In effect, it means that the relevant prescriptions of the Constitution, other legislation, common law and case law must be complied with. The administration and administrative action is obligated by the Constitution (1996) to act in accordance with principles of justice, fairness and reasonableness (Currie & De Waal, 2005:643)

Lawfulness distinctly does not only refer to one facet of the administrative action, but obliges lawful action for the whole action – including all aspects from beginning to end, such as (Bray, 2005a:136):

- the competence of the chairperson, through the School Governing Body, to officiate during the hearing and make judgment or find a resolution (Currie & De Waal, 2005:657);
- prohibition of delegation of authority: the School Governing Body has the authority and discretion to make a decision; it has choice in determining what punishment to mete out;
- the administrator must act within his/her legal authority: the School Governing Body must act *intra vires* – not *ultra vires* – when hearing and considering a disciplinary case; and
- the time-frame for action, referring to the hearing and the decision-making, must take place within a reasonable time (Bray, 2005a:136).

2.4.6.2 Administrative action must take place within a fair procedure

The Promotion of Administrative Justice Act (3 of 2000) makes a great effort in providing detail about the procedures to be followed before administrative action is taken, to ensure the fulfilment of the right to procedural fairness (Currie & De Waal, 2005:665). These provisions must be taken into account when considering the content and drafting the Code of Conduct (Bray,

2005a:138). Due process includes both *procedural due process*, which refers to the fair procedure, and *substantive due process*, which refers to the appropriateness and fairness of a rule (Joubert & Squelch, 2005:42).

Essential to this requirement is the need to make sure that in exercising public authority, decisions by the administrator are taken in a fair manner, and the individual who is subject to such authority is treated fairly and justly (Bray, 2005a:138). Fair procedures during disciplinary hearings serve the intention of facilitating precise and informed decision-making; it also warrants that decisions taken by the School Governing Body (Davies, 1999:60) are made in the public interest and the important procedural values of natural justice are adhered to. The rules of natural justice have progressed and developed into two rules: *audi alteram partem* (hear the other side) and *nemo iudex in sua propria causa* (no one may or should be a judge in his or her own cause – the rule against bias, partiality or prejudice). These rules now form part of the right to just administrative action in section 33 of the Bill of Rights.

(1) The audi alteram partem rule

This rule has over the years been developed by our courts and includes the following:

- The individual (learner) must be given an opportunity to be heard and state his/her case on the matter (Joubert & Squelch, 2005:43).
- Learners must be informed of considerations which count against them in order to defend themselves properly (Bray, 2005b:59).
- The reason must be given by the administrator for any decision taken (Bray, 2005a:138).

(2) The rule against bias or prejudice (*nemo iudex in sua propria causa*)

This premise rests on the impartiality of the decision-maker. It is not enough to show there was, in fact, no bias or partiality in the process: the criterion is that no reasonable person would have expected such a person to recuse him/herself from the hearing (Bray, 2005a:138).

2.4.6.3 Administrative action must be taken reasonably

The constitutional concept of reasonableness is flexible and sometimes case-specific (Currie & De Waal, 2005:676). This implies that the decision taken and decided upon must be reasonable under the applicable situation and should be based in objective facts (Joubert & Squelch, 2005:46). One of the important questions here is whether this action is justifiable (Bray, 2005a:138).

2.4.6.4 There is always leave to appeal

If parents/caregivers are not convinced that the decision of the provincial Head of Department was the best under the circumstances or feel that the procedure followed during the hearing was unfair, they may appeal to the Member of the Executive Council (84 of 1996:sec.9(1E)(4)). In such instances a full consideration of the case is reviewed and undertaken by the higher authority. The higher official reviews the whole case and may repeal the decision taken by the first authority and give another decision in its place (Bray, 2005a:138). This resolution taken by the higher authority must also meet the standards of lawful, reasonable and procedurally fair administrative action.

The general rule exists that internal remedies must be exhausted before the aggrieved person approaches the High Court for judicial review. Judicial review by the high courts is another form of control over administrative action and is usually a final, authoritative judicial decision which is now regulated in terms of section 6 of the Promotion of Administrative Justice Act (Beukes, 2002-2003:153-155).

To the researcher of this dissertation, part of the solution would lie hidden in acknowledging that strict, yet approved procedures need to be used in all disciplinary actions.

2.5 INTERNATIONAL AND FOREIGN LAW

South Africa is a signatory of documents of international law, conventions and declarations (Oosthuizen *et al.*, 2004:22). The United Nations Conventions on

Children's Rights (UN, 1989) is such an example. Foreign laws that are applicable to the South African situation may be considered. The United States, in particular, has had court cases on most matters relating to education.

Section 39 (1)(b) of the South African Constitution (1996) determines as follows:

When interpreting the Bill of Rights, a court, tribunal or forum *must* consider international law.

This makes it clear that the Constitution obligates references to international law for purposes of legal interpretation (Currie & De Waal, 2005:160). International and foreign law deal with adopted international conventions and declarations and, in the case of South Africa, is partially responsible for creating a human rights culture on the continent Africa (Eloff, 2009:49). In previous eras, learners were punished in cruel manners (*cf.* 2.2.1), but fortunately the human rights movement evolved through international conventions especially during the 20th century (Wolhuter & Middleton, 2007:384).

For the purpose of this dissertation, the following conventions and declarations of International law are of importance.

2.5.1 Universal Declaration of Human Rights (1948)

Barrie (1995:70) states that the Universal Declaration of Human Rights (UN, 1948) was the first comprehensive human rights instrument that was accepted by an international organization. Sections 1 and 28 of this Declaration determine that all human beings are born free and equal with regard to dignity and rights. Examples of rights that are included in this Declaration are the following:

- The right to freedom of speech and freedom of religion (with regard to the preamble of the Declaration)

- The right to life and the right to freedom and security (in accordance with section 3 of the Declaration).

In accordance with section 3, section 5 affirms that:

No one shall be subjected to torture, or to cruel, inhuman or degrading treatment or punishment.

These rights are included in the South African Constitution (1996) and are relevant to the administration of learner misconduct in schools. Learners cannot be punished in an inhuman, cruel or degrading manner. Corporal punishment, that was part of managing discipline in a previous dispensation, is condemned and banned legally (*cf.* 2.4.3) and may not be administered at schools.

2.5.2 Declaration of the Rights of the Child of 1959

The Declaration of the Rights of the Child (UN, 1959) that was accepted by the United Nations focuses, according to Bainham (2005:733), on the learner's economic, social and cultural rights.

The difference between this Declaration and the Declaration of Human rights (UN, 1948) is that the rights to life, freedom and freedom from cruel, inhuman and degrading treatment with regard to punishment have been omitted. Section 2 of this Declaration (UN, 1959) determines that:

- a child will enjoy special protection;
- facilities and opportunities would be offered to allow the child to develop physically, intellectually, spiritually, morally and socially on a basis that is healthy and normal; and
- this development will take place in an environment that supports human dignity.

The following document that focuses on the young person is the Convention on the Rights of the Child that was accepted 30 years later in 1989.

2.5.3 Convention on the Rights of the Child of 1989

The Convention on the Rights of the Child (UN, 1989) is a document of the United Nations and its affiliate countries (Smit, 2008:78). This Convention deals with discrimination against children and maintains their rights to civil, political, economic, social and cultural rights.

According to Beckmann *et al.* (1995:62), this is the first document that has a universal, legally binding code where the rights of children are addressed in 54 categories. This document differentiates between four focal rights:

- Survival rights: this deals with the right of a child to life and to have his most basic needs like housing, nourishment and access to medical services that will lead to self-augmentation, met.
- Development rights: this includes all aspects that a child will need to develop his full potential. The right to education, recreation and leisure, cultural activities, access to information, freedom of thought, conscience and religion are included.
- Right to safety: children are safeguarded against all forms of abuse, negligence and exploitation and include elements like involvement in drug abuse, armed encounters and sexual exploitation.
- Right to participation: it gives the child the opportunity to be actively involved in his/her community and to have a right to take part and decide on issues that have an influence on him/her. Children should have the right to be part of a peaceful assembly and participation. This would give them the opportunity to experience the responsibility of adulthood.

According to De Waal *et al.* (2001:464), the protection of the child's right not to be subjected and submitted to abuse, neglect or degradation (1996:sec.28(1)(d)) is the public reinforcement of article 19(1) of the Convention of the Right of the Child (UN, 1989).

The *best interest of the child* is one of the underlying principles of this Convention. In section 3(1) of the Convention it is stated:

In all actions concerning children whether undertaken by public, or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be of primary consideration.

Section 28 of the Constitution implicates that important decisions with regard to learners would be carefully considered. Issues, according to Van Bueren (2000:203), that play an important role with regard to the best interest of the child, include a learner's opinion of his/her family, his/her understanding and knowledge of time, his/her need of continuance to risk danger and his/her needs. The consequence of this is that the educator should always keep in mind the best interest of the learner with regard to interaction with the learner, including learner misconduct (Eloff, 2009:52).

2.6 SUMMARY

In this chapter the history of educational research (*cf.* 2.2) became relevant and significant as it explained current problems and it clarified our objectives and hopes for the future. The nature of discipline was described (*cf.* 2.3) by paying attention to discipline in theory (*cf.* 2.3.2) and disciplinary models (*cf.* 2.3.2.2) specifically. Thereafter external factors (*cf.* 2.3.3) and internal factors (*cf.* 2.3.4) that influence learner behaviour were addressed, with four specific internal factors being identified as determinants of learner conduct (*cf.* 2.3.4.1). Perspectives on value and convictions as determinants of learner conduct were addressed (*cf.* 2.3.4.2).

The importance of the South African legal framework was discussed (*cf.* 2.4). The South African constitutional background was described (*cf.* 2.4.2), pointing out its supremacy specifically (*cf.* 2.4.2.1). Human dignity (*cf.* 2.4.2.2.1), equality (*cf.* 2.4.2.2.2) and the promotion of human rights (*cf.* 2.4.2.2.3) were highlighted as important factors in guaranteeing everyone's fundamental rights.

With regard to the fundamental rights significant to learner discipline (*cf.* 2.4.2.3), the right to freedom of religion (*cf.* 2.4.2.3.1), learner-specific rights (*cf.* 2.4.2.3.2), the right to education (*cf.* 2.4.2.3.3), the right to freedom of

expression and cultural rights (*cf.* 2.4.2.3.4), the right to fair administrative action (*cf.* 2.4.2.3.5), privacy (*cf.* 2.4.3.2.4.6) and the role of the limitation clause (*cf.* 2.4.2.3.6) were discussed.

The Schools Act was discussed as part of the legal framework (*cf.* 2.4.3) and issues with regard to the public School Governing Bodies and legal Codes of Conduct (*cf.* 2.4.3.1) were highlighted. The requirements for establishing a Code of Conduct (*cf.* 2.4.3.1.1) and for enforcing a Code of Conduct (*cf.* 2.4.3.1.2) were referred to.

Other subordinate legislation that forms part of the legal framework, such as the Guidelines for Codes of Conduct (*cf.* 2.4.4), the Regulation for Safety Measures (*cf.* 2.4.5) and the Promotion of Administrative Justice Act (*cf.* 2.4.7), were considered.

The relevancy of international and foreign law (*cf.* 2.5) – with special reference to the Universal Declaration of Human Rights (*cf.* 2.5.1), the Declaration of the Rights of the Child (*cf.* 2.5.2) and the Convention on the Rights of the Child (*cf.* 2.5.3) – was highlighted.

Chapter Three will focus on the empirical research design of this dissertation.

CHAPTER THREE

EMPIRICAL RESEARCH DESIGN

*The arrangement of conditions for collection and analysis of data
in a manner that aims to combine relevance to the research
purpose with economy in procedure*

Sellitz, Jahoda, Deutsch and Cook

3.1 INTRODUCTION

In the previous chapter, Chapter Two, the researcher discussed the essence of discipline by providing a short consideration of the historical line that underpins discipline; by reflecting on the character of discipline; and by presenting a South African outline of valid school rules.

The purpose of research, according to Zikmund (2000:3), is to obtain information to help make sound decisions. The researcher has to decide on the type of information that is needed, how it is going to be obtained, and the analysis thereof to make a hypothesis.

This chapter, Chapter Three, outlines the research design that the researcher of this dissertation used to collect, edit and analyse her data. This chapter also includes pointing out the research paradigm (*cf.* 3.2). A distinction between different research designs would be highlighted (*cf.* 3.3.2) and the choice for the research design will be motivated (*cf.* 3.3.3). It is followed by the empirical research strategy (*cf.* 3.3.4) and includes references to the literature review, the aims and objectives and the reason for the research design. A distinction between different strategies (*cf.* 3.3.4.2) is given and the motive for this study is explained (*cf.* 3.3.4.3). This is followed by the data-collection method (*cf.* 3.4). The data-collection strategies are discussed (*cf.* 3.4.1) and include guarantees for reliability and validity. Reliability (*cf.* 3.4.1.1) and validity (*cf.* 3.4.1.2) of the instruments of measurement are also discussed. This chapter also deals with the data-analysis and interpretation

(cf. 3.5) of data collected; indicates ethical considerations (cf. 3.6); and ends with a discussion on foreseen research challenges (cf. 3.7).

3.2 RESEARCH PARADIGM

A paradigm, according to Nieuwenhuis (2007b:47), is a series of principles or beliefs about fundamental aspects of reality which gives development to a particular and individual world-view. A paradigm therefore serves as the organizing principle or lens by which reality is internalized and interpreted. Such an organising principle is influenced and disposed by the subject or discipline, existing beliefs and convictions and previous encounters with research (Creswell, 2012:6).

According to Babbie (2010:32), paradigms provide ways of perceiving, whereas theories and hypothesis seek to explain: a paradigm therefore provides a logical framework within which theories are established. Various authors (Cohen *et al.*, 2007; Babbie & Mouton, 2011; Flick, 2011; Creswell, 2012) suggest positivism, post-positivism/experimental realism, social constructivism, advocacy and/or participatory approach and pragmatism as the underlying paradigms for research. Yet in practice, as pointed out by Nieuwenhuis (2007b:57), these distinctions are not always as clear-cut and are sometimes interrelated and contested.

Two basically different world views or paradigms motivate quantitative and qualitative research (Muijs, 2011:3). The paradigm underlying qualitative research is observed as being *subjective*, whereas the quantitative view is explained and described as being *positivistic* or *realistic*. *Realists* take the view or assumption that what research does is to uncover and explain an existing reality, the researcher uses objective research methods to uncover the truth and needs to be as detached from the research as possible to minimize involvement in the research. *Positivism* is the ultimate form of this world view. According to positivism, the world works according to predetermined laws of cause and effect (Henning, Van Rensburg & Smit, 2004:17).

Muijs (2011:16) points out that *post-positivists* will try to represent and epitomize reality as best and true as they can, considering research never to be certain since one cannot observe and perceive the world that one is part of as a totally objective and disinterested outsider. The accepted scientific approach by post-positivists is that an individual will commence with a theory, collect data that either support or disprove the theory, and then make necessary amendments before making further tests (Creswell, 2012:7).

Experimental realism claims, according to Muijs (2011:5), that people's perceptions influence what they see and how they measure experiences; there is inherently a limit to subjectivity.

According to Creswell (2012:8), *social constructivism* – typically seen as an approach when conducting qualitative research – holds the belief that individuals develop a subjective sense or meaning of their experiences. Social constructivist researchers often engage in the process of interaction among individuals; they concentrate on the specific contexts that people live and work in, in order to comprehend their cultural and historical situation. Interpretive social science is rooted in the understanding of the everyday lived experience of people in specific historical settings (De Vos, Strydom, Schulze & Patel, 2011:8) The intention of the researcher or inquirer is to rely as much as possible on the participant's *perception* of the situation being studied as this forms part of the historical and cultural norms that operate in individuals' lives. The researcher's aim is to understand the implication of the interpretations that others have of the world. The inquirer generates or inductively develops a theory or pattern of meaning in contrast with the post positivism that establishes a theory beforehand.

An *advocacy or participatory* worldview (Creswell, 2012:9) takes into account that research inquiry needs to be intertwined with politics and political agendas. This paradigm focuses on the idea that individuals are influenced by important issues, such as alienation, domination, inequality, empowerment, oppression and domination, and gives marginalized individuals a united voice for reform and change. Advocacy research provides a voice for the participants through raising their consciousness or advancing an agenda for

change to improve their lives. Participants may help design questions, collect data, analyse information, or reap the rewards of the research.

According to Creswell (2012:10), as a worldview *pragmatism* arises from an action situation and a consequence rather than antecedent conditions, as would be the case with post positivism. Pragmatism is not committed to any one system of philosophy and reality. The individual researcher has a freedom of choice – such researchers are free to choose the methods, techniques and procedures of research that best meet their needs and purposes.

The pragmatist does not see the world as an absolute entity; the truth is constantly changing and being updated through the process of human problem-solving (Muijs, 2011:6). The researcher looks to many approaches for collecting and analysing data, rather than subscribing to only one way. Truth is what works at the time. Pragmatists agree that research always occurs in social, historical, political and other contexts.

In this research, the researcher followed a combination of a *positivistic* and *experimental realism* paradigm, as the researcher acknowledged that perceptions have an impact on what people perceive and how they compute occurrences. Moreover, she aimed at determining the following (*cf.* 1.2.2):

- What effective school rules consist of (*cf.* Chapter Two).
- The quantitatively calculated perceptions and experiences of the participating educators and learners concerning the success of school rules (*cf.* Chapter Four).
- The role that the participating learners played in developing and updating their school rules (*cf.* 4.5.1).
- Findings and recommendations to support public schools when developing their school rules (*cf.* Chapter Five).

Against this background the researcher of this dissertation will now discuss the empirical research design that she chose.

3.3 RESEARCH DESIGN

Research, according to Leedy and Ormrod (2005:2), can be defined and described as a *systematic process* which stems from a question in the researcher's mind, directing the collection, analysis and interpretation of the selected data in order to increase the understanding of the phenomenon. Philosophical postulations, strategies of inquiry and chosen methods are the three components that determine the approach the researcher takes (Creswell, 2012:5).

3.3.1 What is a research design?

The research design refers to the researcher's plan of action that would involve several decisions (Creswell, 2012:3). Social research can provide many purposes. Three of the most common and useful purposes, according to Babbie (2010:92), are to explore, describe and explain. A research design is a plan of how you intend to conduct the research (Babbie & Mouton, 2011:74).

A research design, according to Babbie and Mouton (2011:72), also adopts the planning of scientific inquiry – designing an approach strategy for finding out something. The research design focuses on the end product; it formulates a research problem as a point of departure and focuses on the logic of research (Fouché *et al.*, 2011:143) and its purpose is to help find appropriate answers to research questions (Cohen *et al.*, 2007:14).

According to Creswell (2012:5), a research design implies the intersection and combination of philosophy, strategies of inquiry, and specific methods. Scientific inquiry comes down to making observations and interpreting what you have observed (Babbie & Mouton, 2011:72), but before one can observe, one has to have a plan. The research design, according to Flick (2011:65), is defined as the plan for collecting and analysing evidence that will make it possible for the researcher to find an answer to the research question.

3.3.2 A distinction between various research method designs

The researcher will discuss four types of research designs generally used by researchers in the paragraphs below: the qualitative, comparative, mixed method and quantitative design.

These approaches are not always as discrete as they appear (Creswell, 2009:3). The researcher uses *primary data* – a primary data design – that, in this case, have been collected by the researcher as opposed to *secondary data* – data that already exist (Babbie & Mouton, 2011:76).

3.3.2.1 The qualitative method design

As pointed out by Leedy and Ormrod (2005:94), a qualitative approach is mainly concerned with the purpose and the understanding of phenomena from a participant's point of view (Leedy & Ormrod, 2005:94) and is frequently also named the *interpretative, constructivist or post-positivist* approach. The aim is less to assess what is known than to discover or ascertain new aspects in the condition under study and to develop a hypothesis or a theory from these discoveries (Flick, 2011:12). Babbie and Mouton (2011:53) state the goal of qualitative research as aiming at describing and understanding, rather than aiming at predicting or explaining human behaviour.

The researcher of this dissertation never intended developing hypotheses or theories from her research; therefore she decided against following a qualitative approach.

3.3.2.2 The comparative method design

Comparative research, according to Nieuwenhuis (2007c:73), not only deals with whole societies, but with the systems within societies: it does not only involve comparing different societies in the same society over time – it involves searching meticulously for similarities and differences between the cases that are investigated. These researchers focus mainly on research using secondary sources, such as policy papers, historical documents or

official statistics – some degree of interviewing and observation could also be involved (Nieuwenhuis, 2007c:73).

Such a researcher intends investigating the connection between one variable and another by evaluating if the significance of the dependent value of the one group is similar or dissimilar to that of the next group (McMillan, 2008:189). This boils down to comparing two or more than two groups concerning one or several variables.

Flick (2011:69) argues that when choosing to examine an assortment of cases by putting the spotlight on specific features, rather than simply focussing on a single case, the researcher will have to be circumspect when selecting the cases within the groups that are going to be weighed up against one another.

The researcher of this dissertation was not aiming at comparing groups by focussing on specific variables, so she did not pick the comparative research design for her study.

3.3.2.3 The mixed method design

According to Creswell (2012:203), the mixed method plan has gained popularity, because of the perceived legitimacy and development of both the qualitative and quantitative approaches. To some researchers, as pointed out by McMillan (2008:309), the complex nature of social sciences has necessitated a combined approach that putting together qualitative and quantitative procedures bring.

In the case of a mixed method design, quantitative and qualitative data are collected to answer a single research question, with the intent of discovering general themes when putting the data together. This process is known as triangulation and it aims at finding results that support the theory or particular hypothesis (Leedy & Ormrod, 2005:99).

The researcher of this dissertation chose to keep her research simplistic in nature without intending to focus on whether her results would hold up against

existing theory or a specific hypothesis. Therefore she did not pick mixed method as her research design.

3.3.2.4 The quantitative method design

Maree and Pietersen (2007c:153) point out that quantitative research implies, in the first place, gathering and analysing statistical data in an organized and objective manner.

Researchers choose quantitative research when they aim at answering questions concerning connections between the calculated variables with the intention of describing, forecasting and being in charge of occurrences (Leedy & Ormrod, 2005:94). From time to time, this approach is also referred to as the conventional or the *positivist* approach.

As pointed out by Creswell (2012:55), quantitative researchers (1) generally use theory *deductively*, putting it at the beginning of the research proposal; (2) aim, not at expanding theory, but advancing it; and (3) collect data in order to mull over whether their data validate or disprove existing theory.

Creswell and Plano Clark (2007:28) indicate the crucial principle of quantitative research as that it intends studying how the participants' data fit into currently existing moulds or formations. In the final analysis, quantitative research is therefore about continuing with or abandoning existing ideas.

Moreover, according to Creswell (2012:46), a quantitative researcher can be portrayed as someone who conducts educational research by (1) asking clear-cut questions; (2) collecting quantifiable statistics from all the participants; (3) analysing the numerical data through statistical measures; and (4) carrying out the study in a fair, objective way.

The researcher of this dissertation intended to conduct her research according to this design in an objective manner: she collected numerical data from a sample of educators and learners in order to understand the perceptions of her research participants with regard to the effectiveness of school rules.

3.3.3 The research design chosen for this study

The researcher of this dissertation chose a quantitative research design to underpin her study, since in the first place it links up well with a *positivistic research paradigm* (Cohen *et al.*, 2007:14-19; *cf.* 3.2). In the second place, the researcher wanted to investigate whether her collected empirical data (*cf.* Chapter Four) underscored or differed from the information that she discovered during her literature review (*cf.* Chapter Two).

This study was conducted as survey research that provided a quantitative or numeric description of the trends, attitudes, or opinions of a population by studying a sample of that population.

Advantages of using a quantitative research design

A researcher who selects a quantitative research design is supported by the following advantages of such a design (Leedy & Ormrod, 2005:95-97):

- Such a design enables the researcher to look for descriptions and make guesses in order to generalize to other research circumstances.
- It helps authenticate relationships.
- It can lead to developing generalizations that add on to theory.
- The researcher is supported by well-structured guidelines for conducting this type of research.
- Available research methods are objective of character, leading to an unbiased study.

Disadvantages of using a quantitative research design

At the same time, Leedy and Ormrod (2005:95-97) and Cohen *et al.* (2007:17-19) point out several negative features of this kind of research design:

- It disregards the research participants' uniqueness. The researcher of this dissertation was not intent on determining individual perceptions and/or

attitudes: the aim was to determine the general response to set questionnaire items that were based on the literature review (cf. Appendices G & H).

- Quantifying and computing the research results can lead to treating people as if their feelings are less important. The researcher of this dissertation used the quantified and computed data to investigate and explain the general attitude towards existing school rules (cf. 4.5-4.9).
- Sometimes this research design calls for a laboratory, making it an unreal situation. The researcher of this dissertation chose to conduct her research at the school sites themselves, not under laboratory conditions.
- Most often, when reporting their research, those who have used a quantitative research design end up being bogged down in scientific language, commonly known for its passive voice and non-reader-friendly style. The researcher of this dissertation chose a well-known language editor (cf. 3.4.1.2.1) to counteract this pitfall.

3.3.3.1 The quantitative research design and validity

While Durrheim (2006:37-38) points out that *design validity* calls for recognizing and managing what he calls *validity threats*, Flick (2011:202-203) is of the opinion that specifically *internal* and *external* validity need to be checked concerning confirming the validity of a research design. However, Cohen *et al.* (2007:138) add *construct validity* and McMillan and Schumacher (2010:108) add *statistical conclusion validity* to the list of threats (cf. 1.4.2.1).

- **Internal validity**

According to Flick (2011:202), the *internal validity* of the research design refers to the extent to which the outcomes of a study can be evaluated in a clear-cut way. To Adams *et al.* (2007:237), this type of validity implies the link that connects the research course of action to its outcomes.

The researcher of this dissertation made sure that her outcomes were analysed in as clear-cut a manner as possible.

- **External validity**

External validity points to how far the outcomes can be transferred beyond the research circumstances and the research participants to other circumstances and other people (McMillan & Schumacher, 2010:116; Flick, 2011:203).

At the same time, Flick (2011:203) mentions the fact that researchers, who conduct their research in the field within normal conditions, as was the case with the researcher of this dissertation, generally achieve a higher external validity concerning their research design than its internal validity.

The researcher of this dissertation did not intend to generalize her findings to the research population at all: the intent was to develop findings and recommendations that were underpinned by her collected data in order to support schools when they draw up effective school rules (*cf.* 1.2.2).

- **Construct validity**

Cohen *et al.* (2007:138) describe *construct validity* as the degree to which researchers are sure of understanding the constructs that they are investigating in the same way that others generally understand these constructs.

Based on her literature review (*cf.* Chapter Two), the researcher of this dissertation developed her own questionnaire since no other that was applicable to South Africa was available. Moreover, the researcher asked her study leader, Prof. Elda de Waal, to authenticate her understanding of the research constructs.

- **Statistical conclusion validity**

McMillan and Schumacher (2010:108) explain the phrase *statistical conclusion validity* as referring to bringing statistical tests into play appropriately, in order to determine whether understood relationships can be regarded as indicating *bona fide* relationships.

The researcher of this dissertation employed a consultant of the Statistical Services, North-West University, Vaal Triangle Campus, to support her in assuring appropriate statistical validity (*cf.* 1.5.2).

3.3.4 Strategy of inquiry

As pointed out by Creswell (2012:11), researchers not only decide on and select whether they are going to conduct a quantitative, qualitative or mixed methods study, but they also pick the nature of the study within their choice.

3.3.4.1 What is a research strategy?

While McMillan and Schumacher (2010:20) explain the mode of inquiry as a collection of research practices, Babbie and Mouton (2011:75) state that the research strategy focuses on the kind of tools and procedures used in the research process. It focuses on the specific tasks at hand and selects the most *objective* procedures to be employed. Creswell (2012:11) argues that the strategy of inquiry provides specific direction for procedures in a research design.

3.3.4.2 A distinction between different research strategies

Different research designs or research studies aim to answer different research problems or questions; therefore they make use of different combinations of methods and procedures (Babbie & Mouton, 2011:75). The degree of control is of significance when classifying the research strategy.

An experimental/non-experimental strategy

In an experimental design, the researcher intervenes and arbitrates with a procedure that determines what the subjects will experience and encounter (McMillan & Schumacher, 2010:21). An experimental strategy is measured in qualitative research in which the researcher establishes whether an activity or materials bring about a conflict in results for participants (Creswell, 2012:21). The basic idea of an experiment, in social science research, is that two comparison groups are set up. The researcher will administer, intervene or manipulate an independent variable with the experimental group and compare

the results with the control group (Fouché *et al.*, 2011:145). Three main categories of experimental design can be distinguished: pre-experimental, quasi-experimental and true experimental. These designs have been developed to determine the presence of the cause and effect relationship between the variables. The most significant differences being the following:

- ***Degree of control.*** The more control the design allows, the easier it is to determine the cause and effect sequence of events. The pre-experimental design has the least amount of control, the quasi-experimental design is somewhere in the middle and the true experimental design has the most control over the variables.
- ***Degree of randomness.*** The degree of randomness between the designs varies according to the random selection of participants from a population to form a sample and to assign participants randomly to different groups.
- ***Presence of a comparison or control group.*** True experimental designs always include a control group, the quasi-experimental design sometimes include a control group and the pre-experimental design sometimes includes a comparison group, but usually not a control group.

Non-experimental research, according to McMillan and Schumacher (2010:22), describes phenomena and examines relationships between different phenomena without any direct manipulation of conditions that are experienced. There are six types of non-experimental designs: *descriptive*, *comparative*, *correlation*, *survey*, *ex post facto* and *secondary data analysis*.

Research, using *descriptive design*, simply provides an account or explanation and summary for an existing phenomenon by utilizing representations for individuals or groups (McMillan & Schumacher, 2010:22). Descriptive research aims only to provide characteristics of existing phenomena.

In *comparative design* the researcher investigates whether there are differences between two or more groups in the phenomena being studied (McMillan & Schumacher, 2010:22). As with descriptive design, there is no

intervention from the researcher's part. However, it takes descriptive studies further. Comparative modes of inquiry are used to study the relationship between different phenomena.

When a researcher measures the degree of relation or connection between two or more variables using the statistical process of correlation analysis, it is referred to as *correlational design* (Creswell, 2012:21). This degree of association, expressed as a number indicates whether the two variables are interrelated or whether one variable can predict another. To accomplish this, the researcher studies a single group of individuals rather than two or more groups (Leedy & Ormrod, 2005:181).

Survey design seeks to describe a tendency within a population (Creswell, 2012:21). A survey or questionnaire is administered to a sample to identify trends in attitude, opinions, characteristics or behaviour of the population, through the tabulation of their response (Leedy & Ormrod, 2005:183).

Ex post facto designs involve no direct manipulation of independent variable (Fouché *et al.*, 2011:148). The researcher identifies events that are already present or have already occurred and collects data to investigate a possible relationship between these factors and subsequent behaviour or characteristics (Leedy & Ormrod, 2005:252).

A phenomenological strategy

The product of this research is meticulous descriptions of the conscious everyday experiences and social activities of participants (Fouché & Schurink, 2011:316). It attempts to understand people's perceptions, perspectives and understanding of a particular situation (Leedy & Ormrod, 2005:139) and it describes the meaning of a lived experience (McMillan & Schumacher, 2010:24) from the participant's point of view.

A case study strategy

A case study employs multiple sources of data found within a particular *bounded case* or system, over time, and it focuses on an in-depth exploration

of the actual case (McMillan & Schumacher, 2010:24). *Bounded*, according to Creswell (2012:465) implies that the case is isolated for research in terms of time, place or sometimes physical boundaries. A case is identified by a researcher and is selected because of its distinctiveness or used to illustrate an issue or where there is little known proof, or a situation is poorly understood (Leedy & Ormrod, 2005:135). It is crucial for researchers to come to a deeper insight of the dynamics of the situation (Nieuwenhuis, 2007c:75). Frequently, when only one case is studied, any generalizations made must await further proof and support from other studies. A case study researcher often begins to interpret and analyse the data during the data collection process; initial conclusions are likely to influence the kind of data the researcher seeks out and collects in latter parts of the study. Ultimately, the researcher must look for triangulation of the data – many independent occurrences must point to the same conclusion (Leedy & Ormrod, 2005:136).

An observational strategy

Observation is the logical and systematic process of reporting the behavioural patterns of participants, objects and occurrences without essentially questioning or communicating with them (Nieuwenhuis, 2007c:83). As a strategy for gathering information, the observational methods rely on the researcher's seeing and hearing perceptions and recording these observations, rather than relying on the subjects' self-report responses to questions and statements when using questionnaires and interviews (McMillan & Schumacher, 2010:208).

A main concern of an observatory study is that the researcher should strive to be as objective as possible (Leedy & Ormrod, 2005:180). Observational studies involve considerable advance planning, meticulous attention to detail, a great deal of time and often the help of one or more research assistants. It is important that the researcher defines the behaviour being studied in a precise, concrete manner to identify clearly the behaviour being studied (McMillan & Schumacher, 2010:209). The observation period must ideally be divided into small sections and then recorded whether the behaviour does or does not occur during each interval. A rating scale must be used to evaluate

the behaviour, and two or more people should rate the same behaviour independently. The observers must be trained to follow specific criteria when counting or evaluating the behaviour and they should continue their training until consistent ratings are obtained for any single occurrence of the behaviour (Leedy & Ormrod, 2005:180).

A comparative strategy

Comparative research is much broader in extent than historical research because the units under consideration are often systems within societies or societies on the whole (Nieuwenhuis, 2007c:73). Comparative research does not only imply comparing different societies or the same society in a designated time – it involves investigating methodically for similarities and differences between the cases under consideration. What is more, comparative researchers frequently establish their research on secondary sources, such as policy papers, historical documents or official statistics, but some level of interviewing and observation could also be implicated.

3.3.4.3 The research strategy chosen for this study

Tashakkori and Teddlie (2010:274) point out that researchers need to balance the alternative research plans against their research questions in order to decide on the finest fit. They do this by way of *methodological eclecticism*.

The researcher of this dissertation chose a *non-experimental, descriptive survey research strategy with quantitative techniques* within an empirical research design (cf. 1.4.3).

The researcher collected *primary data*, which, in this case, refer to information collected by the researcher herself as opposed to secondary data that already existed when the research was initiated. To add depth to the study, the researcher used both inductive and deductive reasoning, as mentioned by Leedy and Ormrod (2005:32). In this regard, the three most important rudiments were objectivity, numeric data and generality to the survey population that the researcher is studying (Maree & Pietersen, 2007c:145).

Maree and Pietersen (2007b:152) describe the term *non-experimental* as implying that the researchers do not influence data in any way. To Creswell (2012:12), *survey research* points to research permitting describing a population's inclinations and/or attitudes by putting the spotlight on the sample's numerical responses. Moreover, conducting survey research would include gathering data by way of a questionnaire (Creswell, 2012:12).

The researcher of this dissertation conducted non-experimental research in the form of two questionnaires that she developed from her literature review (*cf.* 1.4.2.1.1). These questionnaires aimed at determining the perceptions and experiences of the participating learners and educators on the effectiveness of school rules (*cf.* 1.4.2.2.1). The researcher asked her study leader and another academic expert in the field of research to comment on the questionnaires. These two people suggested a couple of changes and these were effected before the pilot study took place: the participants of the pilot study were not part of the actual research sample (*cf.* 3.3.6.1).

These questionnaires were directed at receiving comparable answers from all the learner and educator participants, as supported by Flick (2011:106).

3.3.4.4 Research participants (sampling)

Stratified random sampling was employed to guarantee that the different groups or segments of a population obtained sufficient representation in the sample (Delpont & Roestenburg, 2011a:230). This guarantees that a pre-determined desired number of persons were selected relative to each of the different strata (Creswell, 2012:144). The number of persons within that stratum dictated the drawn sample. Random selection within the strata still occurred and implied that every member of the population had an equal chance of being selected.

Stratified random sampling draws on known facts about the population prior to sampling in order to make the sampling process more effective and efficient (Maree & Pietersen, 2007a:175). This ensures that the sample will include the characteristics that the researcher wants integrated and represented in the sample (Creswell, 2012:144). According to Maree and Pietersen (2007a:175),

the problem of non-homogeneous population, in the sense that it attempts to represent the population much better than can be done with simple random sampling, is dealt best with stratified sampling.

The overall aim of this study was to gain insight into the perceptions and experiences of the participating learners and educators on the effectiveness of school rules.

Primary schools, rural and urban, in different socio-economic backgrounds were included. The survey population included educators and learners (at primary schools the Grade 6 & 7 learners were involved) who were part of the smaller Metsimaholo school district in the larger Fezile Dabi district, Free State Province. A variety of schools was used, as the district comprises diverse social economic areas. The participating educators and learners were male and female from diverse cultural backgrounds.

The researcher initially selected four primary schools ($n = 4$), split on a 50/50 basis for former Model C-schools and those from previously disadvantaged communities. Survey researchers place emphasis on obtaining a high response rate to their questionnaires (Creswell, 2012:390). Initially, the researcher received back only 75% of the original number of learner questionnaires that she handed out; subsequently she had to select two more schools to meet the required 450 questionnaires. Again, a previously disadvantaged school and a former Model C-school were invited to participate in the research project. All researchers are dependent on the kindness and accessibility of participants (Bell, 2004:126). Therefore, this researcher made prior arrangements with each school principal, after setting up a meeting, who in turn distributed them to the learners and educators. The researcher chose to group administer the questionnaires without being present (*cf.* 3.4). The participating educators were selected according to Table 1.1: $n = 64$, educators were asked to complete the educator questionnaire willingly and the researcher received 54. The response from the educators differed from school to school (*cf.* 3.7; 4.4).

3.4 DATA-COLLECTION METHOD

Research is only viable if there are data to support it (Leedy & Ormrod, 2005:88). Numbers are allocated in a reliable manner, resulting in measurement to become one of the best means of creating detached scientific knowledge that can improve and enhance the professional knowledge supporting the empirical evidence that is needed (Delport & Roestenburg, 2011b:172). Collecting data suggests identifying and choosing individuals for a study, acquiring their permission to study them, and collecting information by asking questions or observing their behaviour (Creswell, 2012:9). Measurement implies that we formulate a set of questions about the characteristic properties of an entity from theory, allocate a scaling format to these questions, and arrive at data that describe the existence of these properties in our participants (Delport & Roestenburg, 2011b:172).

Type of questionnaire

The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue (Delport & Roestenburg, 2011b:186).

The researcher decided on using self-administered questionnaires without her presence (Cohen *et al.*, 2007:344-345). As is generally the case, both advantages and disadvantages are part of choosing such a questionnaire when conducting research.

Advantages of conducting a self-administered questionnaire without the presence of the researcher

- The participants are able to spend enough time on completing the questionnaire (Cohen *et al.*, 2007:344; Neuman, 2011:337).
- The participants are able to answer the questionnaires in private and avoid the potential threat of pressure to participate because of the researcher's presence (Cohen *et al.*, 2007:344).

Disadvantages of conducting a self-administered questionnaire without the presence of the researcher

- The researcher is not present to deal with any questions that participants may have (Cohen *et al.*, 2007:344; Neuman, 2011:337).
- The participants may leave out items or refrain from answering questions, rather than communicate their concerns with the researcher (Cohen *et al.*, 2007:344; Neuman, 2011:337).
- Participants may interpret questions, thus questions could be answered inaccurately (Cohen *et al.*, 2007:344).

Appearance of the questionnaire

In adhering to Leedy and Ormrod (2005:191), the researcher made sure her questionnaires contained a pleasing layout with much *white space* between the questions and the use of one scale – such as *strongly disagree* to *strongly agree* for multiple questions so that the participants did not have to focus on understanding the repeat responses. They also included a closing remark, thanking the participant for taking part in the study.

Order of the questionnaire items

This questionnaire included a short cover letter inviting the participant to take part in the study and to complete the instrument (*cf.* Appendices G & H). The following major elements were covered, as set out by Creswell (2012:392):

- Importance of participation. To encourage individuals to complete the questionnaire, they need to know why their responses are needed. The first few sentences indicated the importance of the recipients and the worth of their response.
- Purpose of the study. A statement that indicates the intent or purpose of the study is paramount. Such a statement was included in the short cover letter to remind the participant of the nature of the study.

- Assurances of confidentiality. For the researcher to be ethical and to comply with informed consent, the researcher protected the individual's confidentiality. The researcher's instructions asked the participants not to indicate their personal information anywhere on the document.
- Sponsorship. The cover letter included the researcher's name, as well as the institution that sanctioned the study.

The researcher had an introductory statement that clearly set out the intentions of the study and emphasized ethical considerations. The researcher provided her details for any queries that might arise from completing the questionnaire items. The instrument commenced with demographic or personal questions that participants could answer straightforwardly, and in the process of answering them, they could become committed to completing the form.

For variety, the researcher used different types of closed-ended questions, from checking suitable response – for example, *years of employment* – to an extent of agreement scale – *strongly disagree* to *strongly agree* – to a frequency scale – *never* to *often*. The learner questionnaire also contained an open-ended item to encourage them to comment on anything that the questionnaire did not address – *Indicate your needs as a learner that could have a positive effect on dealing with and understanding the rules (Code of Conduct) at your school (cf. Appendices G & H).*

Phrasing of the questionnaire items

First-rate questions that are clear and unambiguous help the participants feel that they understand the questions and are able to produce practical and valuable answers (Creswell, 2012:387). Before she embarked on a pilot study, the researcher administered questionnaires to a small number of individuals and changes were made based on their feedback to ensure refined items. She also took into consideration sensitivity towards age, gender, class and cultural requirements of the participants. The researcher persisted using clear language and made sure that answer options did not overlap. Questions were

applicable to all the participants. The researcher was also sensitive not to use questions that were worded negatively or ambiguously.

Types of questions asked

As supported by Maree and Pietersen (2007b:161), the researcher decided upon using closed-ended questions since they enabled the participants to choose from a list of provided options, because:

- the researcher was interested in the attitudes and the knowledge of the participants;
- the researcher anticipated that many participants may not want to complete a questionnaire that required a lot of writing and time; and
- it facilitated the tasks of the participants, thus minimizing the reasons for not responding.

Both questionnaires consisted of the following types of questions (*cf.* 1.4.2.2.1):

- Biographical questions comprising of main-type biographical data (Maree & Pietersen, 2007a:164; Appendix G: Section A [A1-A3 & Section B [B1-B7; Appendix H: Section A [A1-A4] & Section B [B1-B4]).
- Semantic differential scales in both questionnaires (Maree & Pietersen, 2007a:168-169; *cf.* Appendices G & H: item C1; Section G).
- Likert scales in both questionnaires (Maree & Pietersen, 2007a:167-168; *cf.* Appendix G: items C2, C5, C7, C10; Section D; Section E; Section F; Appendix H: items C1, C2, C5, C7, C7.1, C10, Section D; Section E; Section F).
- A list of questions in multiple-choice style on an ordinal scale in both questionnaires (Maree & Pietersen, 2007a:161-162; *cf.* Appendices G & H: item C3).

- Category questions in both questionnaires (Maree & Pietersen, 2007a:163; *cf.* Appendices G & H: items C4 & C6).
- A list question in a filter style in both questionnaires (Maree & Pietersen, 2007a:162; *cf.* Appendices G & H: item C8).
- A list question in a follow-up style in both questionnaires (Maree & Pietersen, 2007a:162; *cf.* Appendices G & H: item C9).
- An open-ended question in the learner questionnaire (*cf.* Appendix G: Section H).

Questionnaire structure

The researcher of this dissertation developed two questionnaires: the structures are indicated separately below.

The learner questionnaire

SECTION A BIOGRAPHICAL INFORMATION

Learner participants were asked to indicate their age, gender and grade level at school (*cf.* Appendix G: items A1-A3).

SECTION B SCHOOL DEMOGRAPHIC DATA

The learners had to indicate their main language; the area of their school; the distance that they had to travel to school; what their family comprised of in membership; the employment level of their parents/caregivers' the language of instruction; and the composition of their school (*cf.* Appendix G: items B1-B7).

SECTION C THE VALUE AND CHARACTERISTICS OF OUR SCHOOL RULES

This section was divided into 10 sub-divisions, C1-C10 (*cf.* Appendix G), which all aimed at finding out the participating learners' perceptions on the importance of specified advantages of introducing school rules and the

influence of school rules as a general rule (C1 & C2); which people took part in drawing up their school rules (C3); the single most important characteristic feature of school rules (C4); how often they are informed about school rules in the six specified ways and when this occurs (C5 & C7); the one feature that illustrates their school rules in the best way (C6); the help they get and whether the three specified aspects are included in the help (C8 & C9); and which persons are normally involved when a learner's misbehaviour is investigated (C10).

SECTION D THE NATURE OF SCHOOL RULES

The learner participants had nine questionnaire items that were aimed at the level of their agreement/disagreement on the general character of school rules (*cf.* Appendix G: items D1-D9).

SECTION E REASONS FOR LEARNER MISBEHAVIOUR AT OUR SCHOOL

The learners were asked to indicate the degree to which they agreed/disagreed with the 11 specified reasons why learners behave badly in their classes (*cf.* Appendix G: items E1-E11).

SECTION F OUR SCHOOL RULES: MANAGEMENT AND EDUCATOR ASPECTS

Four questionnaire items were set to determine the participating learners' perceptions and experiences on management aspects (F1-F4) and nine questionnaire items were set to determine the same concerning negative qualities of their educators at school (F5-F13).

SECTION G SUCCESS OF DISCIPLINARY METHODS USED AT OUR SCHOOL

This section of the learner questionnaire comprised 17 items that were aimed at determining the effectiveness of the specified disciplinary methods (*cf.* Appendix G: items G1-G17).

SECTION H THE NEEDS OF LEARNERS THAT CAN HAVE A POSITIVE EFFECT ON UNDERSTANDING AND DEALING WITH SCHOOL RULES

The researcher asked one open-ended questionnaire item which invited the learner participants to indicate anything that was not addressed in the questionnaire itself (Appendix G: Section H).

The educator questionnaire

SECTION A BIOGRAPHICAL DATA

The participating educators were asked to indicate their age; gender; teaching experience; highest qualification; and training in education law (*cf.* Appendix H: items A1-A5).

SECTION B SCHOOL DEMOGRAPHIC DATA

Four questionnaire items tested the medium of instruction, grading, composition and the demographical area of the participating educators' schools (*cf.* Appendix H: items B1-B4).

SECTION C THE VALUE AND CHARACTERISTICS OF OUR SCHOOL RULES

This section was divided into 11 sub-divisions, C1-C11 (*cf.* Appendix H), that were aimed at determining the participating educators' perceptions on which value school rules should add and what the influence of school rules is in general (C1 & C2); which parties formed part of developing their school rules (C3); the most significant feature of school rules (C4); how and when they get to know about their school rules (C5 & C7); the one characteristic that describes their school rules best (C6); when the educators get to know about the school rules (C7.1); guidance provided and aspects discussed concerning school rules (C8 & C9); people involved in investigating learner transgressions (C10); and sources that were consulted when their school developed their rules (C11).

SECTION D THE CHARACTER OF SCHOOL RULES

Eight items addressed the character of school rules (*cf.* Appendix H: items D1-D8).

SECTION E REASONS FOR LEARNER MISBEHAVIOUR AT OUR SCHOOL

The participating educators were asked to indicate the degree of agreeing/disagreeing with proposed reasons why learners misbehave in their classrooms (*cf.* Appendix H: items E1-E12).

SECTION F OUR SCHOOL RULES: MANAGEMENT AND EDUCATOR ASPECTS

Six questionnaire items tested the participating educators' perceptions and experiences concerning managerial features (F1-F6) and ten items tested negative characteristics of educators at their school (F7-F16).

SECTION G EFFECTIVENESS OF DISCIPLINARY METHODS USED AT OUR SCHOOL

The last section of the educator questionnaire comprised 12 items that were aimed at determining the effectiveness of different disciplinary methods (*cf.* Appendix H: items G1-G12).

The suitability of using a questionnaire as research instrument for this dissertation

The researcher of this dissertation selected the questionnaire as the most suitable data collection method, as:

- she gathered quantitative information regarding the participating learners and educators' existing perceptions and experiences on the effectiveness of school rules;
- this was the method most suitable to acquire the necessary information; and

- it was cost and time effective.

3.4.1 The reliability and validity of the research instrument

To ensure *reliability*, the results must stay consistent even if they are obtained on different occasions and by different forms of the same measuring mechanisms or assessment (Maree & Van der Westhuizen, 2007:37). Data verification needs to be facilitated to ensure quality assurance. According to Cohen *et al.* (2007:133), in the past experts were mainly concerned about whether a specific research instrument measured what it set out to calculate, when they were focusing on the *validity* of the instrument. However, the more modern trend is to take cognizance of several types of validity, as will be pointed out below (*cf.* 3.4.1.1).

3.4.1.1 Reliability of the questionnaires and the pilot study

A Cronbach alpha coefficient was calculated to determine the internal consistency of the relevant sections of the two questionnaires, as this is a reliability coefficient that calculates the extent to which items, such as will be found in the questionnaires, are correlated positively to one another (Akbaba, 2006:183).

Although the participants of the pilot study were selected from the target population, they did not form part of the eventual study sample, as pointed out by Kanjee (2006:490; *cf.* 1.4.2.2.1.1).

Table 3.1: Pilot study participants – educators and learners

PILOT PARTICIPANT CATEGORY	N
Educators	34
English-speaking learners	32
Afrikaans-speaking learners	29
Total sum of learners	61

Table 3.2: Pilot study Cronbach alpha/inter-item correlations – educators

Educators	Cronbach alpha	Inter-item correlation
SECTION C1	0.916	0.577
SECTION C2	0.626	0.251
SECTION C5	0.620	0.550
SECTION C7	0.600	0.173
SECTION C7.1	0.740	0.416
SECTION C10	0.689	0.181
SECTION D	0.661	0.125
SECTION E	0.892	0.407
SECTION F	0.805	0.156
SECTION G	0.758	0.118

All ten of the educator Cronbach alpha statistics were acceptable and indicated that they complied with reliability criteria, since they fell within the propagated range of 0.6-0.9 (Simon, 2008). Eight of the educator inter-item correlations (*cf.* Table 3.2) were acceptable and indicated that they complied with reliability criteria since they fell within the suggested average range of 0.15-0.5 as proposed by Clark and Watson (1995:316). The two inter-item correlations that fell outside the suggested average range of 0.15-0.5 (*cf.* Section D & Section G) could be ascribed to the fact that the items were not intended to be closely related in those two questionnaire items. The statements of Section D were aimed at getting educator participants to respond to a variety of statements concerning the general nature of school rules; the statements of Section G were aimed at determining educator participants' opinion on the effectiveness of disciplinary methods in the classroom.

Based on the statistics provided by the calculated Cronbach alphas and inter-item correlation for the educators, the item C1 Cronbach led to eliminating one

item (C1(g)) from the section; items C2, C5, C7, C7,1 and C10 led to re-looking at the wording of those items in order to ensure better internal consistency between items; the Section D Cronbach alpha led to (1) eliminating four items (D2, D3, D7 & D12) from the section and (2) re-looking at the wording of each questionnaire item in order to ensure better internal consistency between items; the Section F Cronbach alpha led to eliminating one item (F17) from the section; and the Section G Cronbach alpha had led to (1) eliminating six items (G8, G9, G10, G12, G16 & G23) from the section and (2) re-looking at the wording of each questionnaire item in order to ensure better internal consistency between the items.

Table 3.3: Pilot study Cronbach alpha/inter-item correlations – learners

English learners	Cronbach alpha	Inter-item correlation
SECTION C1	0.753	0.276
SECTION C5	0.447	0.119
SECTION C10	0.547	0.108
SECTION D	0.343	0.277
SECTION E	0.838	0.302
SECTION F	0.656	0.150
SECTION G	0.834	0.185

Four of the learner Cronbach alpha statistics were acceptable and indicated that they complied with reliability criteria, since they fell within the propagated range of 0.6-0.9 (Simon, 2008). Five of the learner inter-item correlations (*cf.* Table 3.3) were acceptable and indicated that they complied with reliability criteria since they fell within the suggested average range of 0.15 and 0.5 as proposed by Clark and Watson (1995:316). The two inter-item correlations that fell outside the suggested average range of 0.15-0.5 (*cf.* Section F) could be ascribed to the fact that the items were not intended to be closely related. The statements that formed part of item C5 were aimed at determining how often school rules are made known/published through various ways at school. The statements that formed part of item C10 were aimed at finding out the

learner participants' knowledge concerning who are involved in investigations into negative learner behaviour at their school.

Based on these statistics provided by the calculated Cronbach alphas and inter-item correlation for the learners, the item C1 Cronbach alpha led to eliminating one item (C1 (f)) from the section; items C5 and C10 led to re-looking at the wording of those items in order to ensure stronger internal consistency between items; the Section D Cronbach alpha led to re-wording all the items to suit learners' vocabulary; the Section E Cronbach alpha led to eliminating one item (E7) from the section; the Section F Cronbach alpha led to (1) eliminating three items (F2, F5 & F9) from the section and (2) re-looking at the wording of each questionnaire item in order to ensure better internal consistency between items; and the Section G Cronbach alpha led to eliminating four items (G2, G3, G8 & G9) from the section.

3.4.1.2 Reliability of the questionnaires and the actual study

The coefficient alpha is used for internal reliability and consistency (Creswell, 2012:162). If the items are scored as continuous variables (such as *strongly agree* to *strongly disagree*) the alpha provides a coefficient to estimate consistency of scores on an instrument.

Table 3.4: Actual study's Cronbach alpha/inter-item correlations – educators

Educators	Cronbach alpha	Inter-item correlation
SECTION C1	0.788	0.347
SECTION C2	0.758	0.385
SECTION C5	0.775	0.365
SECTION C7	0.841	0.509
SECTION C7.1	0.677	0.344
SECTION C10	0.861	0.409
SECTION D	0.641	0.155
SECTION E	0.803	0.254

Educators	Cronbach alpha	Inter-item correlation
SECTION F	0.709	0.115
SECTION G	0.746	0.196

All ten of the educator Cronbach alpha statistics were acceptable and indicated that they complied with reliability criteria, since they fell within the propagated range of 0.6-0.9 (Simon, 2008). Nine of the educator inter-item correlations (*cf.* Table 3.4) were acceptable and indicated that they complied with reliability criteria, since they fell within the suggested average range of 0.15-0.5 as proposed by Clark and Watson (1995:316).

The inter-item correlation that fell outside the suggested average range of 0.15-0.5 (*cf.* Section F) could be ascribed to the fact that the items were not intended to be closely related, but were aimed at getting learner participants to respond to a variety of statements concerning various managerial aspects and educator characteristics.

Table 3.5: Actual study's Cronbach alpha/inter-item correlations – learners

English learners	Cronbach alpha	Inter-item correlation
SECTION C1	0.613	0.205
SECTION C5	0.649	0.223
SECTION C10	0.700	0.205
SECTION D	0.600	0.158
SECTION E	0.800	0.267
SECTION F	0.760	0.192
SECTION G	0.765	0.160

All seven of the learner Cronbach alpha statistics were acceptable and indicated that they complied with reliability criteria, since they fell within the propagated range of 0.6-0.9 (Simon, 2008). Moreover, all seven of the learner inter-item correlations (*cf.* Table 3.3) were acceptable and indicated

that they complied with reliability criteria since they fell within the suggested average range of 0.15 and 0.5 as proposed by Clark and Watson (1995:316).

3.4.1.3 Validity of the questionnaires

As pointed out before in Chapter One (*cf.* 1.4.3.1.1), the researcher took cognizance of the validity of her questionnaires in the following ways:

- Face validity – The researcher took care of ensuring her questionnaires' appearance as pointing to the items measuring the aspects that they intended to measure. She asked her study leader to help confirm this.
- Content validity – The researcher paid attention to the fact that the questionnaires' items were constructed to cover the complete content of the constructs that she was measuring under the heading of the specific questionnaire section. Her study leader assisted her in validating this.
- Construct validity – The researcher aimed at taking care that the various sections of her questionnaires covered the constructs that she had selected as being relevant to the perceptions and experiences of learners and educators on the effectiveness of school rules. She turned to her study leader for support in corroborating her attempt in ensuring construct validity.

3.4.1.3.1 Validity of the translated questionnaire

For the benefit of the schools that also had an Afrikaans learner *population*, the original English *learner* questionnaire was translated. This was done by using the *forward-backward procedure* (Chapman & Carter, 1979:72; Candall & Hulin, 1987:419; Edwards, 1998:199; Nasser, 2005:232-233), which meant the original *learner* questionnaire was translated from English into Afrikaans and then back into English once more. Bearing in mind the disadvantages of possibly ending up with imprecise translations either when working from the original to the translated or when working from the translated back to the original (Brilin, in Nasser, 2005:233), care was taken specifically concerning checking for the valid translation of the questionnaire items on both English

and Afrikaans documents. The success of the *forward-backward* translation procedure is reflected in the research of Moshki, Ghofranipour, Hajizadeh and Azadfallah (2007).

Two of the pioneers of the late 70's concerning translation possibilities and pitfalls (Chapman & Carter, 1979:71), point out the necessity of using an appropriate course of action to avoid ending up with results that are *due to errors in translation rather than [to] differences in people or the variables*. At the same time, fellow pioneers Candell and Hulin (1987:418) indicate not only the validity of *well-executed translations*, but also the fact that not every single item needs to be its matching item's counterpart, since the requirement is merely that *most of the items* need to be equivalent. In the case of this dissertation, the study leader, Prof. Elda de Waal, worked with the translator to make sure that most items were equivalent on the two learner questionnaires.

In the original article that addresses incorporating acceptable translation procedures in *solid and trustworthy* research (Chapman & Carter, 1979:75-76), the authors suggest taking three steps towards that cause:

1. Ensure using a trustworthy translation course of action. The researcher of this dissertation used the generally commended *forward-backward translation*.
2. Provide evidence that *the means of validation* – such as having a competent translator on hand – were in fact accessible. The researcher of this dissertation made use of a translator, Denise Kocks, who has been doing successful language editing and translations for the North-West University, Vaal Triangle Campus, School of Educational Sciences for the past eleven years.
3. Make use of a pilot study to check for the relevant reliability and validity of the questionnaires. The researcher of this dissertation conducted a pilot study and reported on the findings (*cf.* 3.4.1.1)

3.5 DATA ANALYSIS AND INTERPRETATION

Researchers interpret collected data for the purpose of drawing conclusions that reflect on the theories, ideas and interests that initiated the inquiry (Babbie & Mouton, 2011:101).

Two questionnaires were used to collect the quantitative data. The statistical analysis of the empirical data was done by the Statistical Consultation Services, North-West University (Vaal Triangle Campus). Both descriptive and inferential statistical interpretations and analyses were done.

Descriptive statistics are used to summarize, organize and reduce large numbers of observations (McMillan & Schumacher, 2010:149). Inferential statistics are used to make conjectures and predictions about the similarity of the sample to the population (Creswell, 2012:182).

A first order interpretation is based upon the classification of meaning of the people being studied (Schurink *et al.*, 2011:417). Creswell (2012:175) emphasizes the importance of including a descriptive analysis of the data, identifying and including the way that the participants see their world, and how they define their situation.

Univariate analysis (a single dependent variable) is especially important in descriptive studies. Univariate techniques include the mean, median and frequency distribution and were used to interpret the data collected through the questionnaires.

A factor analysis was done in order to detect potential correlations among different variables and to identify groups of interrelated variables or factors which may reveal contributory themes in the data (Leedy & Ormrod, 2005:274).

In this study, *bivariate analysis* was used when there was a correlation among variables and when different groups (the learners and educators in this case) were compared (McMillan & Schumacher, 2010:151).

An independent sample t-test was used, as its rationale includes determining whether there is a statistically important difference in the dependent variable between two different populations of subjects. The means and standard deviation of each sample were calculated and used to determine the t-statistic, which is the variation between the sample means divided by the standard error of the mean (McMillan & Schumacher, 2010:300).

3.6 ETHICAL CONCERNS

It is vital to respect and appreciate the ethical responsibilities of being involved as a participant in research efforts because of the nature of research conducted in social sciences (Stake, 2000:372; McMillan, 2008:16). The researcher needs to be aware constantly of matters that would have an effect on ethical issues.

Supported by Creswell (2012:87-92), the researcher of this dissertation considered the following ethical aspects during her research process:

3.6.1 Ethical concerns in the research problem

Educational research has its focal point directed at human beings and their relationship with their milieu (McMillan & Schumacher, 2010:15). The ethical responsibility for protecting the rights and welfare of the subjects who participate in a study is the responsibility of the researcher. This research project involved a *vulnerable* population (Creswell, 2012:231), since it included children. The researcher had ethical approval from the North-West University to conduct her research, since the university cleared the research project of her study leader, Prof. Elda de Waal (*cf.* Appendix A; 1.4.3). All Prof. De Waal's students are included in this approval.

3.6.2 Ethical concerns in the purpose and questions

Creswell (2012:88) quotes Sarantakos as stressing the importance of communicating the purpose of the research to the participants so that the possibility of trickery and/or fraud is nullified. In this study, the researcher included an honest statement on her research purpose in the letters to

principals and participants (*cf.* Appendices D, E & F) and on the front page of her questionnaires (*cf.* Appendices G & H).

3.6.3 Ethical concerns during the collection of data

It is important to respect individuals and the location where the research takes place (Creswell, 2012:169). The researcher gained permission before entering a location and disturbed the location as little as possible. Anonymity of individuals was protected by assigning numbers to the returned questionnaires and keeping the identity of the individuals confidential – the researcher did not share the data with other participants or individuals outside the research.

Moreover, the researcher followed ethical guidelines in designing the necessary consent forms: parents/caregivers had to give their consent for learner participation (*cf.* Appendix E); and learners who wanted to take part in in this study had to complete a letter to this effect (*cf.* Appendix F).

The researcher committed herself to protecting the confidentiality of the data and the privacy of the participants and clearly communicated her intention to do so to them. The close relationship between the researcher and the participants means that data collection cannot be mandatory. Learners had the option to opt out of a study if they desired to do so, without being reproached (*cf.* Appendix F: note included in the learners' letter).

3.6.4 Ethical concerns in the data analysis and interpretation phase

Sound ethical decisions and conduct are paramount when analysing and interpreting data. The researcher made sure that anonymity was secured throughout the data collection, data analysis and interpretation phase. Researchers need to provide an accurate account of the information. Creswell (2012:91) recommends that researchers keep their data for 5-10 years. Thereafter, it needs to be destroyed in such a manner that it cannot be stolen to become part of someone else's research.

The data of this research will be stored and eventually destroyed, as it should be.

3.6.5 Ethical concerns when writing up the report

Data should be described honestly, without changing or altering the findings to comply with certain predictions or interest groups (Creswell, 2012:24). Moreover, the research report should steer clear from biased language and should contain a statement that the researcher will not suppress, falsify and/or invent findings (Creswell, 2012:92).

The researcher of this study reported her data as honestly as possible and made sure her findings were closely related to the gathered and analysed data.

3.7 FEEDBACK ON FORESEEN RESEARCH CHALLENGES

As pointed out before in Chapter One (*cf.* 1.6), the researcher of this dissertation managed the foreseen challenges as follows (*cf.* 1.6):

- Some of the learner participants who took part in the pilot study indicated confusion concerning certain terms and phrases. These comments and remarks guided the researcher to make the relevant changes in her questionnaires (*cf.* 3.4.1.1).
- The researcher foresaw that some parents/caregivers would be difficult to reach. The letter of consent was sent out to the parents/caregivers a week in advance and they were given the opportunity to either refuse or grant permission. Fortunately, this proved to be successful.
- The researcher was wrong in suspecting that illiteracy among parents/caregivers would be a factor.
- The researcher experienced mixed return rates varying from school to school (*cf.* 4.3.1.1 & 4.3.2.1). In some instances, the researcher had to make a second or third attempt at collecting the questionnaires from the schools. She remained mindful that she was at the mercy of the goodwill

and positive reception of her research participants and that she had to be patient and determined.

- Whether the research participants were truthful in their answers remains an enigma.

3.8 SUMMARY

In this chapter, the researcher provided a detailed methodological exposition of the process followed in order to complete this multi-strategy study. In the introduction (*cf.* 3.1) to the chapter, the researcher revisited the choice made regarding the paradigmatic view (*cf.* 3.2) taken in the study.

Hereafter a detailed explanation of the research design (*cf.* 3.3) was given dealing with the strategies followed in the collection of data, as well as the analysis thereof. A discussion of the various research designs was undertaken (*cf.* 3.2.1). The research design chosen for this study was motivated (*cf.* 3.3.3) and the quantitative research design and validity discussed (*cf.* 3.3.3.1). Also, strategies of inquiry (*cf.* 3.3.4) and distinctions between different strategies were discussed (*cf.* 3.3.4.2). The data-collection method was elaborated upon (*cf.* 3.4.1), followed by the issues of reliability in the pilot study (*cf.* 3.4.1.1) and validity of the questionnaires (*cf.* 3.4.1.2). An indication of the data analysis (*cf.* 3.5) was followed by the ethical concerns (*cf.* 3.6). This chapter concluded with feedback on the research challenges that were anticipated (*cf.* 3.7).

The next chapter, Chapter Four, will present the data analysis and interpretation of this study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In Chapter Three, the researcher provided a detailed exposition of this study. The researcher discussed the fundamentals of the quantitative research that formed the basis to her study, indicating how it linked up with her choice of following a positivistic research paradigm.

The aim of this chapter was to reflect and report on the data that was collected while aiming at attending to the following three research objectives (*cf.* 1.2.2):

- Research objective 2: To ascertain the shared perceptions and experiences of the participating learners and educators on the effectiveness of school rules, by following a quantitative research design.
- Research objective 3: To establish to what extent the perceptions and experiences of learners and educators differ on the effectiveness of school rules, by scrutinizing the responses of the participants.
- Research objective 4: To pinpoint the role which learners play in drawing up and amending school rules.

This chapter, Chapter Four, comprises the data analysis and data interpretation of the dissertation. The chapter includes the acronyms used in the data analysis (*cf.* 4.2); describes the biographic information that was gathered from the research participants (*cf.* 4.3); indicates the descriptive statistics of the questionnaires (*cf.* 4.4); and finally provides the quantitative data analysis of educator and learner responses.

4.2 KEY TO THE ACRONYMS USED IN THE DATA ANALYSIS

Table 4.1: Acronym key

n	usable/valid responses
factor	shortened version of section heading / group of items
std dev	standard deviation
f	frequency
p	participant

4.3 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

The researcher obtained the biographical information of her research participants from Section A and B on the questionnaires (*cf.* 3.3.4.4; Appendices G & H).

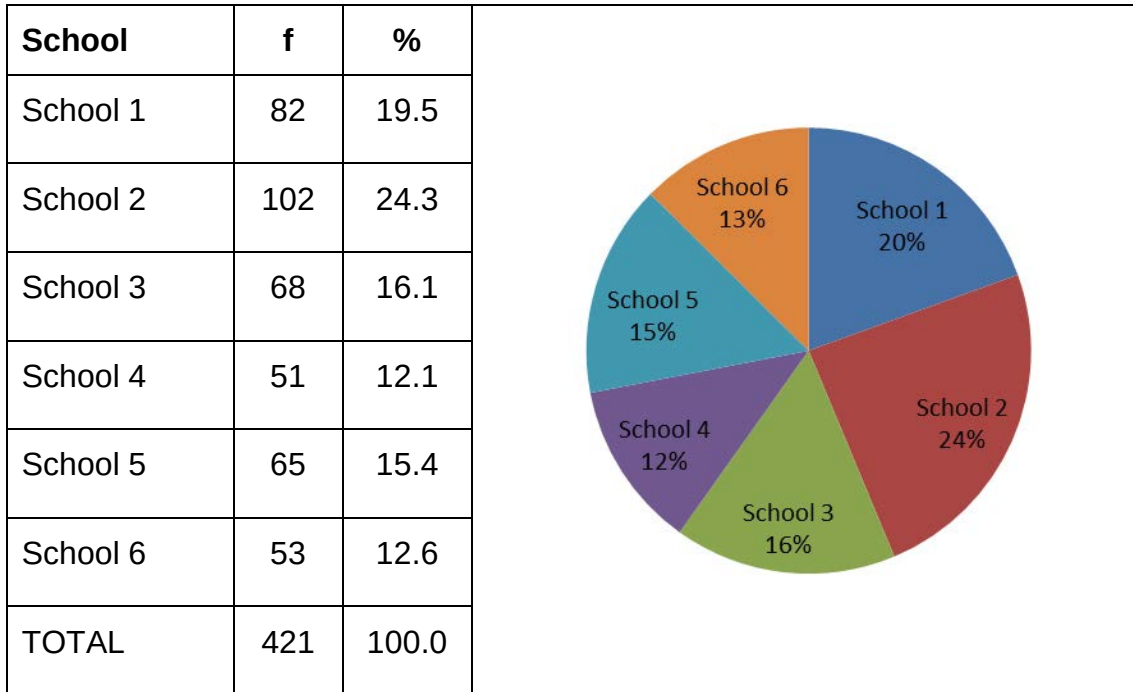
4.3.1 Biographical information of the learners: Section A and Section B

Section A obtained information regarding the participating learners' age, gender and grade. Section B was designed to collect information with regard to the environment of the learner: mother tongue; area of their school; distance from home to school; family/caregiver composition; family/caregiver employment; language of instruction; and school composition. The learners had a choice of answering the questionnaire in either Afrikaans or English (*cf.* 3.4.1.3.1).

4.3.1.1 Learner representation at participating schools

The table below shows the distribution of the learner participants from the different schools. Participating schools were selected from different social, economical and cultural backgrounds. The participating schools varied between Afrikaans-medium, English-medium, Sesotho-medium and parallel-medium schools (*cf.* 3.3.4.4; Appendices G & H).

Table 4.2: Learner representation at schools

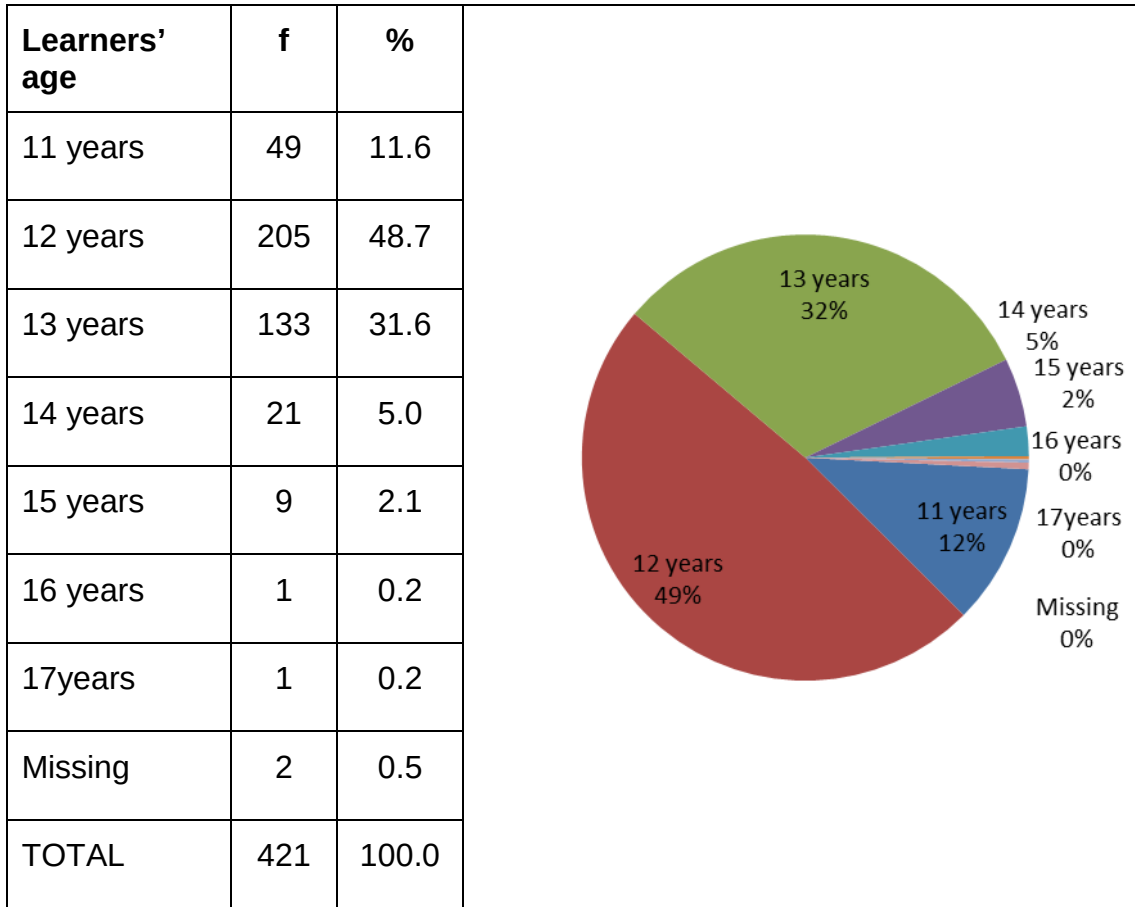


Schools 1 and 2 had the highest participating learner representation in the study, with School 1 having 82 (19.5%) and School 2 having 101 (24.3%) participating learners. Schools 2, 3, 4 and 5 formed part of the initial study; yet, because of the low original return rates of completed learner questionnaires, the researcher selected another two schools (Schools 1 & 6) to form part of this study. Questionnaires were completed by learners and educators from the same schools (Table 4.2 & 4.12).

4.3.1.2 Learners' age

This study also focused on the perceptions of learners on the effectiveness of their school's rules. It was thus important to gather information about their physical age as it is an indicator of their developmental level.

The table below reflects the data on the participating learners' age.

Table 4.3: Age of learners

The majority of the participating learners (205; 48.9%) and (133; 31.7%) were twelve and thirteen years old. The third highest percentage representation was the learners in the age group of eleven years (49; 11.7%). Two learners (1.8%) fell in the category of sixteen years and older.

If the learners had been enrolled at the legitimate age of seven,⁶ then the participating learners in this study should all have been eleven, twelve or thirteen years old. Ninety two (92.3%) of the learners fell within this age group. However, the thirty two (7.7%) of the learner participants who fell above the prerequisite age of 13 for Grade 7 was of concern to the researcher: it could imply learners at

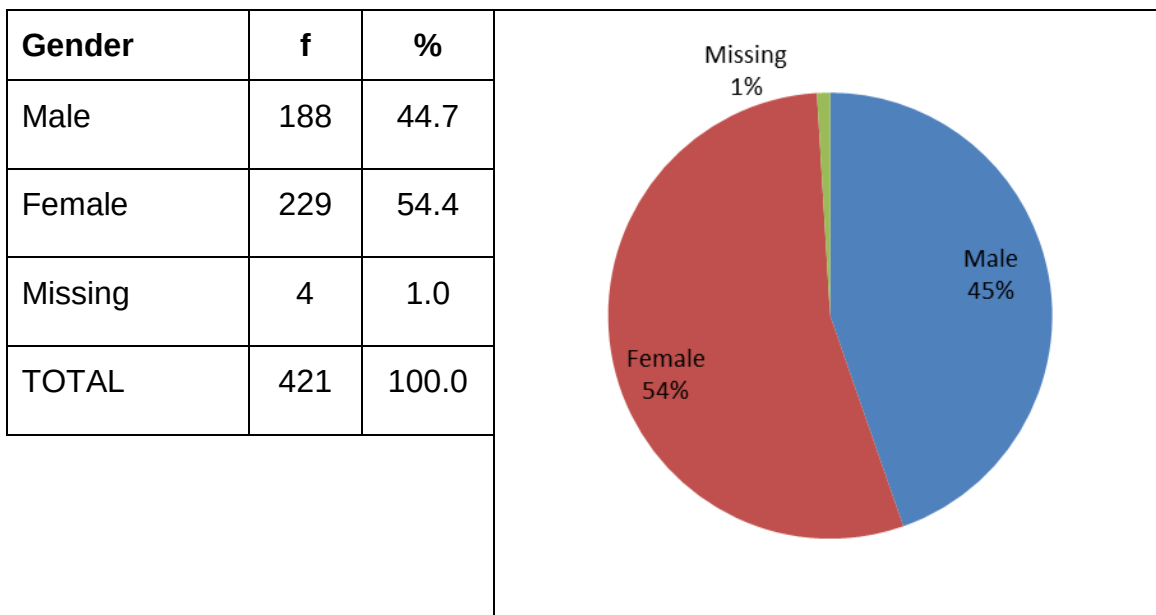
⁶ Schools Act: section 3(1).

public schools who are considered over-aged. Several educators join the teaching profession while still studying towards their first degree, perhaps opening the door to imminent disciplinary problems that can cause problems in the classroom with learners possibly being older than the educator in front of them (*cf.* 2.4.2.3.4).

4.3.1.3 Learners' gender

The table below reflects the data on the participating learners' gender.

Table 4.4: Gender of learners



According to Table 4.14, 183 (45.1%) of the learner participants were male and 229 of them (54.9%) were female. The data here indicates a more or less even distribution of gender representation. 4 (1%) learner participants did not answer the question.

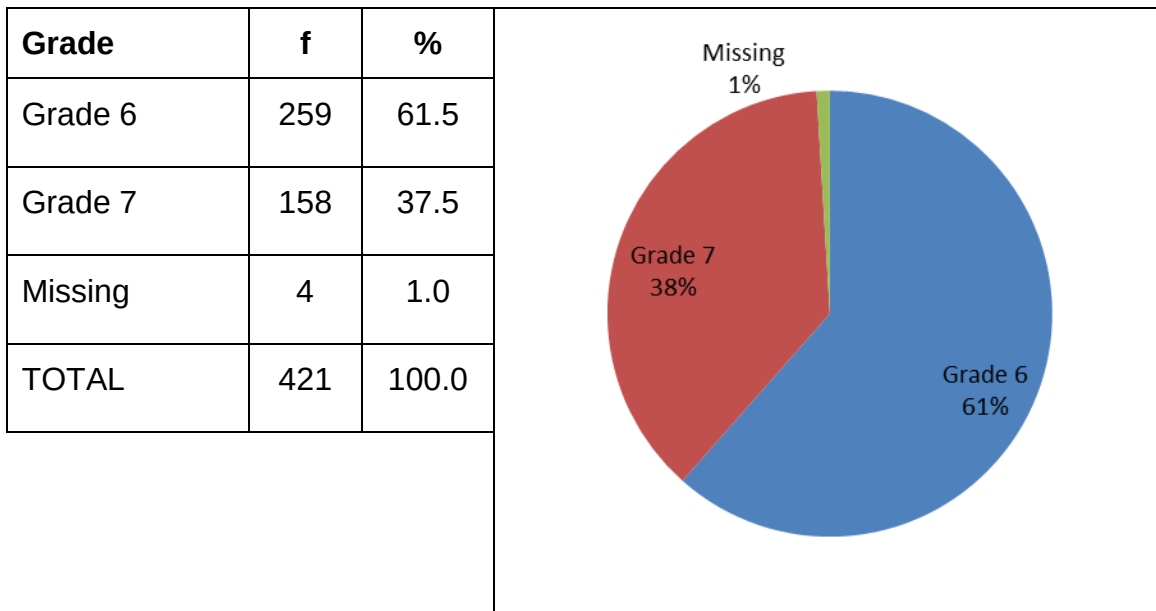
Not all the learners at every school took part in the study. The participants' parents/caregivers were asked permission for the learner's participation (*cf.* 3.6; Appendix E); the learners themselves were asked to participate freely and willingly (*cf.* 3.6; Appendix F). From the above table, Table 4.14, it is suggested

that more girls than boys were willing to participate in the study. Moreover, parental and caregiver consent could also have played a role.

4.3.1.4 Learners' grades

The learner participants who took part in this study were all in Grade 6 or 7, although their ages differed. The table below reflects the data on the grades of the participating learners.

Table 4.5: Learners' grades

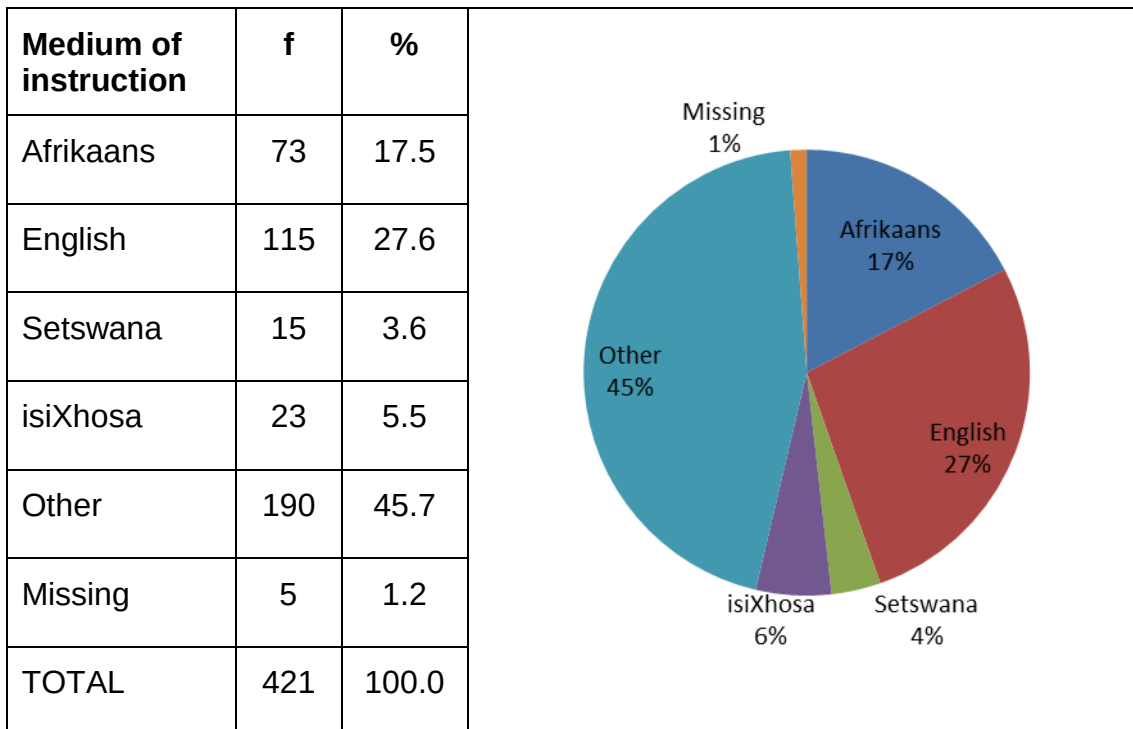


More Grade 6 learners (259; 62.1%) than Grade 7 learners (158; 37.9%) took part in the study. 4 (1%) learner participants did not indicate their grade. Two of the principals from School 2 and School 3 indicated that they would rather allow the majority of the learners in Grade 6 who had parental/caregiver permission and who volunteered to participate in this study. The rationale behind the decision was that the Grade 7 learners were preparing for the common examination.

4.3.1.5 School demographic data – mother tongue and language of instruction

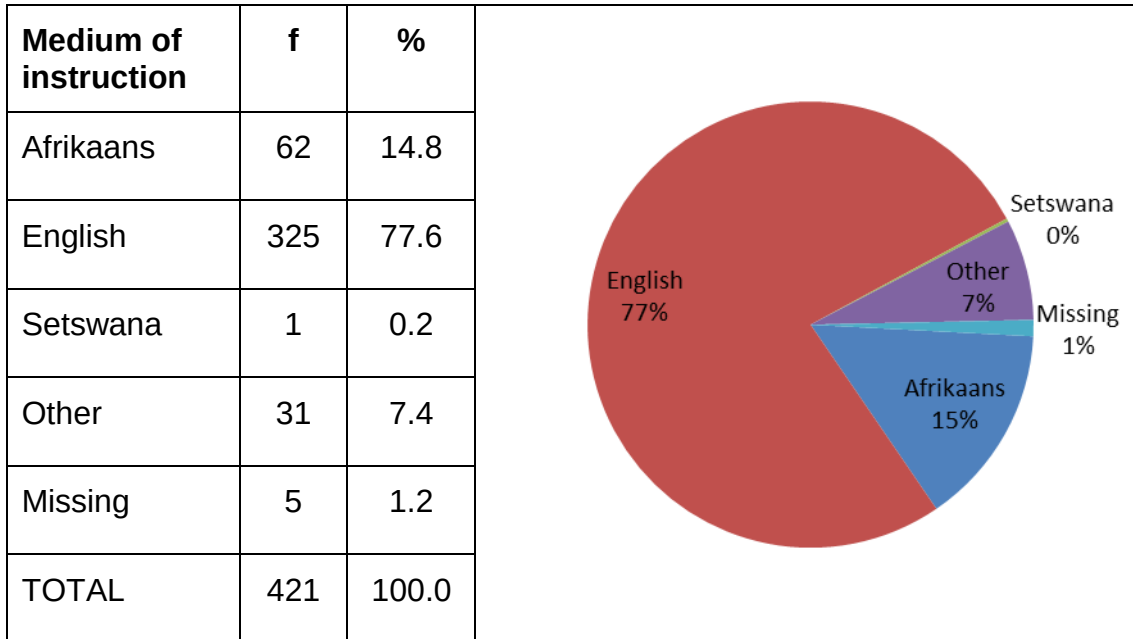
The table below reflects the data on learners' main language spoken at home.

Table 4.6: Mother tongue



73 (17.5%) of the learner participants were Afrikaans. This does not mean that this figure represents a certain culture group as schools that were involved in the research formed part of a multi-cultural community. 115 (27.6%) participants indicated that their mother tongue was English. All the participants who indicated that their mother tongue was *other* indicated that their mother tongue was Sesotho. 190 (45.7%) indicated that their mother tongue was Sesotho. 5 (1.2%) learner participants did not answer the question: they either did not understand the question or refrained from answering it.

Table 4.7: Language of instruction



62 (14.8%) learner participants indicated that their language of instruction was Afrikaans. 325 (77.6%) indicated that their language of instruction was English. 1(1.2%) indicated that his/her language of instruction was Setswana. 31 (7.4%) indicated *other* but disclosed that their language of instruction was Sesotho. 5 (1.2%) participants did not answer the question.

What is notable, is that there was such a difference in the language that was spoken at home and the language of teaching and learning. 115 (27.6%) learner participants indicated that English was their mother tongue and 325 (77.6%) indicated that English was also their language of instruction. The majority of learner participants (190; 45.7%) indicated that Sesotho was their mother tongue. From Tables 4.6 and 4.7 one would wonder about the language of instruction, and why such a big percentage (190; 45.7%) of learners participating were not able to receive instruction in their mother tongue, or is it that they believe English is their key to further education? Communication between learners and educators could be a factor to be taken into consideration when dealing with issues of compliance with the Code of Conduct.

4.3.1.6 Socio economical environment of the learner participants

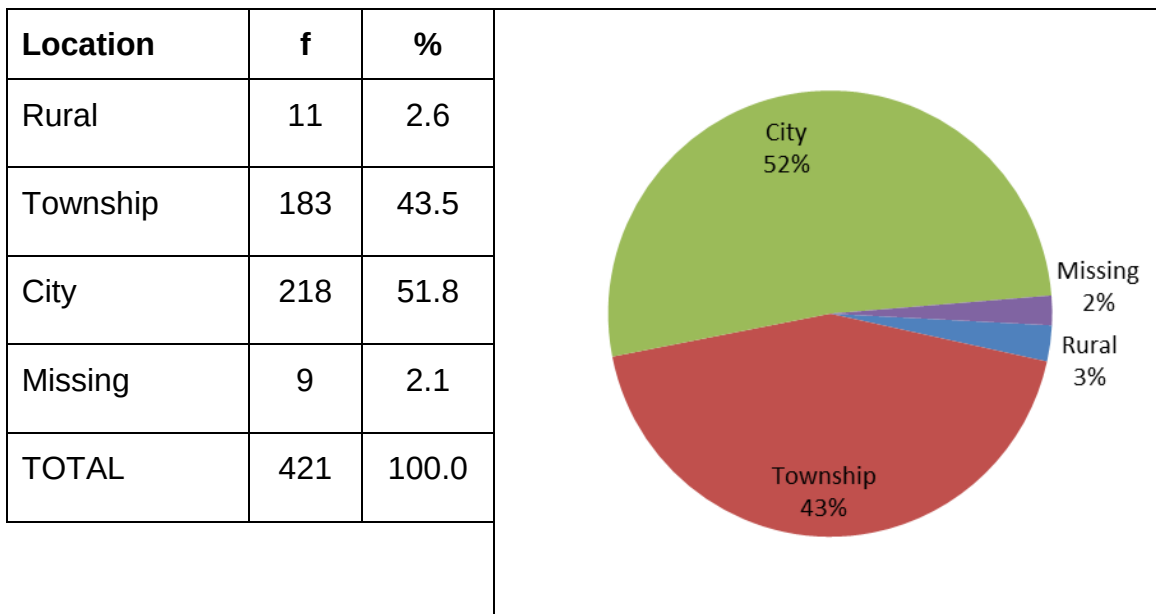
Learners from underprivileged areas are more susceptible to being exposed to socializing features that have the potential to add to disruptive behaviour (Steyn *et al.*, 2003:227; *cf.* 2.3.3.2).

The socio economical environment of the learners was determined through the:

- area of the school (*cf.* Learner questionnaire B2; Appendix G);
- distance that learners have to travel to their respective schools (*cf.* Learner questionnaire B3; Appendix G);
- parental/caregiver unit (*cf.* Learner questionnaire B4; Appendix G) and;
- parental/caregiver employment (*cf.* Learner questionnaire B5; Appendix G).

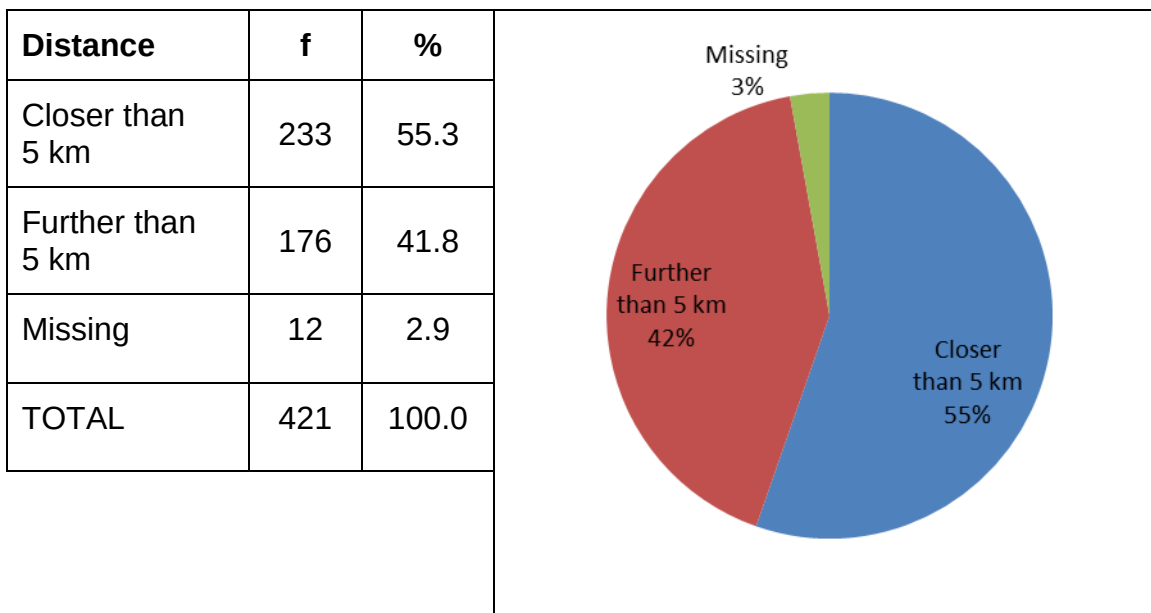
The table below reflects the data on the area in which the participating schools were situated according to the learners.

Table 4.8: Area of schools



With regard to the residential area of the participants, one could divide the learner participants into two groups that fell out significantly. The first main group was learners who lived in township areas (183; 43.5%). The second main group of learner participants indicated that they lived in a city setting (218; 51.8%). 9 (2.1%) participating learners did not answer the question. Participants who indicated that their schools were in the rural area (11; 2.6%) could perceive their schools as being difficult to reach. This would imply non-compliance with the Code of Conduct concerning the commencing time of school. It would be interesting to know the implication of this on Questions D4 (School rules count only during school hours) and E11 (Many parents do not respect the school) of the learner questionnaire.

Table 4.9: Distance from schools



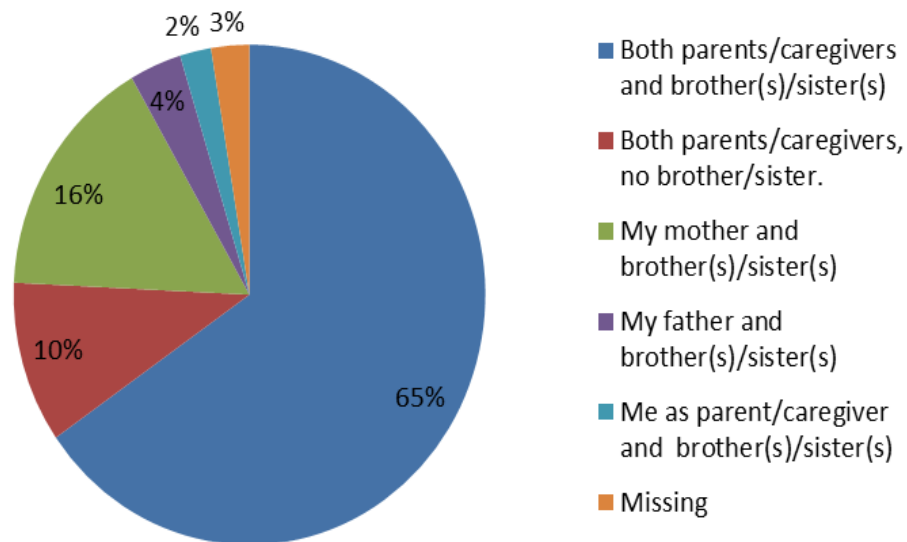
The learner participants had to indicate whether they stayed closer than 5 km or further than 5 km away from their schools. 233 (55.3%) percent of the learner participants stayed within a 5 km radius of the school, while 176 (41.8%) of them indicated that they stayed further from their respective schools. The fact that learners stayed far away from their schools could be a reason for learners arriving late for school. 12 (2.9%) learner participants did not answer the question: they either did not understand the question or could not tell how far

they lived from their school or refrained from answering it. The learners' socio economical background is important as it could explain the effect of domestic conditions and the role that parents/caregivers play in the lives of the learners and its effect on learner discipline. The questionnaire focused mainly on:

- the family structure and;
- the responsibility of care (the breadwinner) of the family.

Table 4.10: Family structure

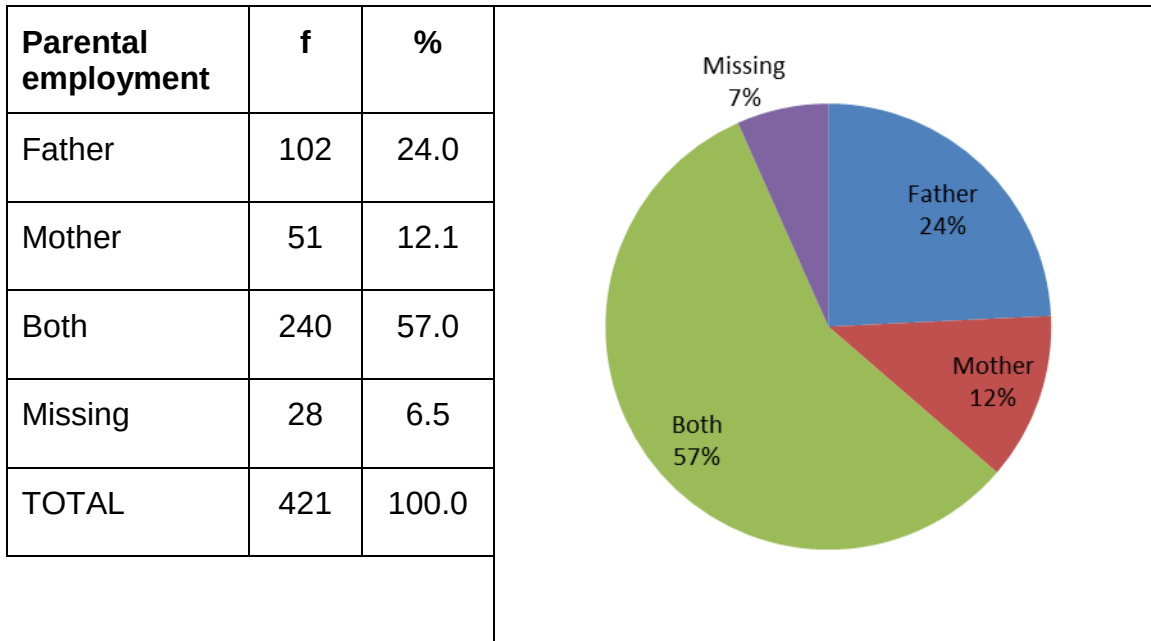
Family structure	f	%
Both parents/caregivers and brother(s)/sister(s)	275	65.3
Both parents/caregivers, no brother/sister.	44	10.5
My mother and brother(s)/sister(s)	67	15.9
My father and brother(s)/sister(s)	15	3.6
Me as parent/caregiver and brother(s)/sister(s)	9	2.1
Missing	11	2.6
TOTAL	421	100.0



From Table 4.10, if one combined the first two categories, one can gather that 319 (75.8%) of the learner participants had both their parents/caregivers. 44 (10.5%) of these learners had no siblings. Single parents constituted 82 (20%) of the learner sample and 9 (2.2%) of the participating learners had to take care of siblings, acting as the parent/caregiver of the family. 67 (15.9%) learner participants indicated that they had no father figure in their families.

In Table 4.10 it was highlighted that there were learners who functioned as the parent/caregiver of the family. Mwamwenda (2004:275; *cf.* 2.3.3.2) reports that learners are possibly absent because they have to work to sustain their families.

Table 4.11: Parental/caregiver employment



Learners had to indicate which of their parents/caregivers were employed. The majority of the participating learners (240; 57%) indicated that both their parents were employed. While the response indicated financially that families were provided for, the response could also imply a negative effect on learners, as their parents might be unable to be involved fully in the school lives of learners. If both parents worked, there was also the strong possibility that the learners were reliant on themselves for the responsibility of doing their homework and taking care of themselves after school hours – especially in the afternoons. From a learner's perspective, lack of parental/caregiver interest is the most prevalent reason for disciplinary problems (Wolhuter & Oosthuizen, 2003:454; *cf.* 2.3.3.3). Van Wyk (2001:198) states that parents/caregivers add to the development of disciplinary problems of learners by either forgetting to provide them with satisfactory social skills or by even supporting and/or duplicating undesirable conduct. 102 (24%) of these learners indicated that their father/male caregiver

was employed. 51 learners (12.1%) indicated that their mother/female caregiver was employed and 28 learners (6.5%) did not answer the question.

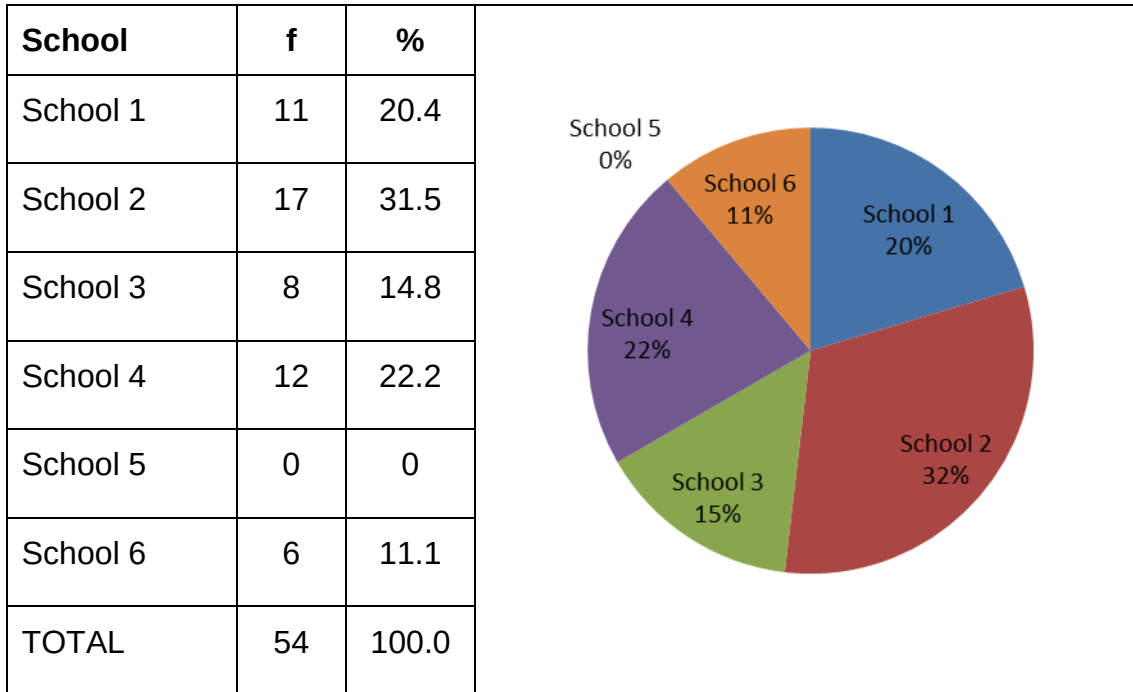
The learners' not answering the question (28; 6.5%) could imply that the parents/caregivers of these learners were unemployed and that could make the learners dependent on the good will of relatives and/or friends. This fact could negatively reflect on learners when they have no books or support when it comes to school activities (*cf.* 2.3.3.2; De Wet, 2003:93). If learners have no means of transport or the necessary means to get to the school, it could influence learner absenteeism. In the case where the learner acts as the parent, that learner could also be prone to putting his siblings' needs before his or her own or even having to work to sustain their families, resulting in homework not being done or not bringing the necessary stationary or accessories to schools (*cf.* 2.3.3.2; Mwamwenda, 2004:275).

4.3.2 Biographical information of the educators: Section A and Section B

Section A obtained information regarding the participating educators' age; gender; teaching experience; highest qualification; and their training in education law. Section B aimed at deriving information about each school's demographic data: the medium of instruction; school grading; composition of the school; and area of the school.

4.3.2.1 Educator representation at the participating schools

Data was collected from six different schools. The following table shows the distribution of the participants from the different schools. Participating schools were selected from different social, economical and cultural backgrounds. The participating schools varied between Afrikaans-medium, English-medium, Sesotho-medium and parallel-medium schools (*cf.* 3.3.4.4).

Table 4.12: Educator representation at schools

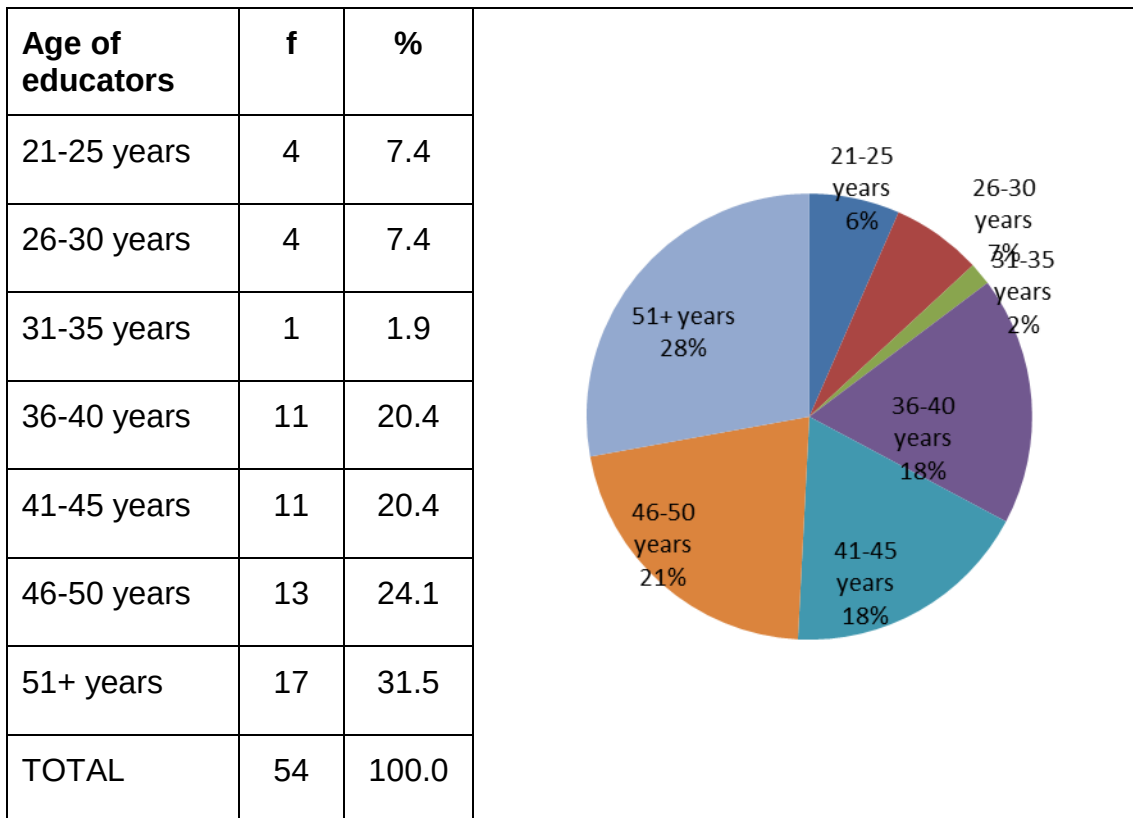
Schools 2 and 4 had the highest participating educator representation in the study, with School 2 representing 17 (31.5%) and School 4 representing 12 (22.2%) educators. Schools 2, 3, 4 and 5 formed part of the initial study; yet, because of the low original return rates of completed questionnaires, the researcher selected another two schools (Schools 1 and 6) to form part of this study. School 5 did not offer any completed educator questionnaires and after the researcher had made another attempt at motivating the educators, she still did not receive back any of those questionnaires. A possible reason for this could be that the researcher approached the schools in the time that the provincial ANA exams were in progress, and educators indicated that the completion of these questionnaires was not their priority.

4.3.2.2 Educators' age

The researcher was interested in the age of the participating educators, since their age could be a determiner of educational as well as life experience. It would

also be interesting to note the age of the participating educators who taught at primary level. These aspects are reflected in the table below.

Table 4.13: Age of educators



The majority of the participating educators (17; 31.5%) were aged 51 and older. Combining the two categories of 41-45 and 45-50 years, the data indicated that 44.5% (24) of the educators who taught at these primary schools were 41-50 years old. The one educator who fell in the age group of 31–35 was by far in the minority. The three groups that shared the same representation (4; 7.4%) were educators aged 21-25, 26-30 36-40 years, making up 22.2% (12) of the educators participants.

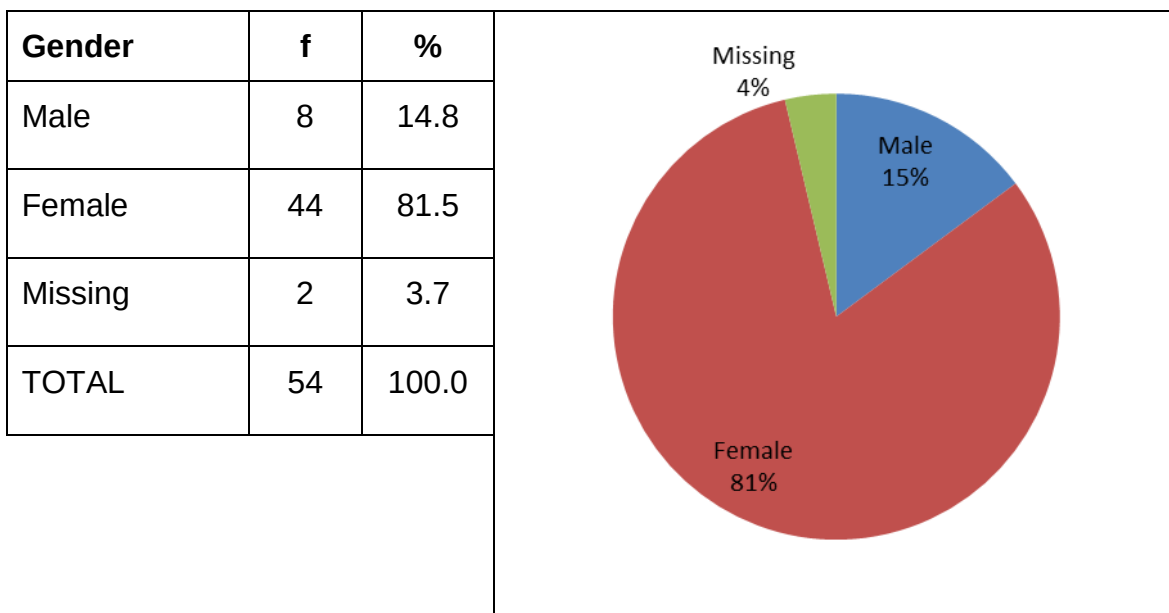
The educators that formed part of this study could be regarded as vastly experienced in educational circumstances and life experience. These educators also had a lot of occupational experience and they were the ones responsible for the education of the senior (Grade 6 & 7) classes. One would wonder if they had

kept up with changes in the national educational system and the contemporary approach to disciplinary issues. Are educators able to relate and be relevant in the modern environment in which the learners find themselves in? Are educators aware of the dangers that modern technology poses to learners in the school environment and are they able to deal with them? One has to wonder about the presence of measures to protect learners when dealing with technology such as cell phones, I-pads and the social network phenomena such as Facebook, Twitter and YouTube, to name but a few.

4.3.2.3 Educators' gender

The table below reflects the data on the participating educators' gender.

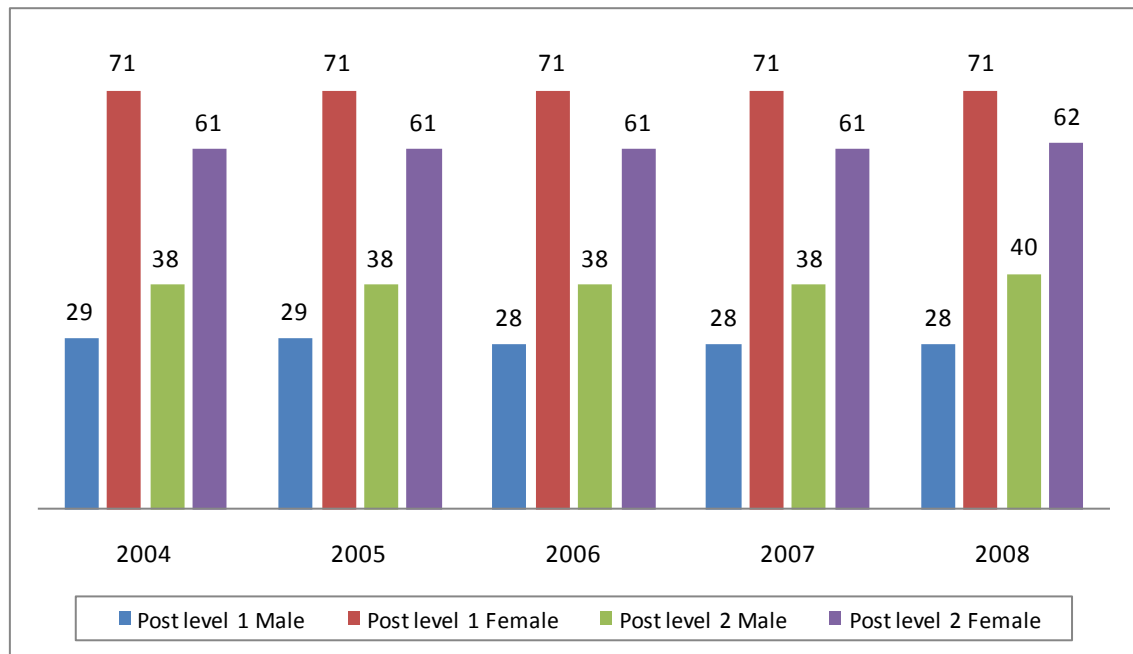
Table 4.14: Gender of educators



The majority of the participating educators (44;81.5%) were female and the minority (8; 14.8%) were male.

These results are in line with Hindle's (2009) findings below in figure 4.1 that show the representation and distribution of gender in post level 1 and post level 2 posts.

Figure 4.1: Distribution of educators' gender at post levels 1 and 2

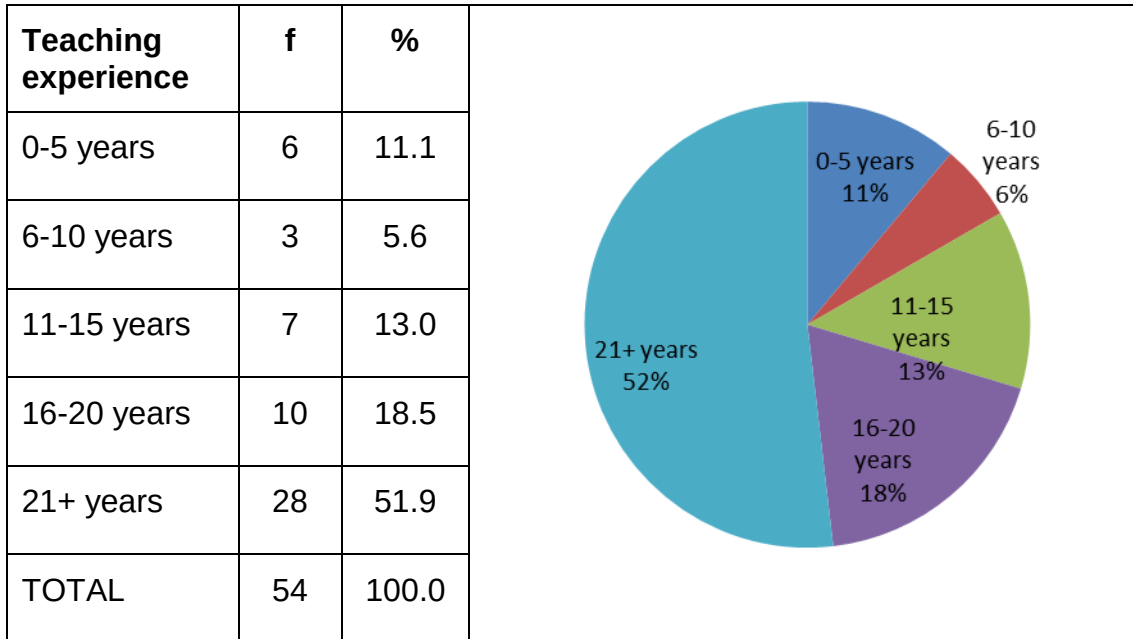


(Hindle, 2009)

4.3.2.4 Teaching experience

The table below reflects the data on the teaching experience of the participating educators. The years' teaching experience was important for the researcher as the responses of the educators could be of more significant value if the educators had more experience.

Table 4.15: Teaching experience



The educator responses, with reference to Table 4.15, indicated that 28 (51.9%) of the participating educators had teaching experience of 21 years and more. When the researcher added the 16-20 year category to the 28 (51.9%), the data showed that 38 (70.4%) of these educators had 16 and more years' teaching experience at the time of completing the questionnaire.

On looking at Sections C, D, G of the questionnaire, one would be inclined to wonder to what extent these educators, who now function within the current education system, have been keeping up to date with modern developments in Education Law concerning the effectiveness of school rules:

- How aware are these educators of the value and characteristics of school rules (*cf.* Section C – Educator questionnaire; Appendix H)?
- What do these educators know about the nature of school rules (*cf.* Section D – Educator questionnaire; Appendix H)?

- What would these educators' reactions be concerning the effectiveness of their school's disciplinary methods (cf. Section G - Educator questionnaire; Appendix H)?

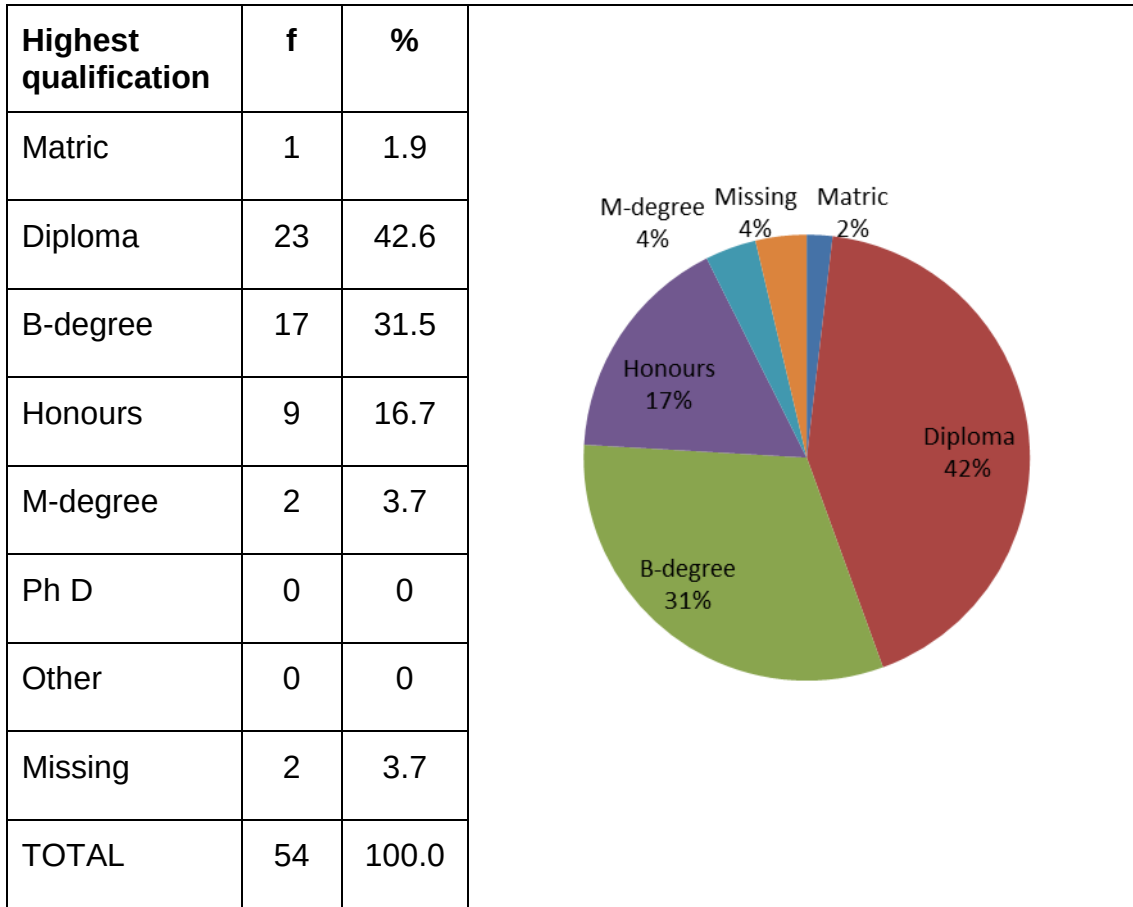
However, on looking at Sections E and F of the questionnaire, the obvious richness in teaching experience would enhance the responses of these educator participants concerning two aspects:

- The reasons these educators would indicate for learner misbehaviour at their school (cf. Section E – Educator questionnaire; Appendix H).
- The reactions these educators would have to managerial aspects and negative characteristics of educators at their schools (cf. Section F – Educator questionnaire; Appendix H)?

The group that was far in the minority concerning teaching experience was that of the three educators (5.6%) who had 6-10 years' teaching experience. If one were to add them to the 11.1% (6) who had 0-5 years' experience, then these nine less experienced educators (16.7%) could be faced with challenges concerning maintaining order and discipline in their classes.

4.3.2.5 Highest qualification

The table below reflects the data on the participating educators' qualifications. Educators who participated in completing the questionnaire had to indicate their highest qualification.

Table 4.16: Highest qualification

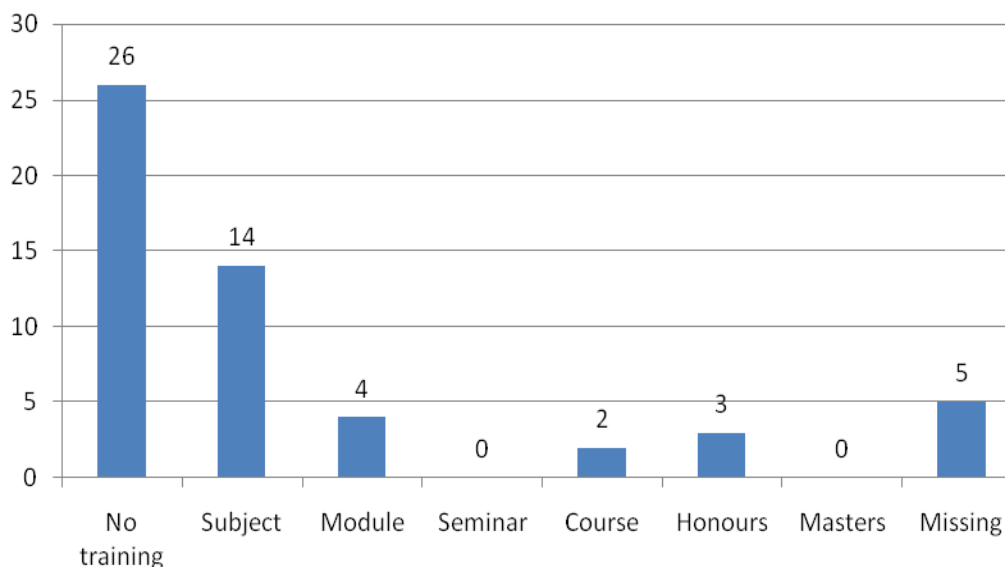
23 (42.6%) of the educators had a diploma in education. 17 of them (31.5%) had a B-degree; 9 of them (16.7%) had an Honours degree; and 2 of them (3.7%) had an M-degree. The data indicated that 1 participating educator (1.9%) had only matric and was therefore not qualified to teach. 2 (3.7%) educator participants did not answer the question: they either did not understand the question or chose not to answer it.

4.3.2.6 Training in Education Law

The table below reflects the data on the participating educators' training concerning Education Law.

Table 4.17: Training in Education Law

Training in Educational Law	f	%
No training in Education Law	26	48.1
As a subject in Education Management studies	14	25.9
As a module in Education Management studies	4	7.4
Attending an Education Law seminar	0	0
Attending a course in Education Law	2	3.7
An Honours degree with Education Law	3	5.6
A Master's in Education Law	0	0
Missing	5	9.3
TOTAL	54	100



5 (9.3%) educator participants did not answer this question: the implication could be that they either did not understand the question or felt unsure about the answer to the question. Table 4.17 clearly shows that 48.1% (26) of the participants did not have any training in the Education Law field. 14 (25.9%) of the participants had completed Education Law as a subject that formed part of

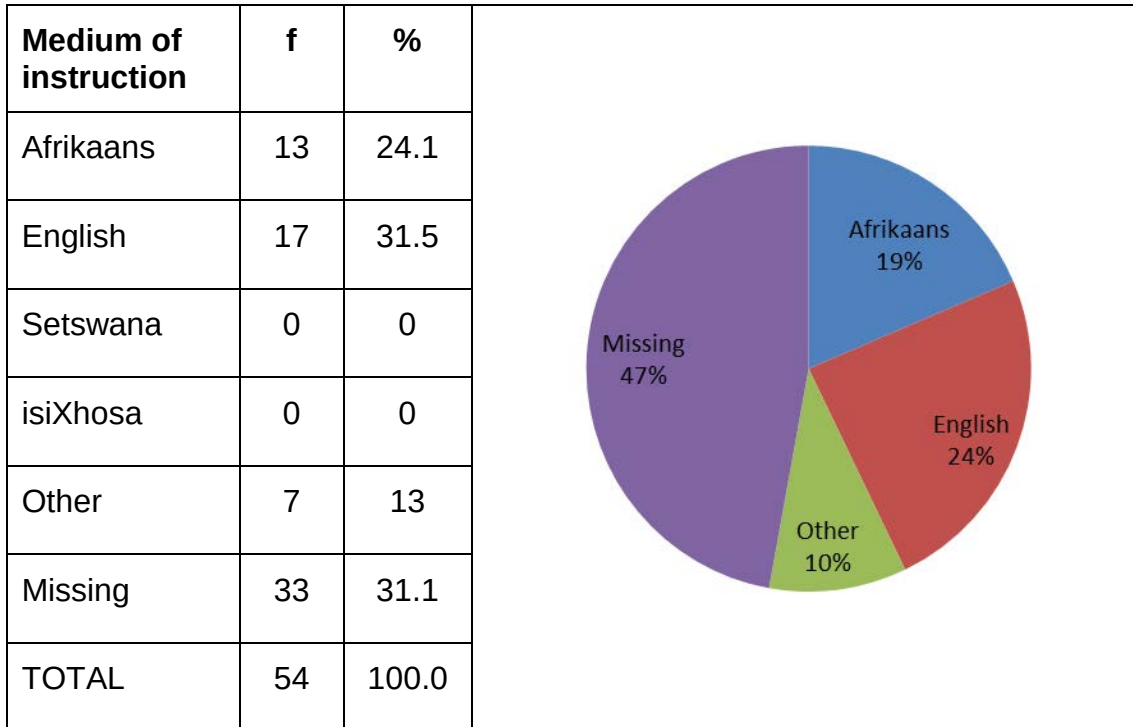
Education Management studies. 4 (7.4%) of the participants had Education Law as a module that formed part of Education Management studies.

From Table 4.7 one could deduce that Education Law seminars were not held, because none of the participants had ever attended such a seminar. 2 (3.7%) of the participants had attended a course in Education Law and 3 of them (5.6%) had an Honours Degree in Education Law. None of the participants from this sample had a Master's Degree in Education Law.

The data would suggest a serious lack in training educators when it comes to Education Law. In-service training could also be beneficial as such a large percentage of this sample would imply that their training was inadequate when it came to Education Law.

4.3.2.7 School demographic data – medium of instruction

The table below reflects the data concerning the medium of instruction.

Table 4.18: Medium of instruction

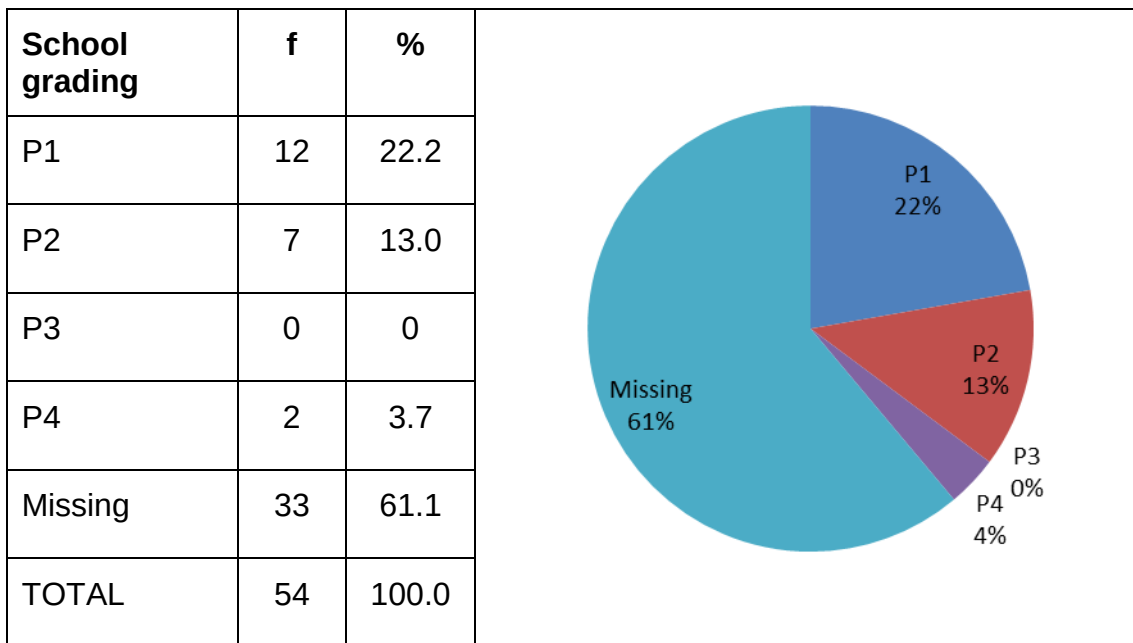
13 educator participants (24.1%) indicated using Afrikaans as medium of instruction at school, while 17 (31.5%) of them were using English as medium of instruction. 7 (13%) of the participants indicated that the school used Sesotho as medium of instruction in the block for *other language*. What remains a mystery is why 17 (31.5%) of the educator participants did not answer the question.

Schools 1 and 3 were parallel-medium schools and their medium of instruction was English and Afrikaans. Schools 2, 3, 4 and 6 were single medium schools and their medium of instruction was either English or Sesotho. Two of the schools, School 2 and School 5 fell in the category of previously disadvantaged schools with learners from informal settlements. School 4 was a previously advantaged school, but because of the change in demographics and the movement of people into previously advantaged areas, learners from informal settlements are now bussed in. Most of the learners at that school therefore came from a previously disadvantaged area.

4.3.2.8 School demographic data – school grading

The table below reflects the data on the grading of the schools. School grading is important, because it would indicate the socio-economic background of the school. It could also be seen as an indicator as to how informed educators are with regard to the grading of their respected schools and the implication thereof.

Table 4.19: School grading



From the Employment of Educators Act 76 of 1998 (76 of 1998), the grading of primary schools is done as follows:

P1: Above the required minimum, but fewer than 80 learners

P2: 80-159 (as well as schools with fewer than 80 learners, but with more than one educator)

P3: 160-719

P4: 720 +

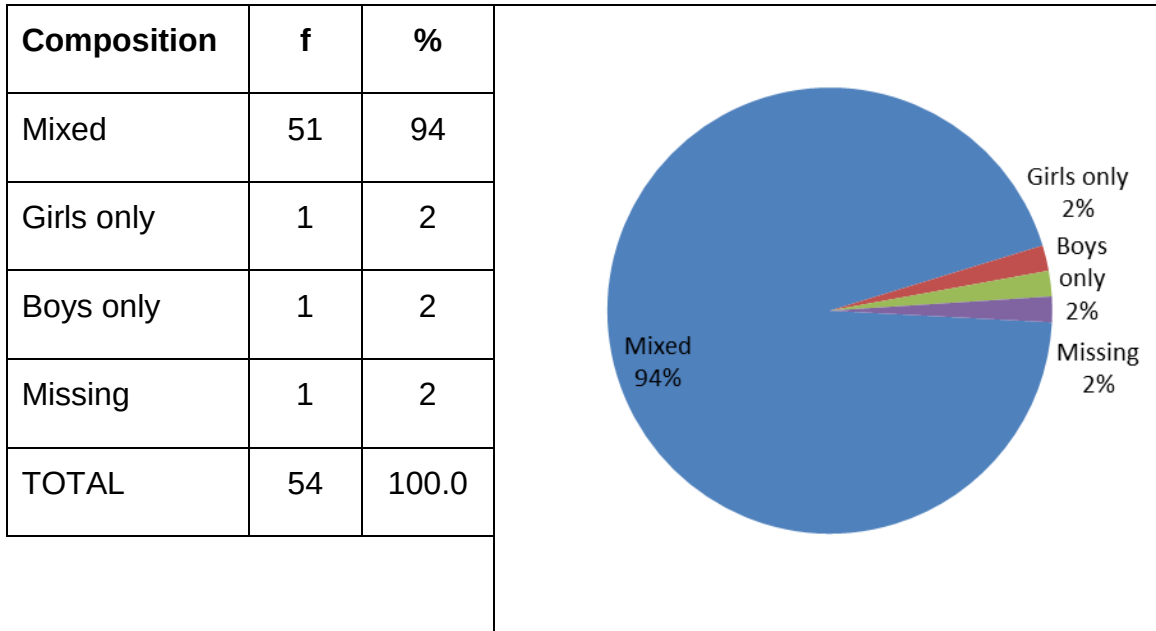
The high number of educators (33; 61.1%) who did not answer this question can be regarded as a definite indicator that most of the participating educators had no

idea of what the question entailed. The schools that the researcher had selected were all in P3-grading with the exception of one school that was graded P4. Not one of the educators had made the correct *conjecture* that the grading of their school was P3. Perhaps the question was phrased in a way they were not used to. It is therefore clear that the grading of schools or, then, the current existence or concept of school grading is something that educators are unfamiliar with. Schools with a P4 grading have a principal and two deputy principals and, depending on the number of learners, a number of heads of departments. A school that is graded P3 has one principal and one deputy principal and the appropriate number of Heads of Department. This would imply that the greater volume of learners constituted a greater managerial task, and greater cohesion and control over the disciplinary process at these schools are required. The question that arises from this, is if the appropriate disciplinary process and procedures are being followed and whether the disciplinary aspects are getting the attention and decisive disciplinary direction it needs.

4.3.2.9 School demographic data – composition of school

The table below reflects the data on the composition of each school.

Table 4.20: School composition

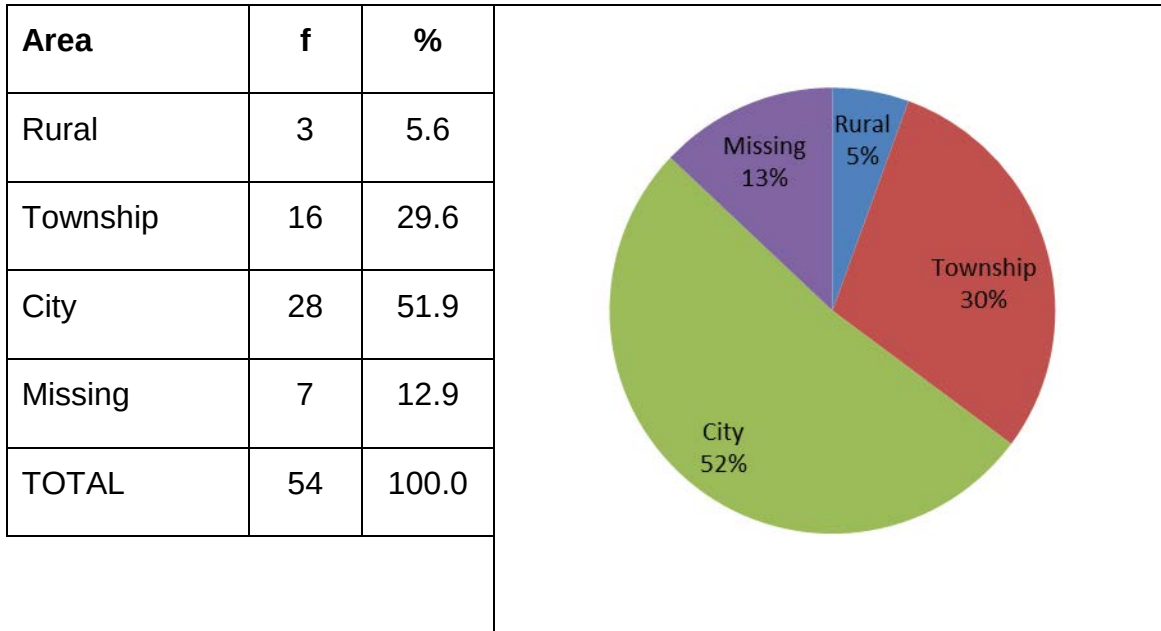


The sample did not allow for comparisons of schools with different compositions. Two of the educator participants had not understood the question correctly as they indicated that their school consisted of either girls only or boys only. 1 (1.9%) educator participant did not answer this question: the implication could be that he/she either did not understand the question or felt unsure about the answer to the question.

4.3.2.10 School demographic data – area of the school

The table below reflects the area in which each school was located.

Table 4.21: Area of the school



Concerning the area of the school (Question B4, Table 4.21), the educator participants were divided into two groups. The first group identified the school area as being in the city: 28 (59.6%) indicated that their school was situated in the city (including suburbia). The second group of participants indicated that their school was situated in a rural or township area. This would include the informal or “rural” settlements of Zamdela. 3 (6.4%) and 16 (34%) participants indicated that their schools were situated in this area. 7 (13%) of the educator participants did not answer this question, it is unclear whether they did not understand or chose not to answer this question. Schools in the rural area would service learners from distant areas and learners arriving late for school should be one of the issues being dealt with when drawing up a Code of Conduct. It would be interesting to determine the occurrence of learners being late for school as part of the contravention of the Code of Conduct.

4.4 DESCRIPTIVE STATISTICS OF THE QUESTIONNAIRES

The internal reliability and consistency of the instrument were measured with the Cronbach alpha coefficient (Creswell, 2012:162). All seven of the learner Cronbach alpha statistics were acceptable and indicated that they complied with

reliability criteria (*cf.* 3.4.1.2). Moreover, all seven of the learner inter-item correlations were acceptable and indicated that they complied with reliability criteria (*cf.* 3.4.1.2).

All ten of the educator Cronbach alpha statistics were acceptable and indicated that they complied with reliability criteria (*cf.* 3.4.1.2). Nine of the educator inter-item correlations were acceptable and indicated that they complied with reliability criteria, since they fell within the suggested average range (*cf.* 3.4.1.2). The inter-item correlation of Section F that fell outside the suggested average range of 0.15-0.5 might be due to the items consisting of a variety of statements aimed at testing educator responses to managerial aspects and educator characteristics (*cf.* 3.4.1.2).

Table 4.22 reports on the response rate obtained from the questionnaires issued to learners and educators.

Table 4.22: Questionnaire response rate

	Distributed	Returned	% Usable
Learners	550	421	76.5%
Educators	110	54	49.01%

The description of the research instrument for the learner and educator questionnaires follows.

4.4.1 Description of the research instrument: learner questionnaire

The table below comprises the data that would describe the descriptive statistics of the learner questionnaire.

Table 4.23: Descriptive statistics – Learners

SECTION	N	Mean	Std dev	Skewness	Kurtosis	Cronbach alpha	Inter-item correlation
C1	421	1.468	0.446	1.445	3.813	0.613	0.184
C5	421	2.435	0.680	0.096	-.786	0.649	0.223
C10	421	2.175	0.555	0.444	.107	0.700	0.205
D1	421	2.484	0.754	0.241	-.676	0.604	0.276
D2	421	1.796	0.650	0.766	.421	0.60	0.246
D Tot	421	2.140	0.511	0.015	-.347	0.601	0.128
E1	421	2.009	0.748	0.525	-.462	0.761	0.347
E2	421	2.000	0.832	0.516	-.529	*	*
E3	421	2.120	0.752	0.305	-.508	0.521	0.266
E Tot	421	2.038	0.615	0.283	-.380	0.800	0.267
F	421	2.830	0.758	-0.387	-.649	0.756	0.192
G1	421	3.078	0.642	-0.954	.917	0.748	0.297
G2	421	2.35	0.895	0.180	-.791	*	*
G Tot	421	2.917	0.582	-0.708	.612	0.765	0.160

* Only two items

From the above table, the researcher had no reason to suspect that the normality assumption was violated. Table 4.3 clearly indicates that the Cronbach alpha was acceptable, as it fell between 0.6 and 0.9 (Simon, 2008; *cf.* 3.4.1.2).

4.4.2 Description of the research instrument: educator questionnaire

The table below comprises the data that would describe the descriptive statistics of the educator questionnaire.

Table 4.24: Descriptive statistics – Educators

SECTION	N	Mean	Std dev	Skewness	kurtosis	Cronbach alpha	Inter-item correlation
C1	54	1.3	0.342	1.366	1.321	0.788	0.347
C2	54	1.841	0.492	0.04	-0.407	0.758	0.385
C3	54	1.701	0.455	0.821	0.954	0.754	
C5	54	2.19	0.753	0.511	-0.286	0.775	0.365
C7	53	1.688	0.756	1.86	3.486	0.841	0.569
C7.1	53	2.084	0.588	0.808	1.249	0.677	0.344
C10	54	1.84	0.513	0.661	0.227	0.861	0.409
D1	54	2.662	0.591	-0.735	1.306	0.767	0.453
D2	54	1.754	0.358	0.86	-0.3	0.382	0.712
D Tot	54	2.208	0.373	-0.748	1.509	0.641	0.155
E1	54	1.622	0.372	-0.113	-1.004	0.636	0.179
E2	54	1.97	0.648	0.391	0.408	*	*
E3	54	1.77	0.521	-0.088	-0.822	0.652	0.392
E Tot	54	1.75	0.376	-0.382	-0.585	0.802	0.254
F	54	2.693	0.593	0.299	0.246	0.878	0.510
G1	54	3.158	3.158	-0.876	3.683	0.766	0.378
G2	54	2.08	0.732	0.563	0.472	*	*
G Tot	54	2.919	0.380	-0.141	1.624	0.713	0.196

* Only two items

From the above table, the researcher had no reason to suspect that the normality assumption was violated. Table 4.24 clearly indicates that most of the Cronbach

alpha values were acceptable as they fell above 0.6 (Simon, 2008; cf. 3.4.1.2). The Cronbach alpha was low for factor D2: this could be due to educators not being familiar with Educational Law. The totals for D (D Tot) indicated a reliable scale for the whole Section D.

4.5 QUANTITATIVE DATA ANALYSIS: SECTION C

When data are collected, the observations must be organized so that the researcher can easily and correctly interpret the results (McMillan & Schumacher, 2010:152). In the following section the method used for representing the data is frequency distribution.

4.5.1 Learner responses: Section C

Section C of the *learner questionnaire* was divided into 10 sub-divisions, C1-C10 (cf. Appendices G), which all aimed at finding out the participating learners' perceptions on the value and characteristics of their Code of Conduct. Frequency involves counting the occurrence of a value (Fouché & Bartley, 2011:255). The frequency of characteristics of school rules was investigated with the use of a four point Likert scale. A Likert scale is useful when behaviour, attitude or another phenomenon of interest needs to be evaluated (Leedy & Ormrod, 2005:185).

Question C1 characterizes the importance of certain advantages of introducing school rules and the rating continuum was:

1 = Very important

2 = Moderately important

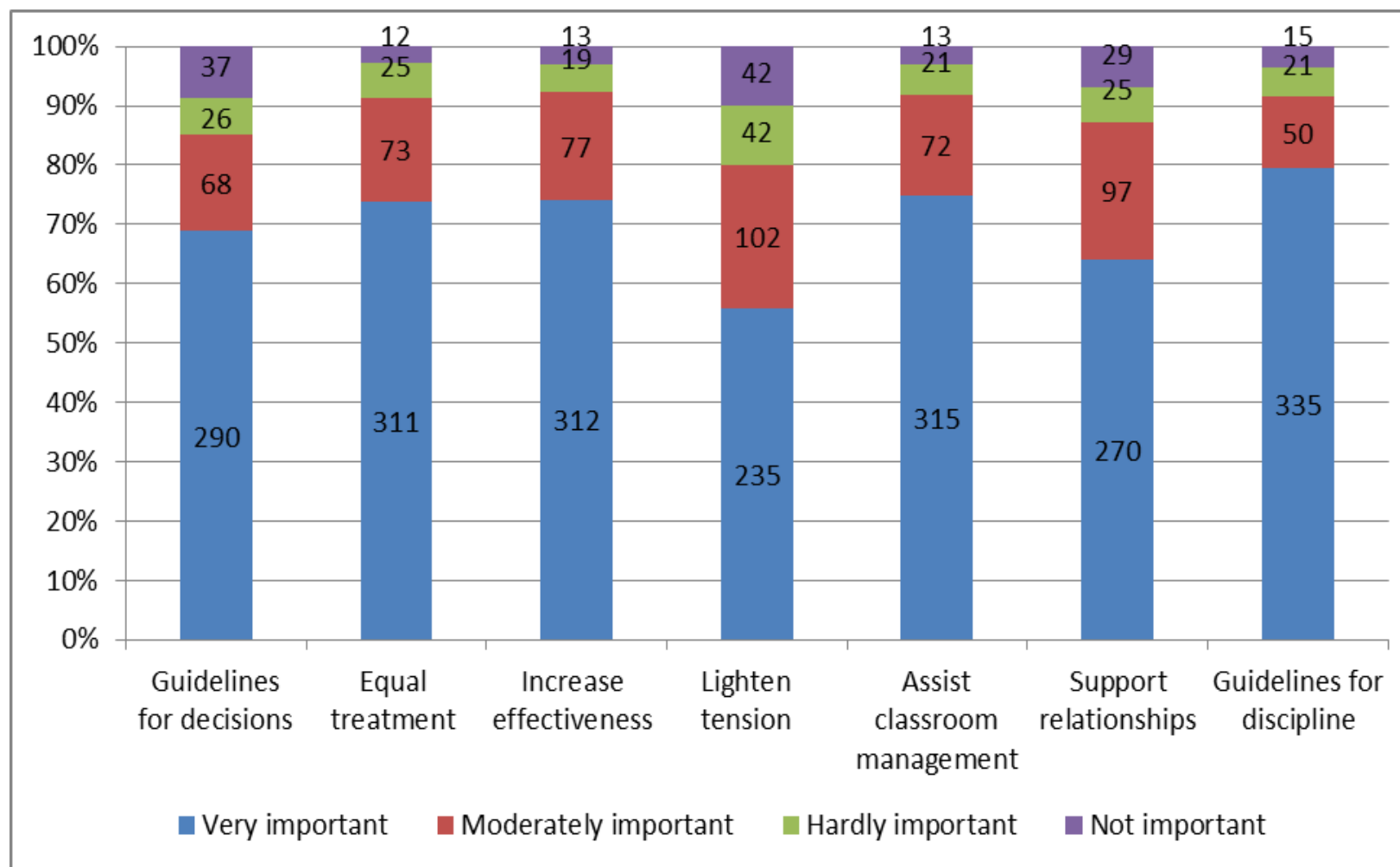
3 = Hardly important

4 = Not important at all.

Table 4.25: Learners' perceptions – judging the importance of advantages of school rules

		Very important		Moderately important		Hardly important		Not important		Total	
School rules should:		f	%	f	%	f	%	f	%	f	%
C1_1	give guidelines for the implementation of management decisions.	290	68.9	68	16.2	26	6.2	37	8.8	421	100.0
C1_2	provide for the equal treatment of offenders.	311	73.9	73	17.3	25	5.9	12	2.9	421	100.0
C1_3	increase the effectiveness of the school administration.	312	74.1	77	18.3	19	4.5	13	3.1	421	100.0
C1_4	lighten the tension of decision-making for the educator.	235	55.8	102	24.2	42	10.0	42	10.0	421	100.0
C1_5	assist the educator in successful classroom management	315	74.8	72	17.1	21	5.0	13	3.1	421	100.0
C1_6	support positive educator-learner relationships.	270	64.1	97	23.0	25	5.9	29	6.9	421	100.0
C1_7	give clear guidelines for disciplined behaviour.	335	79.6	50	11.9	21	5.0	15	3.6	421	100.0

Figure 4.2: Learner responses – The importance of school rules



School rules should give guidelines for the implementation of management decisions

290 (68.9%) of the learners indicated that it was *very important* that school rules should give guidelines for carrying out school management decisions. 68 (16.2%) of learners indicated that it was *moderately important* and 26 (6.2%) indicated that it was *hardly important*, while 37 (8.8%) indicated that it was *not important at all*. To manage and govern effectively, the School Governing Body must not only be able to govern effectively and efficiently, but also have the facility to implement these rules in the school situation and implement them in cases of learner misconduct by means of a specific disciplinary course stipulated in the school's Code of Conduct, as referred to in the Guidelines for Codes of Conduct (SA, 1998; Joubert & Squelch, 2005:26; cf. 2.4.3.1.2). The data supports the literature in that 85.1% learner participants indicated that it is important or very important that school rules should give guidelines for the implementation of management decisions.

School rules should provide equal treatment of offenders

311 (73.9%) learner participants indicated that it was *very important* that school rules should provide for equal treatment of offenders. 73 (17.3%) indicated that it was *moderately important*. 25 (5.9%) indicated that it was *hardly important* and 12 (2.9%) indicated that it was *not important at all*. According to Baxter (1984:596; cf. 2.4), subordinate legislation must be even-handed and clear. Section 9 of the Constitution (1996; cf. 2.4.2.2.2) obligates and requires of the government to ensure the right to equal benefit and protection of the law for any individual (Nieuwenhuis, 2007:156). When taking into account the drafting of a learner Code of Conduct at school level, this is a principle that should be kept in consideration. The literature supports the data in that 91.2% of learner participants either considered it very important or moderately important that school rules should provide for equal treatment of offenders. It would be interesting to see if school rules grant this fundamental right.

School rules should increase the effectiveness of the school administration

Administrative action means any action or decision taken, or any failure to take a decision by an organ of state when exercising the power provided for in terms of the Constitution (Joubert & Squelch, 2005:19; cf. 2.4.2.3.7). 312 (74.1%) learners indicated that it was *very important* that school rules should increase the effectiveness of school administration. 77 (18.3%) learners indicated that it was *moderately important*. 19 (4.5%) indicated that it was *hardly important* and 13 (3.1%) indicated that it was *not important at all*. The administration of the education system does not take place independently. Rules, regulations and legal principles that are significant to school discipline, and which form the foundation of discipline policies and procedures, are established in the various sources of law (Davies, 1999:22; cf. 2.4). 92.4% learner respondents recognized the important influence of school rules. In the case of *Francois van Biljon v Neil R Crawford*, (cf. 2.4.2.3.7) the judge had sided with the principal, although Van Biljon's behaviour did not justify suspension, because he felt that the principal had decided to take care of the manner informally and decided that the court would not interfere. Judge Van der Byl pointed out that schools and their principals need to take heed in performing administrative actions. The literature supports the learner response concerning school rules increasing the effectiveness of school administration.

School rules should lighten the tension of decision-making for educators

235 (55.8%) of the participating learners indicated that it was *very important* that school rules should lighten the tension of decision-making for educators. 102 (24.2%) learner respondents indicated that it was *moderately important*. 42 (10%) indicated that it was *hardly important* and none indicated that it was *not important at all*. According to Rogers (1998:11) and Rossouw (2003:432; cf. 2.3.2.1), discipline is educator-focused activities whereby educators seek to lead, direct, guide, manage and confront a learner about the behaviour that disturbs the rights of others. School rules should be so comprehensive and clear that

educators need not be unsure as to which behaviour is unwanted or incorrect. Du Plessis and Looock (2007:10, *cf.* 2.4.3.1.1) state that school rules should aim at smoothing the process of constructive learning. In this instance school rules should lighten the tension of decision-making for educators.

School rules should assist the educator in successful classroom management

315 (74.8%) learner participants indicated that it was *very important* that school rules should assist the educator in successful classroom management. 72 (17.1%) learner participants indicated that it was *moderately important*. 21 (5%) learner participants indicated that it was *hardly important* and none indicated that it was *not important at all*. From the learner response of this question, it was indicated that 91.9% considered the statement that school rules should assist the educator in successful classroom management as either very important or important. This is definitely one of the chief advantages of school rules, according to the learner response.

School rules should support positive educator-learner relationships

270 (64.1%) learner participants indicated that it was *very important* that school rules should support positive educator-learner relationships. 97 (23%) learner participants indicated that it was *moderately important*. 25 (5.9%) indicated that it was *hardly important* and 29 (6.9%) indicated that it was *not important at all*. The data supports the literature since Charles (2002:2; *cf.* 2.1) states that the bad behaviour of learners leads not only to educators suffering, but also to fellow learners who then do not achieve academically according to their potential. To Rossouw (2003:414-415; *cf.* 2.2.3.2), sound public school discipline would bring about educators and learners in a relationship of authority and mutual respect. 87.1% of learner respondents indicated that school rules should support positive educator-learner relationships.

School rules should give clear guidelines for disciplined behaviour

335 (79.6%) learner respondents indicated that it was *very important* that school rules should give clear guidelines for disciplined behaviour. 50 (11.9%) learner respondents indicated that it was *moderately important*. 21 (5.9%) indicated that it was *hardly important* and 15 (3.6%) indicated that it was *not important at all*. The Constitutional Court pointed out in the *MEC for Education, Kwa-Zulu Natal and Others v Pillay* (2008(1) SA474 (CC); cf. 2.4.2.3.1) that a properly drafted code would not only spell out realistic boundaries to the learners, but also indicate which route was to be taken when seeking and granting exemption. The learner participants indicated that school rules should give clear guidelines for disciplined behaviour.

That school rules should give clear guidelines for disciplined behaviour is definitely the most important advantage of school rules.

A Code of Conduct is directed at creating a disciplined and purposeful school environment (cf. 2.4.3.1; Joubert & Squelch, 2005:24). Disciplinary measures are therefore created to promote and preserve a well-disciplined school environment and, at the same time, punish improper conduct through a process that also encourages offenders to improve their behaviour (cf. 2.3.4.1; Van der Bank, 200:310-315). Learner participants indicated secondly, that school rules should assist the educator in successful classroom management. The data proves its importance.

In the third place, learners indicated that school rules should increase the effectiveness of school administration, and then provide for equal treatment of offenders. Oosthuizen *et al.* (2003:47; cf. 2.4.3.2) indicated that the requirements for enforcing school rules should be consistently applied and include pointing out the punitive measures that will be taken by the school in cases of transgressions. In fifth position, learners indicated that school rules should give guidelines for the implementation of management decisions followed by the perception that school rules are creating a positive educator-learner relationship. Lastly, the learners

indicated that school rules lighten the tension of decision-making for the educator.

Learner participants have indicated that the most important and valuable characteristic of school rules is that they give guidelines for disciplined behaviour. The least important characteristic is that they take away the stress of decision-making.

Question C2 characterizes the influence of school rules and the continuum was:

1 = strongly agree

2 = agree

3 = disagree

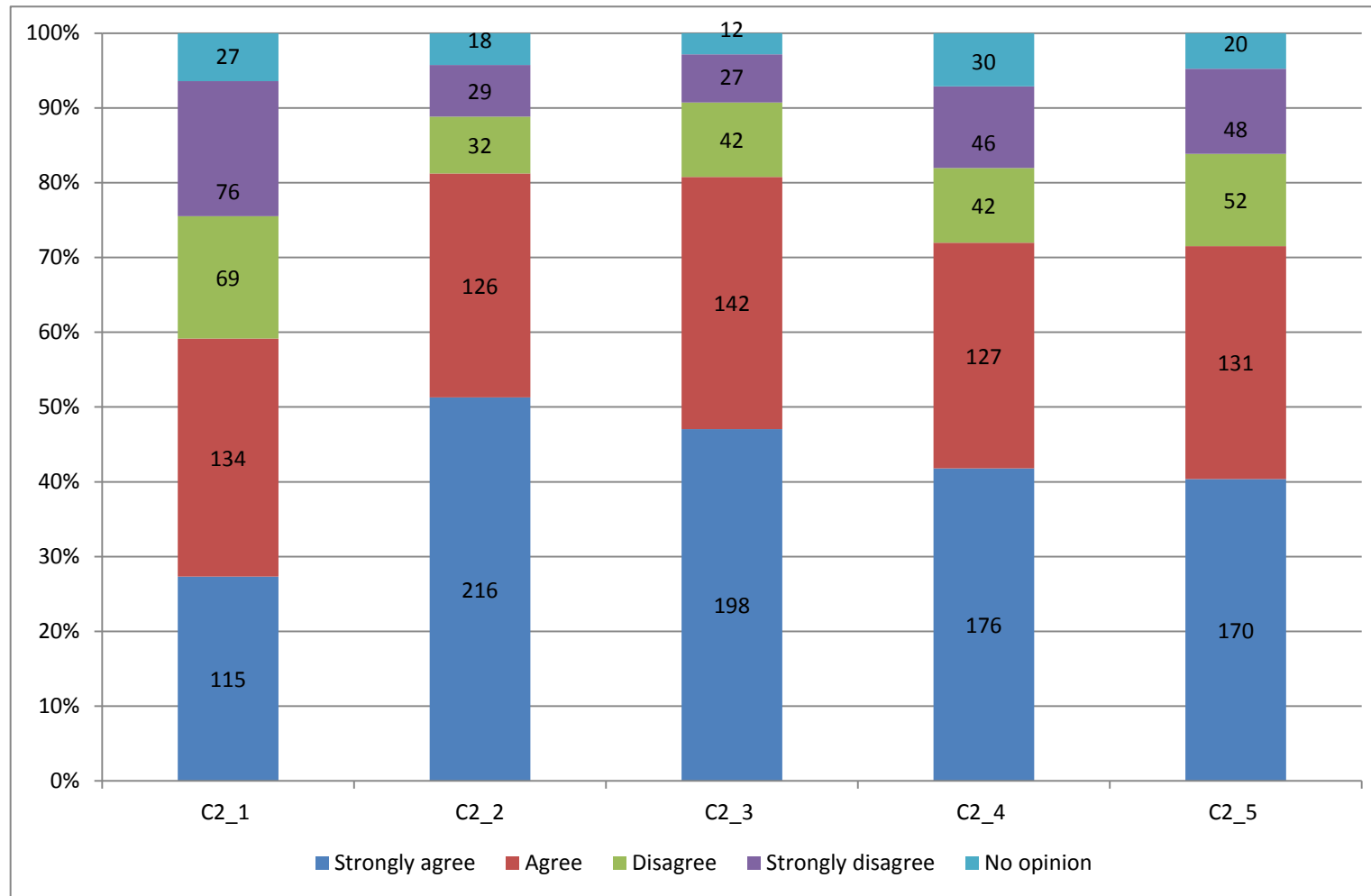
4 = strongly disagree

5 = No opinion

Table 4.26: Learner response – the influence of school rules

		Strongly agree		Agree		Disagree		Strongly disagree		No opinion	
School rules:		f	%	f	%	f	%	f	%	f	%
C2_1	hardly ever give explanations.	115	27.3	134	31.8	69	16.4	76	18.1	27	6.4
C2_2	let teachers act strictly according to the rules.	216	51.3	126	29.9	32	7.6	29	6.9	18	4.3
C2_3	help to get rid of disciplinary problems at school	198	47	142	33.7	42	10	27	6.4	12	2.9%
C2_4	are seen by teachers as good enough for their purpose.	176	41.8	127	30.2	42	10	46	10.9	30	7.1
C2_5	are respected by learners.	170	40.4	131	31.1	52	12.4	48	11.4	20	4.8

Figure 4.3: Learner response – the influence of school rules



School rules hardly ever give explanations

From Table 4.26, 134 (31.8%) learner participants *agreed* that school rules hardly ever give explanations, 115 (27.3%) learner participants had *strongly agreed* with this statement. 69 (16.4%) *disagreed* and 76 (18.1%) *strongly disagreed*. 27 (6.4%) had *no opinion*. Discipline is focused at encouraging appropriate and proper behaviour, is a positive behaviour management arrangement and should lead to the development in learners' improvement of self-discipline and control (Joubert & Squelch, 2005:2; *cf.* 2.3.2.1). According to Oosthuizen *et al.* (2003:471; *cf.* 2.4.3.1.2), school rules not only need to describe acceptable conduct, but also need to point out the punitive measures that will be taken by the school in cases of transgression. The responses from the participants are alarming, because more than half the learner participants indicated that they agreed or strongly agreed that school rules hardly ever give explanations.

School rules let teachers act strictly according to the rules.

216 (51.3%) of the participating learners *strongly agreed* that educators acted strictly according to school rules. 126 (29.9%) *agreed* and 32 (7.6%) of the learner participants *disagreed* with this statement. 29 (6.9%) *strongly disagreed*, while twelve (2.9%) had *no opinion*. A Code of Conduct should be aimed at smoothing the process of constructive learning (SA 1998:item 1.1 & 1.4; *cf.* 2.4.3.1.1). Disciplinary processes for disciplining learners, that is, the steps that will be followed, must be included in the Code of Conduct. Mestry *et al.* (2007:180; *cf.* 2.4.3) point out that this would guarantee that educators supervise learner discipline reasonably and fairly.

According to Bray (2005:135; *cf.* 2.4.3.1.1), learners should be protected and not abused by adults or fellow learners, and learners and educators should not be guilty of ill-treating one another (SA, 1998 item 7.2; *cf.* 2.4.3.1.1). It is encouraging to see that the data supports the literature in the fact that more than 80% of the learner participants either agreed or strongly agreed that school rules let teachers act strictly according to the rules. According to the literature, as pointed out by Bray (2000:270; *cf.* 2.3.2.1) and Squelch

(1997:381), it is important that educators should be fully up-to-date with the legal prescriptions with reference to educational discipline.

School rules help to get rid of disciplinary problems at school

198 (47%) *strongly agreed* that school rules help to get rid of disciplinary problems at school. 142 (33.7%) *agreed*, 42 (10%) *disagreed*, 27 (6.4%) *strongly disagreed* and 12 (2.9%) had *no opinion*. A well planned Code of Conduct, according to Smit (2008:84; cf. 2.4.3.1.1), must make provision for the needs and expectations of the community and should serve as an example to the learners for their eventual conduct in society (SA, 1998:item 1.4). A set of school rules is a requirement at every school to guarantee and enhance effective educational training (Oosthuizen, 2005:35; cf. 2.3.2.1). If school rules do not fulfil this most basic function of alleviating disciplinary problems, one would wonder how effective they are and to what extent have they been updated to adhere to the current educational dispensation? The literature is supported by the data in that 80.7% of the participating learners agreed or strongly agreed that school rules help to get rid of disciplinary problems at school.

School rules are seen by teachers as good enough for their purpose

176 (41.8%) of the participating learners *strongly agreed* that their teachers view school rules as good enough for their purpose. 127 (30.2%) *agreed* with this statement. 42 (10.9%) of the learner participants *disagreed*, while 46 (10.9%) *strongly disagreed*. 18 (4.3%) of the learner participants had no opinion. Educators have the right and duty to assert themselves in the classroom by taking conducive action to enforce school rules (Charles, in Sadker & Zittleman, 2010:388; cf. 2.3.2.2). Educators should have the confidence to assert themselves in the classroom; therefore it is encouraging to see that 72.1% of participating learners indicated that school rules are good enough for their purpose. Van Wyk (2001:198; cf. 2.4.3) is concerned about the fact that many educators in South Africa do not know enough about the available disciplinary options and, as a result, they use disciplinary measures that are mainly retaliatory, unconsidered, degrading and grueling instead of

calling on measures characteristic of being remedial and developmental. The researcher is concerned about the fact that educators are not always fully aware of modern approaches and changes in the curriculum, as pointed out when the age and the experience of educators were considered (cf. 4.3.2.2 & 4.3.2.4).

School rules are respected by learners

The Guidelines for Codes of Conduct (SA, 1998) stipulate that learners need obey the school rules (cf. 2.4.3.1.1). Learner discipline and managing learner discipline are fundamental to successful teaching and learning (Blandford, 1998:9; cf. 2.4.3). 170 (40.4%) learner participants *strongly agreed* that school rules are respected by learners. 131 (31.1%) *agreed* with this statement. 52 (12.4%) *disagreed*, while 48 (11.4%) learner participants *strongly disagreed* with this and 20 (4.8%) did not answer the question. Sound discipline is not only one of the key characteristics of effective schools, it also forms the basis of every aspect of school life (Blandford, 1998:38; cf. 2.3.1). Charlton and David (1993:5; cf. 2.3.1) argue that positive conduct is an essential prerequisite for effective teaching and a significant education outcome, which is held in high esteem within the various social orders. 71.5% of the learner participants either strongly agreed or agreed with this statement. One would assume that more learners would indicate a positive response to this statement, yet a large number of learners did not agree with this statement or did not offer an answer. The researcher's concern is the reason why learners do not respect the school rules. Is it because of their physical condition and development, cognitive development, affective development or social development (cf. 2.3.4.1)? If these factors are under consideration, one should pay special attention to them when Codes of Conduct are being drawn up. The main weakness that learner participants were in agreement with, is that they perceive school rules as not being extensive enough.

Question C3 characterizes the influence of school rules and the continuum was:

1 = Yes

2 = No

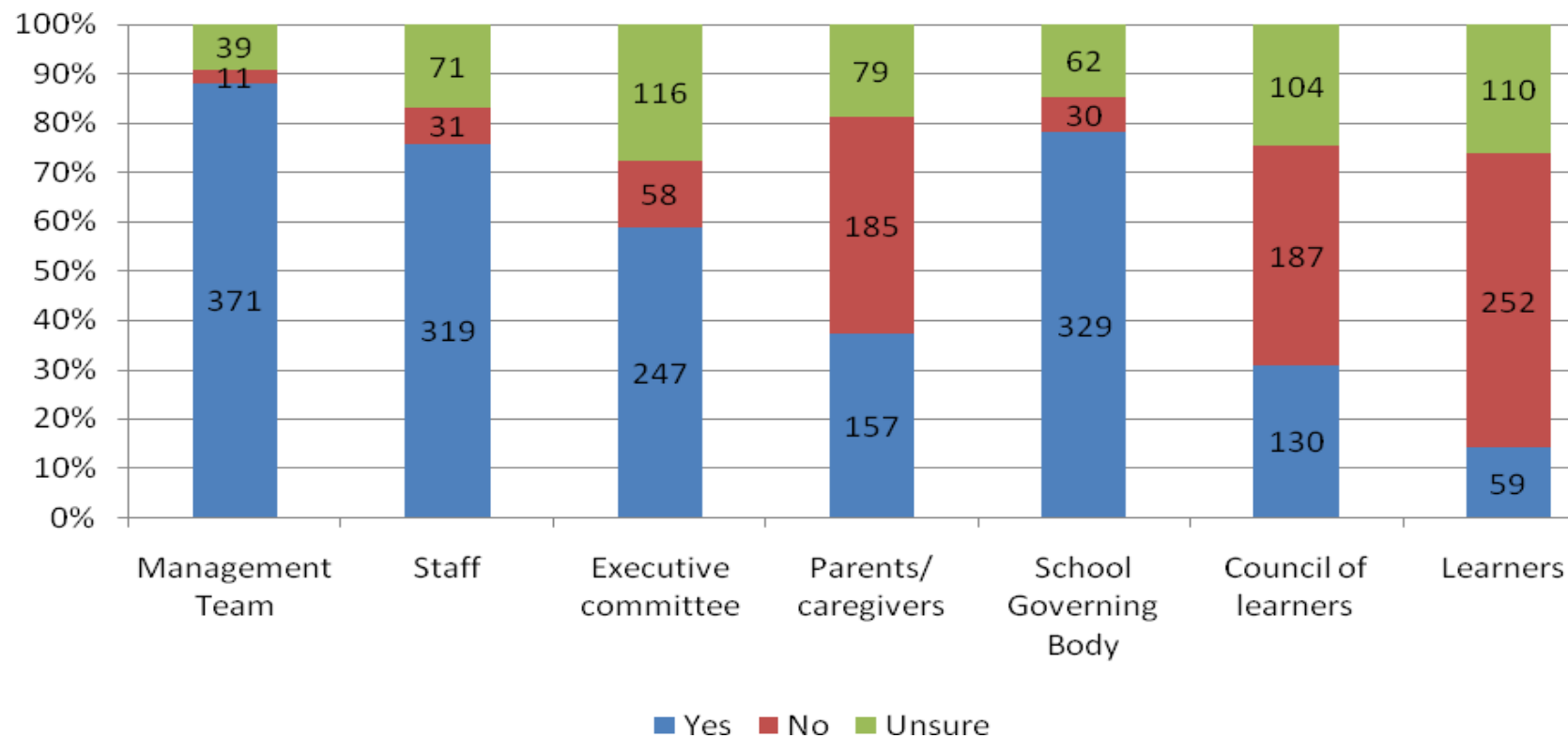
3 = Unsure

It is the duty of everyone involved to make the education system work and to use the system in order to make a significant difference at each school (Lumby *et al.*, 2003:ix; *cf.* 2.3.2.2). The following questions aimed at determining the perception of learners in identifying the people or bodies involved in drawing up school rules. The literature clearly states that everyone that is involved in education or dependent on proper education should make a difference at every school (Eloff, 2009:36, *cf.* 2.3.3.2).

Table 4.27: Learner response – people/bodies involved in drawing up school rules

People involved in setting up the school rules		Yes		No		Unsure		Total	
		f	%	f	%	f	%	f	%
C3_1	School Management Team	371	88.1	11	2.6	39	9.3	421	371
C3_2	The staff members	319	75.8	31	7.4	71	16.9	421	319
C3_3	The executive committee	247	58.7	58	13.8	116	27.6	421	247
C3_4	The parents/caregivers	157	37.3	185	43.9	79	18.8	421	157
C3_5	The School Governing Body	329	78.1	30	7.1	62	14.7	421	329
C3_6	The Representative Council of Learners	130	30.9	187	44.4	104	24.7	421	130
C3_7	The learners of the school	59	14.0	252	59.9	110	26.1	421	59

Figure 4.4: Learner response – People/bodies involved in drawing up school rules



From Table 4.27, 371 (88.1%) learner respondents indicated that the **School Management Team** participated in drawing up school rules. 11 (2.6%) indicated that they were not involved in drawing up the school rules, while 39 (9.3%) were unsure. The value of education is reliant on the competencies of each educational participant. The law regulates the complex network of relations and establishes each one's place in education (Botha *et al.* 2001: Preface; *cf.* 2.3.3.3). The School Management Teams are, to a very large extent, responsible for the disciplinary process and implementation at their respective schools. The indication from learner participants was in line with what could be expected of School Management Teams.

329 (78.1%) learner participants indicated that the **School Governing Body** participated in setting up school rules. 30 (7.1%) participating learners indicated that the School Governing Body did not participate in setting up school rules. 62 (14.7%) were unsure whether the School Governing Body participated in setting up school rules. Wolhuter and Oosthuizen (2003:438; *cf.* 2.4.3) argue that when the abolition of corporal punishment left a definite vacuum in methods dealing with serious learner misconduct, the State attempted to fill this vacuum in two ways: it introduced school-level Codes of Conduct; and parent/caregivers were given unprecedented involvement in school affairs via representation on the School Governing Body (Morrell, 2001:292; *cf.* 2.4.3). It could then be expected that the influence of the School Governing Body would be extensive. The gathered data supports the literature.

319 (75.8%) learner respondents indicated that the **staff** participated in drawing up school rules. 31 (7.4%) learner participants indicated that the staff did not participate in drawing up school rules, while 71 (16.9%) learner participants indicated that they were unsure if the staff participated in drawing up school rules. The data supports the literature, because 75.8% of learner participants indicated that the staff participated in drawing up the school rules.

247 (58.7%) learner participants indicated that the **Executive Committee** participated in setting up the school rules. 58 (13.8%) learner participants indicated that the Executive Committee did not, and 116 (27.6%) indicated

that they were unsure. School principals embody not only State authority, as delegated by the provincial Head of Department, but also the professional management section of which the principal is the person in charge of the school (84 of 1996:sec.16(3) & 23; *cf.* 2.3.3.1). The school principal does not only add the know-how of a professional school manager to school governance, but puts into effect significant law-making control over public schools (Bray, 2005a:133; *cf.* 2.3.3.1).

157 (37.3%) learner participants indicated that the **parents/caregivers** had participated in setting up the school rules. 185 (43.9%) learner participants indicated that the parents did not participate in setting up the school rules. 79 (18.8%) learner participants indicated that they were unsure if the parents participated in setting up school rules. The most direct and influential system known to influence the learner is that of the parents/caregivers (Steyn *et al.*, 2003:229; *cf.* 2.3.3.3). From a learner's point of view, lack of parental/caregiver interest is the most prevalent reason for disciplinary problems (Wolhuter & Oosthuizen, 2003:454). It is a concern that 62.7% did not agree or are unsure about the influence of their parents/caregivers in the drawing up of school rules.

130 (30.9%) learner participants indicated that the **Representative Council of Learners** participated in the drawing up of school rules, while 187 (44.4%) disagreed that the Representative Council of Learners had any part in drawing up school rules. 104 (24.7%) indicated that they were unsure whether the Representative Council of Learners participated in drawing up school rules.

59 (14%) learner participants agreed that **other learners** of the school, participated in drawing up school rules. 252 (59.9%) learner participants indicated that other learners of the school did not participate in drawing up school rules. 110 (26.1%) learner participants indicated that they were unsure whether the other learners of their school participated in drawing up school rules. The Guidelines for Codes of Conduct (SA, 1998) stipulates that learners need to be included in the formulation of school and classroom rules (item 1.5 & 5.1(b); *cf.* 2.4.3.1.1). It is a concern that only 14% of learner

respondents indicated that the other learners of the school did not participate in drawing up school rules.

From this data, one could conclude that many of the participants were unsure of the parties involved in setting up of school rules. The fact that so many participants indicated that they were unsure of the participation of the set groups, proves this theory.

The learner participants indicated, as with the educators, that the School Management Team had the biggest input (88.1%) in stipulating school rules. The School Governing Body is second to them, with 78.1%. The staff was ranked third with 75.8%. The learners felt that they had the least input (14%) in the drawing up of school rules. This could be negotiated as a main reason for non-compliance. Parents/caregivers had a 37.3% input and then the Representative Council of Learners had a 30.9% input.

Question C4 aimed at finding the most meaningful characteristic of school rules in general.

Participants had to mark the applicable characteristic. Characteristics were identified using the literature review.

Table 4.28: Learner response – most meaningful characteristic of school rules

Characteristic			
School rules should ...	f	%	Ranking
...indicate fair procedure	92	21.9	3
...be revised regularly	24	5.7	6
...be clear-cut	149	35.4	1
...stipulate the school uniform	29	6.9	4
...indicate strict punishment	27	6.4	5
...be drawn up in consultation with the learners	100	23.8	2
TOTAL	421	100	

Most meaningful characteristic of school rules

Characteristic	f	%
Indicate fair procedure	92	21.90%
Reworked on regular basis	24	5.70%
Learners should understand school rules	149	35.40%
School rules should stipulate school uniform	29	6.90%
Indicate strict punishment	27	6.40%
Learners should be included in drawing up school rules	100	23.80%

149 (35.4%) of the participating learners indicated that the most important characteristic was that learners should *understand school rules*. 100 (23.8%) learner participants indicated that they should be *included in the drawing up of school rules*. 92 (21.9%) learner participants indicated that the most meaningful characteristic of school rules should be that they *indicated fair procedure*. 29 (6.9%) indicated that it should *stipulate the school uniform*. 27 (6.4%) learner participants indicated that school rules should *indicate strict*

punishment. As referred to in the Guidelines for Codes of Conduct (SA, 1998; Joubert & Squelch, 2005:26; cf. 2.4.3.1.2), the School Governing Body needs to implement these rules in the school situation and implement them in cases of learner misconduct by means of a specific disciplinary course stipulated in the school's Code of Conduct. 24 (5.7%) of the participating learners indicated that school rules should be *reworked regularly*.

According to Oosthuizen and Van Staden (2007:362; cf. 2.3.3.1), the logic, performance and basis of the teaching and learning surroundings at schools are rooted in different community features and imitate the interpersonal and shared viewpoint.

Not surprisingly, most learners indicated that the most important characteristic of school rules was that learners should understand them. Ranked second, learners indicated that they should be included in the drawing up of school rules, because according to Table 4.27, most of them indicated that they were not consulted. Participating learners indicated that it was least important that school rules should be revised regularly.

Question C5 aimed at finding out how often school rules are brought to the attention of learners through various media.

The rating continuum for Question C5 was:

1 = Always

2 = Sometimes

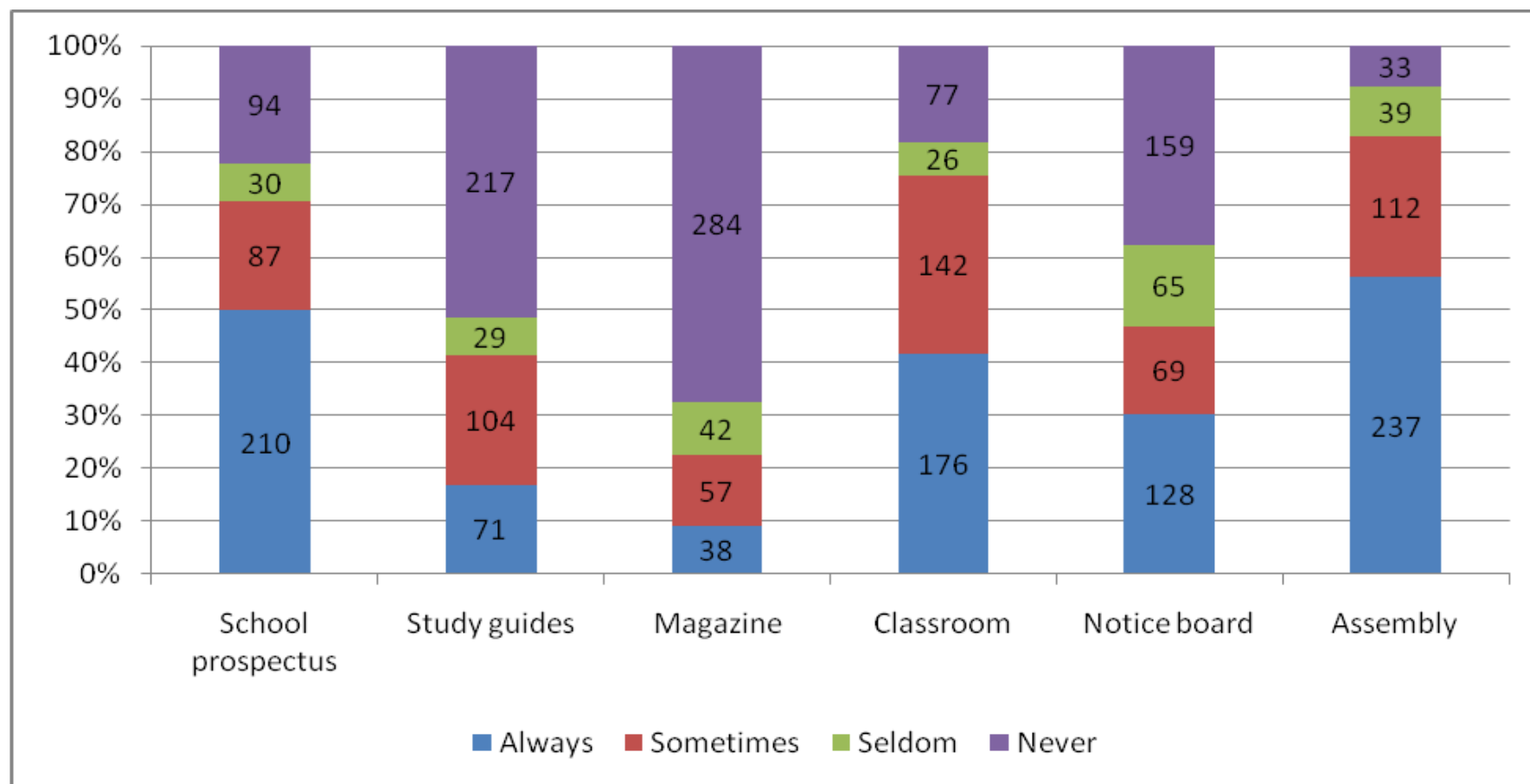
3 = Seldom

4 = Never

Table 4.29: Learner response – how often school rules are brought to the attention of the learners through the following ways

		Always		Sometimes		Seldom		Never		Total	
School rules:		f	%	f	%	f	%	f	%	f	%
C5_a	Written in the school prospectus	210	49.9	87	20.7	30	7.1	94	22.3	421	100
C5_b	Written in school study guides	71	16.9	104	24.7	29	6.9	217	51.5	421	100
C5_c	Written in the school magazine	38	9%	57	13.5	42	10.0	284	67.5	421	100
C5_d	Put up in the classroom	176	41.8	142	33.7	26	6.2	77	18.3	421	100
C5_e	Put up on the school notice board	128	30.4	69	16.4	65	15.4	159	37.8	421	100
C5_f	Given during assembly	237	56.3	112	26.6	39	9.3	33	7.8	421	100

Figure 4.5: Learner response – ways in which school rules are communicated



According to Roos (2003a:486; cf. 2.4.3.1.1) and Joubert and Snelch (2005:35; cf. 2.4.3.1.1), the Code of Conduct will remain applicable and effective unless otherwise revised. Revision of school rules should take place annually and a period for revision must be given to all stakeholders. A copy of the school rules should be issued to learners at the beginning of the school year and young learners at primary schools should also be informed verbally of school rules (Joubert & Snelch, 2005:34). A Code of Conduct should not merely exist in theory, but should be consistently applied (Oosthuizen *et al.*, 2003:471; cf. 2.4.3.1.2).

210 (49.9%) learner participants indicated that the school rules were brought to their attention through the **prospectus**. 87 (20.7%) learner participants indicated that the school rules were sometimes brought to their attention through the prospectus, while 30 (7.1%) learner participants indicated that it was seldom brought to their attention through the prospectus. 94 (22.3%) participating learners indicated that the school rules were never brought to their attention through the prospectus. Most learner participants (70.6%) were in accordance when they indicated that the school prospectus was a commonly used instrument to communicate school rules.

71 (16.9%) learner participants indicated that school rules were communicated to them through study **guides**. 104 (24.7%) indicated that study guides were sometimes used to communicate school rules. 29 (6.9%) indicated that the school rules were seldom used as communication medium for school rules and 217 (51.5%) said that school rules were never included in study guides. Learner participants were of the opinion that study guides were not a popular method of communicating school rules.

38 (8%) participating learners indicated that school rules were always communicated through the **school magazine**, while 57 (13.5%) indicated that school rules were seldom communicated in this manner. 42 (10%) learner participants indicated that school rules were seldom communicated through the school magazine and 284 (67.5%) learner participants indicated that school rules were never brought to their attention through the school

magazines. One could argue that publication in the school magazine was not a popular means to communicate the school rules.

Learner participants are of the opinion that the **display of school rules in classrooms** was a popular means of communicating school rules. 176 (41.8%) learner participants indicated that school rules were always communicated through display in classrooms, while 142 (33.7%) learner respondents indicated that this is sometimes the case. 26 (6.2%) learner participants indicated that this was seldom the case, whereas 77 (18.3%) of participating learners indicated that school rules were never communicated to them through classroom display.

128 (30.4%) learner participants indicated that **notice boards** were always used and 69 (16.4%) learner participants indicated that notice boards were sometimes used for means of communicating school rules. 65 (15.4%) learner participants were of the opinion that notice boards were seldom used and 159 (37.8%) learner participants indicated that notice boards were never used for the communication of school rules.

237 (56.3%) and 112 (26.6%) of participating learners indicated that school rules were respectively always and sometimes **communicated at assembly**. 39 (9.3%) and 33 (7.8%) gave an indication that this was seldom or never the case. The data is supported by the literature: it is an effective way of communicating the school rules at assembly, because at primary schools the younger learners must be made aware of school rules and the interpretation thereof regularly (cf. 2.4.3.1.1; Joubert & Squelch, 2005:34).

It is clear from the learner response that the most regularly used form communicating school rules was invariably be at school assembly. It is then recognized that school rules are displayed in classrooms, which is also the second often used way of communicating the school rules. School rules are communicated in prospectuses, which is the third most popular way of communicating them. Notice boards, study guides and the school magazine as media of creating awareness of school rules seem to be used to a lesser extent. The Constitutional Court pointed out (cf. 2.4.2.3.1) that a properly

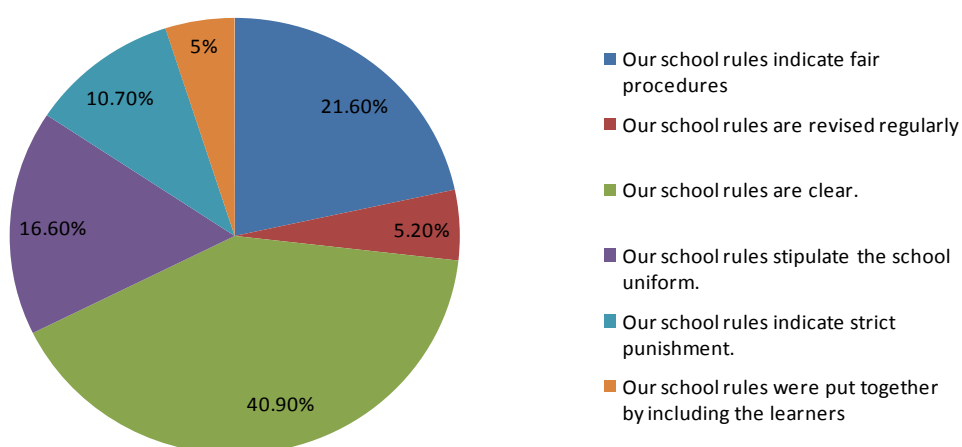
drafted code would not only spell out realistic boundaries to the learners, but also which route could be taken when seeking and granting exemption from the school rules. The Court suggested fostering a spirit of reasonable accommodation at schools and even avoiding acrimonious disputes.

Question C6 aimed at finding that single characteristic that would describe school rules the best.

Table 4.30: Learner response – the characteristic that describes our school rules best

Our school rules...	f	%	Ranking
...indicate fair procedure	91	21.6	2
...are revised regularly	22	5.2	5
...are clear-cut	172	40.9	1
...stipulate the school uniform	70	16.6	3
...indicate strict punishment	45	10.7	4
...are drawn up in consultation with the learners	21	5.0	6
TOTAL	421	100	

Learner response - most important characteristic of our school rules



172 (40.9%) learner participants indicated **clear-cut school rules** as the most important characteristic that characterized their school rules. Disciplinary measures are created to promote and preserve a well-disciplined school environment and, at the same time, rule out and punish improper conduct through a process that also encourages offenders to improve their behaviour (Van der Bank, 200:310-315; cf. 2.4.3.1). It is easy to see that the literature supports the findings. 91 (21.6%) learner participants indicated that the characteristic that describes their school rules best was that their school rules indicated **fair procedures**. 70 (16.6%) learner participants indicated that the most important characteristic describing their school rules was the fact that it **stipulated the school uniform**. The National Guidelines of School uniforms (SA, 2006:item 1; cf. 2.4.3.1.2) state that the adoption and use of a school uniform not only promotes school safety, but also promotes discipline and enhances the learning environment (Smit, 2008:88). The Guidelines for Codes of Conduct (SA, 1998) can be regarded as supporting school uniforms to the extent that they help promote a *disciplined and purposeful environment to facilitate effective* teaching and learning (item 1.1; cf. 2.3.4.1.2). A Code of Conduct also deals with unacceptable behaviour and conflict, and should provide acceptable methods to deal with such incidents (Oosthuizen & Roos, 2005:38; cf. 2.4.3.1). 22 (5.2%) indicated that the most important characteristic was that their rules were **revised regularly**. 21 (5%) learner participants indicated that the most important characteristic that described their school rules was that it is **put together by including the learners**. In the case, *Antonie vs Governing Body, Settlers High School and others*, 2002 (4) SA 738 (c)(cf. 2.4.3.1.1), a learner was found guilty by the School Governing Body of disruptive behaviour and wearing dreadlocks and a cap to school, as expression of her Rastafarian religion. She insisted that she was merely exercising her freedom of religious expression and individuality, and that she was neat and tidy the whole time. The Court ruled in her favour, setting her suspension aside and agreeing that the action taken against her could have affected her regular development and career negatively. The researcher is struck by the careful consideration that is expected of the School Governing Body when an individual learner feels threatened by a specific school rule. It is therefore important that learners are included in compiling

school rules, to determine their needs and promote their understanding of certain school rules.

Question C7 aimed at finding out how school rules are communicated to the learners.

The rating continuum was:

1 = Always

2 = Sometimes

3 = Seldom

4 = Never

Table 4.31: Learner response – times at which school rules are communicated

		Always		Sometimes		Seldom		Never		Total	
When are school rules communicated to learners?		f	%	f	%	f	%	f	%	f	%
C7_a	At the beginning of each year	327	77.7	55	13.1	17	4.0	22	5.2	421	100
C7_b	New learners on enrolment	288	68.4	89	21.1	23	5.5	21	5.0	421	100
C7_c	Continuously	103	24.5	202	48.0	61	14.5	55	13.1	421	100
C7_d	Before organized trips	204	48.5	99	23.5	42	10.0	76	18.0	421	100

Figure 4.6: Learner response – times at which school rules are communicated



327 (77.7%) learner participants indicated that the school rules were brought to their attention **at the beginning of each year**. 55 (13.1%) indicated that the school rules were *sometimes* brought to their attention at the beginning of the year, while 17 (4%) indicated that it was *seldom* brought to their attention at the beginning of the year. 22 (5.2%) learner participants indicated that the school rules were *never* brought to their attention at the beginning of the year. The participating learners were in agreement when they indicated that the school rules were most often communicated at the beginning of the school year.

282 (68.4%) learner participants indicated that the school rules were brought to their attention **on enrolment**. 89 (21.1%) indicated that the school rules were *sometimes* brought to their attention on enrolment, while 23 (5.5%) learner participants indicated that it was *seldom* brought to their attention on enrolment. 21 (5%) learner participants indicated that the school rules were *never* brought to their attention on enrolment.

103 (24.5%) learners indicated that the school rules were **continuously** brought to their attention. 202 (48%) learner participants indicated that the school rules were *sometimes* continuously brought to their attention, while 61 (14.5%) learner participants indicated that it was *seldom* continuously brought to their attention. 55 (13.1%) indicated that the school rules were *never* continuously brought to their attention.

204 (48.5%) learner participants indicated that the school rules were brought to the attention of learners before **school trips**. 99 (23.5%) participating learners indicated that the school rules were *sometimes* brought to their attention before school trips, while 42 (10%) learner participants indicated that they were *seldom* brought to their attention before school trips. 76 (18.1%) indicated that the school rules were *never* brought to their attention before school trips.

A Code of Conduct should not merely exist in theory, but should be consistently applied (Oosthuizen *et al.*, 2003:471; *cf.* 2.4.3.1.2). The learner response supports the literature, in that school rules are continuously and in

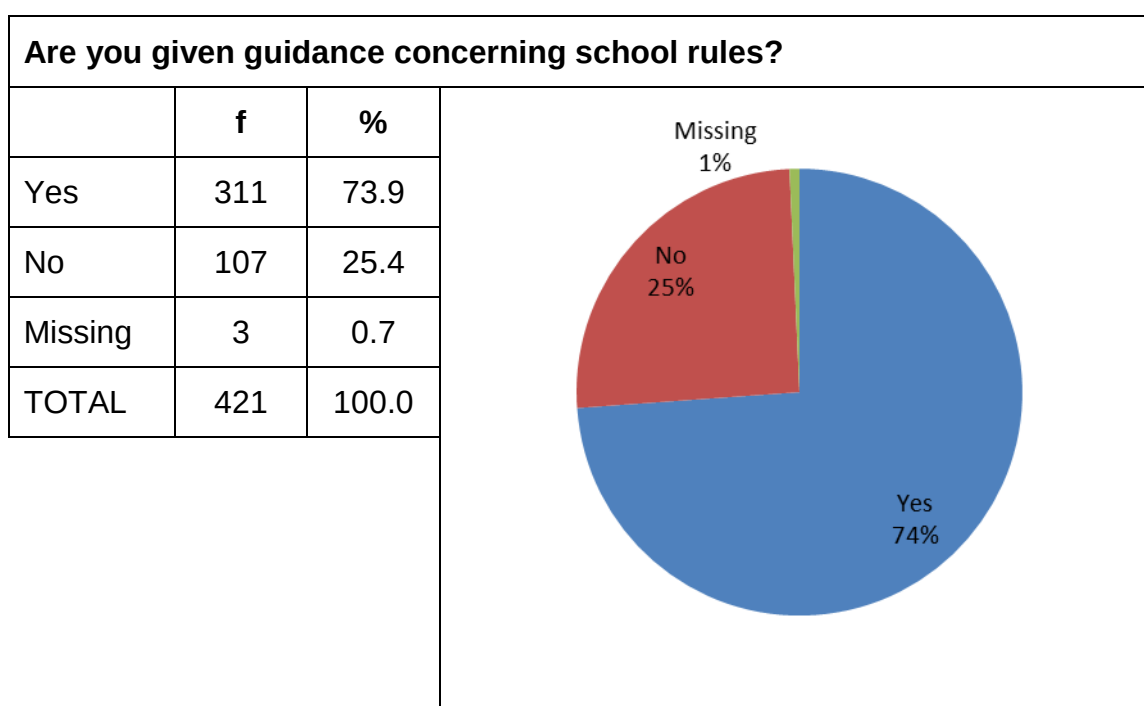
various ways being communicated to the learners. One would wonder if the effectiveness thereof could be improved.

Question C8 of the learner questionnaire aimed at finding out if learners are given guidance concerning school rules.

The literature supports the assumption that positive discipline is a prerequisite for effective learning (Charlton & David, 1993:5; cf. 2.3.1). Learners were supposed to be given guidance continuously concerning school rules.

The literature supports the assumption that positive discipline is a prerequisite for effective learning (Charlton & David, 1993:5; cf. 2.3.1). Learners were supposed to be given guidance continuously concerning school rules.

Table 4.32: Learner response – Are learners given guidance concerning school rules?



Learner participants had to indicate whether they **received guidance with regards to school rules**. 311 (73.9%) learner participants indicated that they were given guidance, while 107 (25.4%) indicated that this was not the case. 3 (0.7%) participating learners did not answer the question.

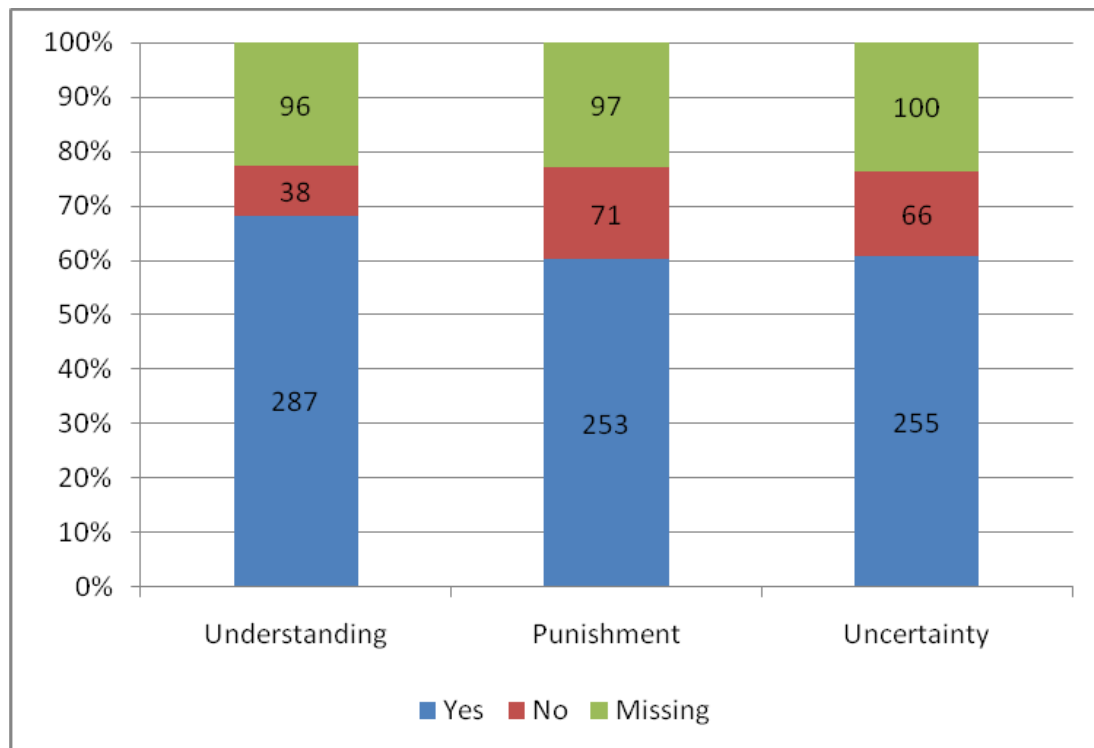
The Guidelines for Codes of Conduct highlight that the preamble of the Code of Conduct should point towards reciprocal esteem, forbearance and understanding (SA, 1998:item 2.3; *cf.* 2.4.3.1.1). Sound discipline does not happen by good fortune. It needs to be resolutely managed (Joubert & Squelch, 2005:1; *cf.* 2.3.2). According to Rogers (1998:11; *cf.* 2.3.2.1) and Rossouw (2003:432), discipline comprises educator-focused activities whereby educators seek to lead, direct, guide, manage and confront a learner about the behaviour that disturbs the rights of others. Wolhuter *et al.* (2003:42; *cf.* 2.3.2.1) strongly advise that to change unacceptable behaviour, schools should aim to react pro-actively rather than reactively when it comes to disciplinary approach. It is a concern for the researcher that so many participating learners indicated that they were not given guidance when it came to understanding school rules, although the literature clearly states the importance thereof.

Question C9 of the learner questionnaire aimed at determining whether different aspects, such as understanding school rules, which punishment goes with which bad behaviour, what to do if learners feel uncertain, are discussed.

Table 4.33: Which aspects are communicated to learners when given support concerning school rules?

Which aspects are communicated when support is given concerning school rules?	Yes		No		Missing	
	f	%	f	%	f	%
How to understand school rules	287	68.2	38	9.0	96	22.8
Which punishment goes with which bad behaviour	253	60.1	71	16.9	97	23.0
What to do if you feel uncertain	255	60.6	66	15.7	100	23.8

Figure 4.6: Learner response – aspects discussed when learners are given support concerning school rules



287 (68.2%) learner participants indicated that they received guidance concerning how to understand school rules. 38 (9%) learner participants indicated that they did not receive guidance and 96 (22.8%) participating learners did not answer the question. This is a fairly low score if one considers that, to ensure an effective school environment, it is paramount that there should be a disciplined environment. 22.8% did not offer an answer to the question: they either did not understand the question or did not feel comfortable in answering it. 253 (60.1%) learner participants indicated that they were given support into understanding which bad behaviour warranted which punishment, 71 (16.9%) learner participants indicated that they did not receive guidance and 97 (23%), again, did not answer or did not understand the question. 255 (60.6%) learner participants indicated that they received guidance when they felt uncertain about school rules. 66 (15.6%) indicated that they did not receive guidance, while 100 (23.8%) did not offer a response or chose not to answer this question. The high prevalence of learners not

answering or choosing not to answer this question is a concern for the researcher.

The chief factor in a school's achievement or malfunction as a place of learning is decided by its school atmosphere – the combined character of the school, the by-and-large ambience of the school which one can, without delay, sense when coming onto the school terrain (Pashiardis, 2000:224; *cf.* 2.3.3.1). As stated in the previous question, it is very important that educators and education leaders inform learners about proper behaviour. Punishment aims at changing the behaviour of the learner by seeking retribution and aims at controlling the learner's misconduct (Oosthuizen & Rossouw, 2003:469; *cf.* 2.3.2.1). Du Plessis and Looek (2007;1) state that it is expected of the educator to fulfil the role of the parent. The researcher of this dissertation is concerned about the fact that, to enable educators to carry out their professional duties and avoid legal repercussions, they need to be fully up to date on the legal prescriptions with reference to educational discipline, as pointed out by Bray (2000:270) and Squelch (1997:381; *cf.* 2.3.2.1). From the data, it seems as if school rules are seriously hampered and could be vastly improved if learners are given guidance concerning the interpretation of school rules, the punishment for each contravention and what to do if they feel threatened by a school rule. In the case of *Antonie vs Governing Body (Settlers High School and Others)* 2002 (4) SA 738 (c); *cf.* 2.4.3.1.2) it was stated by the Court that School Governing Bodies need to be aware and be proactive in dealing with the interpretation and implications of school rules. It is obvious that those schools that do not take heed to these aspects are opening themselves up to liability.

Question C10 of the learner questionnaire aimed at determining the people or bodies involved in the investigation of alleged serious contraventions.

The rating continuum for Question C10 was:

1 = Strongly agree

2 = Agree

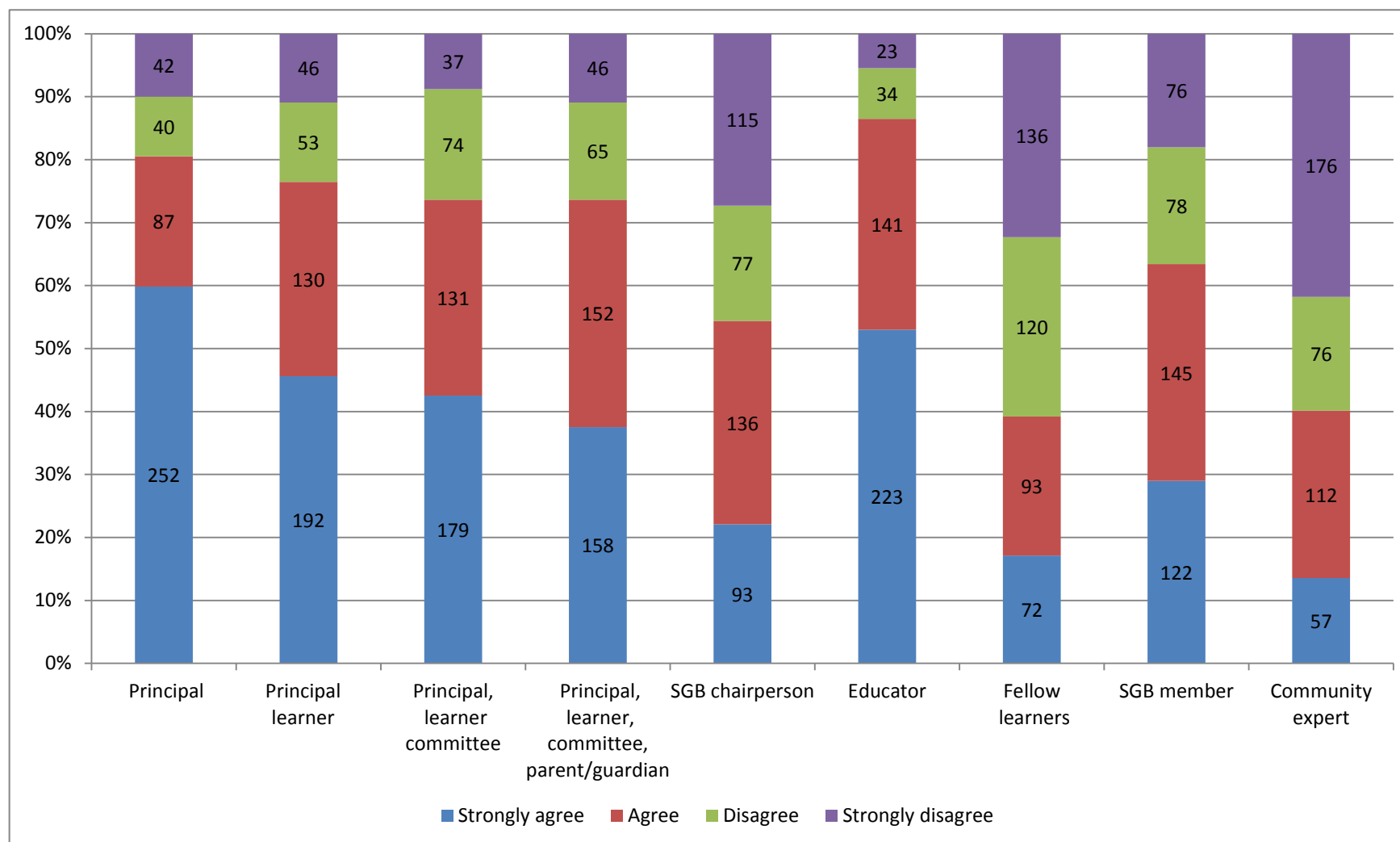
3 = Disagree

4 = Strongly disagree

Table 4.34: Learner response – the people/bodies taking part in investigating bad behaviour of learners at school

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Who takes part in investigations of bad behaviour?										
C10_1 Principal	252	59.8	87	20.6	40	9.5	42	10	421	100
C10_2 Principal and the alleged learner that contravened the school rule	192	45.6	130	30.9	53	12.6	46	10.9	421	100
C10_3 Principal, learner and disciplinary committee	179	42.5	131	31.1	74	17.6	37	8.8	421	100
C10_4 Principal, learner, disciplinary committee and parent/guardian	158	37.5	152	36.1	65	15.5	46	10.9	421	100
C10_5 School Governing Body (SGB) chairperson	93	22	136	32.3	77	18.2	115	27.5	421	100
C10_6 Educator involved in the incident	223	53.0	141	33.5	34	8.1	23	5.4	421	100
C10_7 Fellow learner who likes the accused learner	72	17.1	93	22.1	120	28.5	136	32.3	421	100
C10_8 School Governing Body member appointed to address learner discipline	122	29	145	34.4	78	18.5	76	18.1	421	100
C10_9 Expert from the community who acts as chairperson	57	13.5	112	26.6	76	18.1	176	41.8	421	100

Figure 4.7: Learner response – the people/bodies taking part in investigating bad behaviour of learners at school



252 (59.9%) learner participants indicated that they *strongly agreed* that the **principal** was involved in the investigation of serious allegations into learner misconduct. 87 (20.7%) stated that they *agreed* with this statement, 40 (9.5%) learner participants *disagreed* and 42 (10%) *strongly disagreed*. Bray (2005a:133; cf. 2.3.3.1) specifically states that the school principal is not only the professional school manager of the school governance, but also puts into effect significant law-making control over public schools. In the case of *Van Biljon v Neil R Crawford*, the judge indicated that, in cases of school offences that do not require suspension/expulsion, the principal could manage an incident in an informal manner as has been done in that case (cf. 2.4.2.3.7). The importance of the principal in matters of serious allegations into learner misconduct is supported by the learner response. Learners indicated that the principal was the most important role player in such incidents.

192 (45.6%) learners indicated that they *strongly agreed* that the **principal and the alleged learner** were involved in the investigations of serious allegations into learner misconduct. 130 (30.9%) *agreed* with this statement, while 53 (12.6%) learners *disagreed* and 46 (10.9%) *strongly disagreed*. Educational managers should take into account the *audi alteram partem* rule when it comes to serious allegations of learner misconduct (Joubert & Squelch, 2005:43; cf. 2.4.6.2). The learner response is thus supported by the literature in this regard.

179 (42.5%) learners indicated that they *strongly agreed* that the **principal, the alleged learner and the disciplinary committee** are involved in the investigations of serious allegations into learner misconduct. 131 (31.1%) *agreed* with this statement, while 74 (17.6%) learners *disagreed* and 37 (8.8%) *strongly disagreed*.

158 (37.5%) learner participants indicated that they *strongly agreed* that the **principal, the alleged learner, the disciplinary committee and the parent** were involved in the investigations of serious allegations into learner misconduct. 152 (36.1%) *agreed* with this statement, while 65 (15.4%) learner participants *disagreed* and 46 (10.9%) *strongly disagreed*. The most direct and perhaps the most influential system known to influence the learner

is that of the parents/caregivers (Steyn, *et al.*, 2003:229). It is therefore expected that the majority of learners would indicate their parents/caregivers' involvement in allegations of serious misconduct.

The learner response is supported by the literature in the fact that school discipline is fundamental to dealing with positive discipline within the parameters of the classroom (Wolhuter & Steyn, 2003:536; *cf.* 2.3.3.3). 93 (22.1%) learner participants indicated that they *strongly agreed* that the **School Governing Body chairperson** was involved in the investigations of serious allegations into learner misconduct. 136 (32.3%) participating learners *agreed* with this statement, while 77 (18.3%) learners *disagreed* and 115 (27.3%) *strongly disagreed*. The School Governing Body must always act in the name of the school and with the best interest of the school and all its learners at heart (Bray, 2005:137; *cf.* 2.4.3.1).

223 (53%) learner participants indicated that they *strongly agreed* that **the teacher involved in the incident** was involved in the investigations of serious allegations into learner misconduct. 141 (33.5%) *agreed* with this statement, while 34 (8.1%) learners *disagreed* and 23 (5.5%) *strongly disagreed*. The literature is supported by the learner response – during the investigation into allegations into learner misconduct, the *audi alteram partem* (hear the other side) rule is very important (*cf.* 2.4.6.2). Not only is the view of events from the educator's point of view important, but also the point of view of the learner. Educators are supposed to keep in mind the *in loco parentis* principle that kicks in when learners attend school and/or school activities under the supervision of educators (see for example SA, 2002:reg.2; *cf.* 2.4.2.3.4). It is promising to see that so many learners indicated that the teacher involved should have an input into investigating bad behaviour of learners.

72 (17.1%) learner participants indicated that they *strongly agreed* that **other learners who like the accused learner** were involved in the investigations of serious allegations into learner misconduct. 93 (22.1%) *agreed* with this statement, while 120 (28.5%) learners *disagreed* and 136 (32.3%) *strongly disagreed*. 60.8% learner respondents disagreed or strongly disagreed that other learners who liked the accused learner were involved in the

investigations into allegations into serious misconduct. According to Joubert and Squelch (2005:46; cf. 2.4.6.3), decisions taken (in his case, with reference to the learner allegedly guilty of misconduct) should be based on objective facts. One of the important questions here would be whether the other learner, who liked the accused, had any bearing on the case.

122 (29%) learner participants indicated that they *strongly agreed* that the **School Governing Body member who works with learner discipline** was involved in the investigations of serious allegations into learner misconduct. 145 (34.4%) *agreed* with this statement, while 78 (18.5%) learners *disagreed* and 76 (18.1%) learner participants *strongly disagreed*. The premise rests on the impartiality of the decision-maker (Bray, 2005a:138; cf. 2.4.6.2). It implies that the decision being taken must be reasonable in the applicable situation and should be based on objective facts (Joubert & Squelch, 2005:46; cf. 2.4.6.3). The learner response is thus supported by the literature and the majority of the learners indicated that the School Governing Body member who works with discipline was not in investigations into serious misconduct.

57 (13.5%) learner participants indicated that they *strongly agreed* that **an expert from the community who acts as chairperson** was involved in the investigations of serious allegations into learner misconduct. 112 (26.6%) *agreed* with this statement, while 76 (18.1%) learner participants *disagreed* and 176 (41.8%) *strongly disagreed*. Administrative action, according to Bray (2005a:136; cf. 2.4.6.1), prohibits delegation of authority: the School Governing Body has the authority and discretion to make a decision. The chair person, through the School Governing Body, must officiate during the hearing and make a judgment or find a resolution (Currie & De Waal, 2005:657; cf. 2.4.6.1). The data supports the literature in that it is not the custom for the school to ask experts of the community to be involved in the investigation of serious allegations into learner conduct, but it seems that it is sometimes the case.

In the following section, the method used for presenting the data was also frequency distribution.

4.5.2 Educator response: Section C

Section C of the *educator questionnaire* was divided into 11 sub-divisions, C1-C11 (cf. Appendix H), which all aimed at determining the participating educators' perceptions on the value and characteristics of the Code of Conduct at their school. Frequency involves counting the occurrence of a value (Fouché & Bartley, 2011:255). The frequency of characteristics of school rules was investigated with the use of a four point Likert scale. A Likert scale is useful when behaviour, attitude or another phenomenon of interest needs to be evaluated (Leedy & Ormrod, 2005:185).

Question C1 characterized the importance of certain advantages of introducing school rules.

The rating continuum was:

1 = Very important

2 = Moderately important

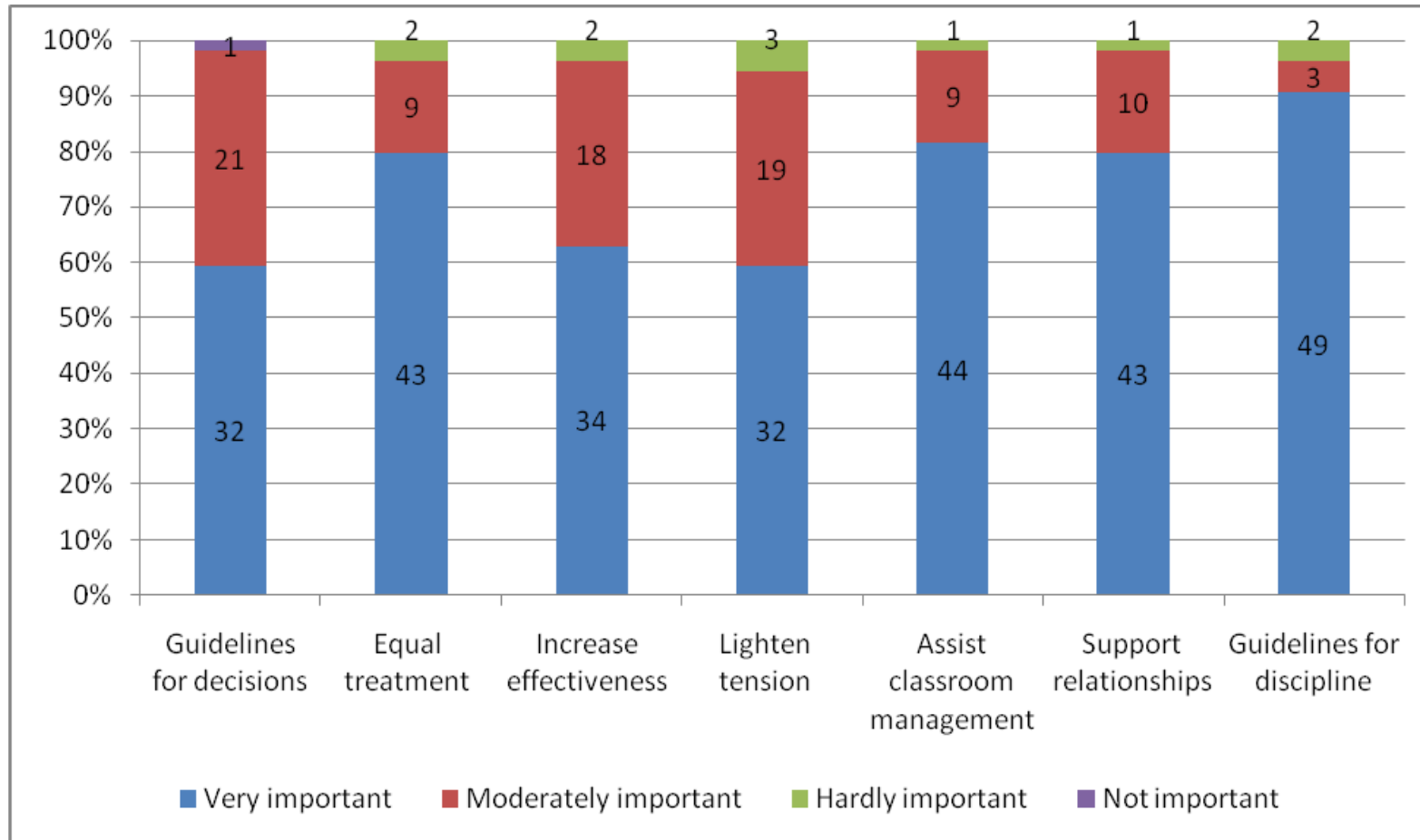
3 = Hardly important

4 = Not important at all

Table 4.35: Educator response – the important advantages of school rules

		Very important		Moderately important		Hardly important		Not important		Total	
School rules should ...		f	%	f	%	f	%	f	%	f	%
C1_1	give guidelines for the implementation of management decisions.	32	59.3	21	38.9	0	0.0	1	1.9	54	100.0
C1_2	provide for the equal treatment of offenders.	43	79.6	9	16.7	2	3.7	0	0.0	54	100.0
C1_3	increase the effectiveness of the school administration.	34	63.0	18	33.3	2	3.7	0	0.0	54	100.0
C1_4	lighten the tension of decision-making for the educator.	32	59.3	19	35.2	3	5.6	0	0.0	54	100.0
C1_5	assist the educator in successful classroom management	44	81.5	9	16.7	1	1.9	0	0.0	54	100.0
C1_6	support positive educator-learner relationships.	43	79.6	10	18.5	1	1.9	0	0.0	54	100.0
C1_7	give clear guidelines for disciplined behaviour.	49	90.7	3	5.6	2	3.7	0	0.0	54	100.0

Figure 4.8: Educator response – the important advantages of school rules



School rules should give guidelines for the implementation of management decisions

32 (59.3%) of the participating educators indicated that it was *very important* that school rules should give guidelines for the implementation of management decisions. 21 (38.9%) of the participating educators indicated that it was *moderately important* and one (1.9%) participating educator indicated that it was *not important at all*. No one indicated that it was *hardly important*. The data supports the literature in that 98.2% educator participants indicated that it is important or very important that school rules should give guidelines for the implementation of management decisions (*cf.* 2.4.3.1.2).

School rules should provide equal treatment of offenders

The perception that educators held was that school rules should provide for equal treatment of offenders. 43 (79.6%) of them stated that this was *very important*. 9 (16.7%) educator participants indicated that it was *moderately important*. 2 (3.7%) indicated that it was *hardly important* while none indicated that it was *not important at all*. According to Baxter (1984:596; *cf.* 2.4), subordinate legislation must be even-handed and clear. Section 9 of the Constitution (1996; *cf.* 2.4.2.2.2) requires of the government to ensure the right to equal benefit and protection of the law for any individual (Nieuwenhuis, 2007:156). The literature supports the data in that 96.3% of educator participants either considered it very important or moderately important that school rules should provide for equal treatment of offenders. It would be interesting to see if school rules grant this fundamental right.

School rules should increase the effectiveness of the school administration

34 (63%) educator participants indicated that it is *very important* that school rules should increase the effectiveness of school administration. 18 (33.3%) educator participants indicated that it was *moderately important*. 2 (3.7%) educator participants indicated that it was *hardly important*, while none indicated that it was *not important at all*. The literature supports the educator

response concerning school rules: that they should increase the effectiveness of school administration (*cf.* 2.4.2.3.1). The administration of the education system does not take place independently. Rules, regulations and legal principles that are significant to school discipline, and which form the foundation of discipline policies and procedures, are established in the various sources of law (Davies, 1999:22; *cf.* 2.4). 92.4% learner respondents recognized the important influence of school rules. In the case of *Francois van Biljon v Neil R Crawford*, (*cf.* 2.4.2.3.7) the judge had sided with the principal, although Van Biljon's behaviour did not justify suspension, because he felt that the principal had decided to take care of the manner informally and decided that the court would not interfere. Judge Van der Byl pointed out that schools and their principals need to take heed in performing administrative actions. The literature supports the educator response concerning school rules increasing the effectiveness of school administration.

School rules should lighten the tension of decision-making for educators

32 (59.3%) educator participants indicated that it was *very important* that school rules should lighten the tension of decision-making for educators. 19 (35.2%) educator participants indicated that it was *moderately important*. 3 (5.6%) educator participants indicated that it was *hardly important* and none indicated that it was *not important at all*. The literature supports the data (*cf.* 2.3.2.1) in that 94.5% of educator participants either considered it very important or moderately important that school rules should lighten the tension of decision-making. According to Rogers (1998:11) and Rossouw (2003:432; *cf.* 2.3.2.1), discipline is educator-focused activities whereby educators seek to lead, direct, guide, manage and confront a learner about the behaviour that disturbs the rights of others. School rules should be so comprehensive and clear that educators need not be unsure which behaviour is unwanted or incorrect. Du Plessis and Loock (2007:10, *cf.* 2.4.3.1.1) stated that school rules should aim at smoothing the process of constructive learning. In this instance school rules should lighten the tension of decision-making for educators.

School rules should assist the educator in successful classroom management.

44 (81.5%) educator participants indicated that it was *very important* that school rules should assist the educator in successful classroom management. 9 (16.7%) educator participants indicated that it was *moderately important*. 1 (1.9%) indicated that it was *hardly important* and none indicated that it was *not important at all*. Effective teaching and learning at a school is reliant on well-managed and positive discipline (Rogers, 1998:11; cf. 2.4.3.1). A Code of Conduct also deals with unacceptable behaviour and conflict, and should provide acceptable methods to deal with such incidents (Oosthuizen & Roos, 2005:38; cf. 2.4.3.1). The educator response was supported by the literature: 98.2% of the participating educators agreed that school rules should assist the educator in successful classroom management.

School rules should support positive educator-learner relationships

43 (79.6%) educator participants indicated that it was *very important* that school rules should support positive educator-learner relationships. 10 (18.5%) indicated that it was *moderately important*. 1 (1.9%) educator participant indicated that it was *hardly important* and none indicated that it was *not important at all*. The data supports the literature since Charles (2002:2; cf. 2.1) states that the bad behaviour of learners leads not only to educators suffering, but also to fellow learners who then do not perform academically according to their potential. To Rossouw (2003:414-415; cf. 2.2.3.2), sound public school discipline would bring educators and learners in a relationship of authority and mutual respect. 98.1% of the educator participants indicated that school rules should support positive educator-learner relationship.

School rules should give clear guidelines for disciplined behaviour

49 (90.7%) educator participants indicated that it was *very important* that school rules should give clear guidelines for disciplined behaviour. 3 (5.6%) indicated that it was *moderately important*. 2 (3.7%) educator participants indicated that it was *hardly important* and none felt that it was *not important at all*. The literature made it clear (cf. 2.4.2.3.1) that a properly drafted code

would not only spell out realistic boundaries to the learners, but also indicate which route should be taken when seeking and granting exemption. Disciplinary measures are therefore created to promote and preserve a well-disciplined school environment and at the same time punish improper conduct through a process that also encourages offenders to improve their behaviour (cf. 2.3.4.1; Van der Bank, 200:310-315). 96.3% of educator participants indicated that school rules should give clear guidelines for disciplined behaviour.

Question C2 characterizes the influence of school rules.

The continuum was:

1 = Strongly agree

2 = Agree

3 = Disagree

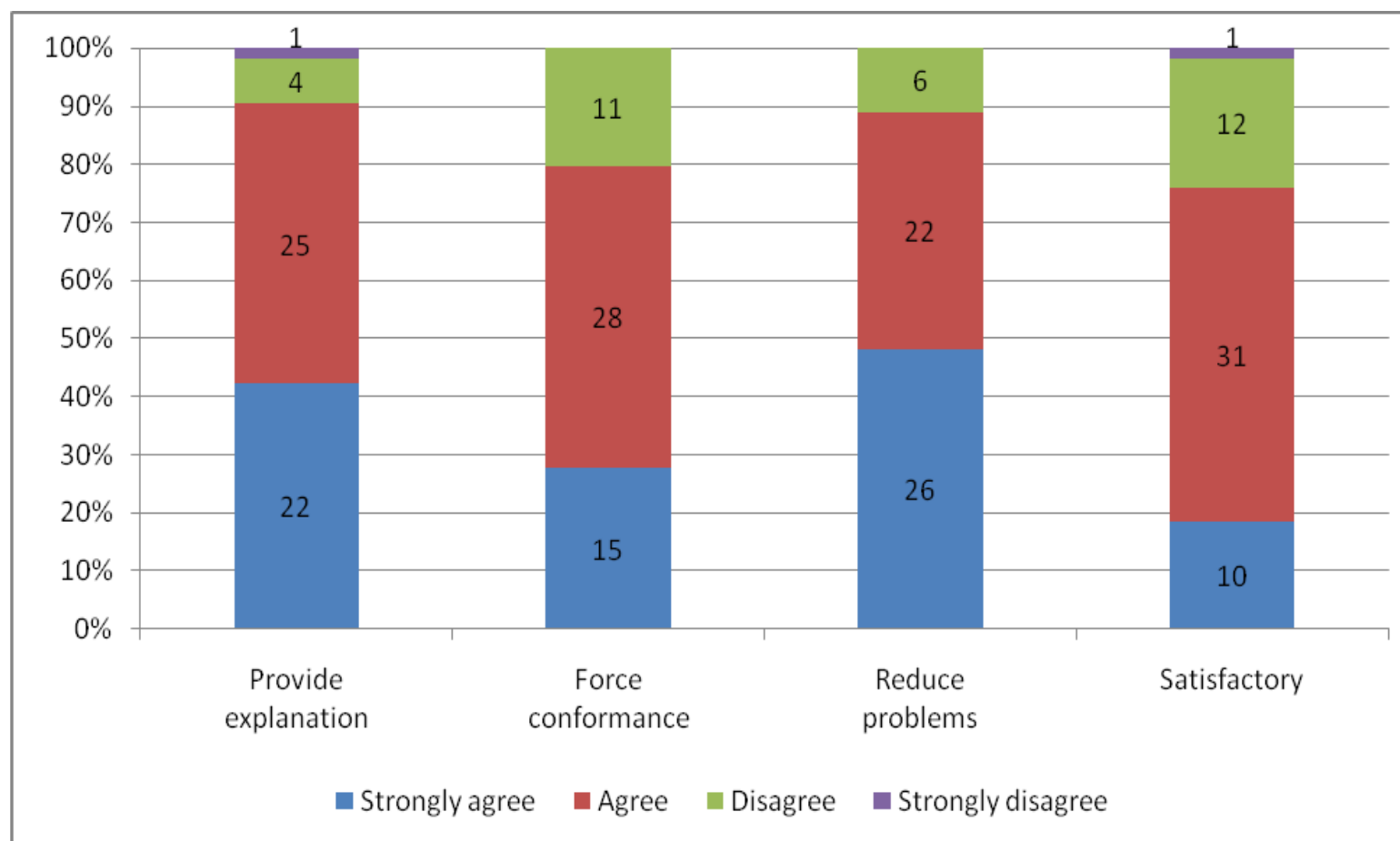
4 = Strongly disagree

5 = No opinion

Table 4.36: Educator response – the influence of school rules

		Very important		Moderately important		Hardly important		Not important		Total	
School rules ...		f	%	f	%	f	%	f	%	f	%
C2_1	provide explanation why certain behaviour is unwanted.	22	44.4	25	46.3	4	7.4	1	1.9	54	100.0
C2_2	force educators to conform strictly according to them.	15	27.8	28	51.9	11	20.4	0	0.0	54	100.0
C2_3	reduce disciplinary problems at school.	26	48.1	22	40.7	6	11.1	0	0.0	54	100.0
C2_4	are regarded as satisfactory.	10	18.5	31	57.4	12	22.2	1	1.9	54	100.0
C2_5	are respected by educators.	14	25.9	32	59.3	7	13.0	1	1.9	54	100.0

Figure 4.9: Educator response – the influence of school rules



School rules provide explanations why certain behaviour is unwanted

24 (44.4%) educators *agreed strongly* that **school rules provide reasons why certain behaviour is unwanted**. 25 (46.3%) participating educators *agreed* with this statement. 4 (7.4%) of educators *disagreed*, while 1 (1.9%) *strongly disagreed*. A Code of Conduct should supply rules that are clear and understandable (SA 1998:item 5.1(c); cf. 2.4.3.1.2). The response from the educator participants is supported by the literature in this regard.

School rules force educators to conform strictly according to them

15 (27.8%) *strongly agreed* that **school rules force educators to conform and act according to them**. 28 (51.9%) of educators *agreed* with this statement and 11 (20.4%) *disagreed*. None of the educators *strongly disagreed*. Disciplinary processes for disciplining learners, that is: the steps that will be followed, must be included in the Code of Conduct. Mestry et al. (2007:180; cf. 2.4.3) point out that this would guarantee that educators supervise learner discipline reasonably and fairly. According to the literature, as pointed out by Bray (200:270; cf. 2.3.2.1) and Squelch (1997:381), it is important that educators should be fully up-to-date in the legal prescriptions with reference to educational discipline. The educator response is supported by the literature in that 79.7% of educators indicated that school rules force educators to conform to them.

School rules reduce disciplinary problems at school

The literature supports the educator response: a well planned Code of Conduct, according to Smit (2008:84; cf. 2.4.3.1.1), must make provision for the needs and expectations of the community and reduce disciplinary problems at school (SA, 1998:item 1.4). 26 (48.1%) educator participants *strongly agreed* that **school rules reduce disciplinary problems at school**. 22 (40.7%) *agreed* with this statement, while 6 (11.1%) *disagreed*. 88.8% of the participating educators indicated that they perceive this as an important influence of school rules. A set of school rules is a requirement at every school to guarantee and enhance effective educational training (Oosthuizen,

2005:35; cf. 2.3.2.1). If school rules do not fulfil this most basic function of alleviating disciplinary problems, one would wonder how effective they are and to what extent they have been updated to adhere to the current educational dispensation.

School rules are regarded as satisfactory

10 (18.5%) educator participants *strongly agreed* and 31 (57.4%) of the educators *agreed* that their respective **school rules were regarded as satisfactory**. 12 (22.2%) educator participants *disagreed*, while one (1.9%) *strongly disagreed*. It was encouraging to see that 75.9% of participating educators indicated that school rules are satisfactory. Van Wyk (2001:198; cf. 2.4.3) is concerned about the fact that many educators in South Africa do not know enough about the available disciplinary options and as a result, they use disciplinary measures that are mainly retaliatory, unconsidered, degrading and gruelling, instead of calling on measures characteristic of being remedial and developmental. Although the educator response is supported by the literature, it indicates a much lower fulfilment than the other influences.

School rules are respected by educators

14 (25.9%) of the participating educators *strongly agreed* that school rules **are respected by educators**. 32 (59.3%) educators *agreed* with this statement while 7 (13%) *disagreed* and 1 (1.9%) *strongly disagreed*. 85.2% of those educators therefore either *agreed* or *strongly agreed* with this important influence. Charlton and David (1993:5; cf. 2.3.1) argue that positive conduct is an essential prerequisite for effective teaching and a significant education outcome which can be held in high esteem within the various social orders. The educator response is supported by literature in this regard. Sound discipline is not only one of the key characteristics of effective schools; it also forms the basis of every aspect of school life (Blandford, 1998:38; cf. 2.3.1).

The main characteristics of school rules are that school rules are supposedly implemented to reduce disciplinary problems.

Question C3 characterizes the influence of school rules.

The continuum was:

1 = Yes

2 = No

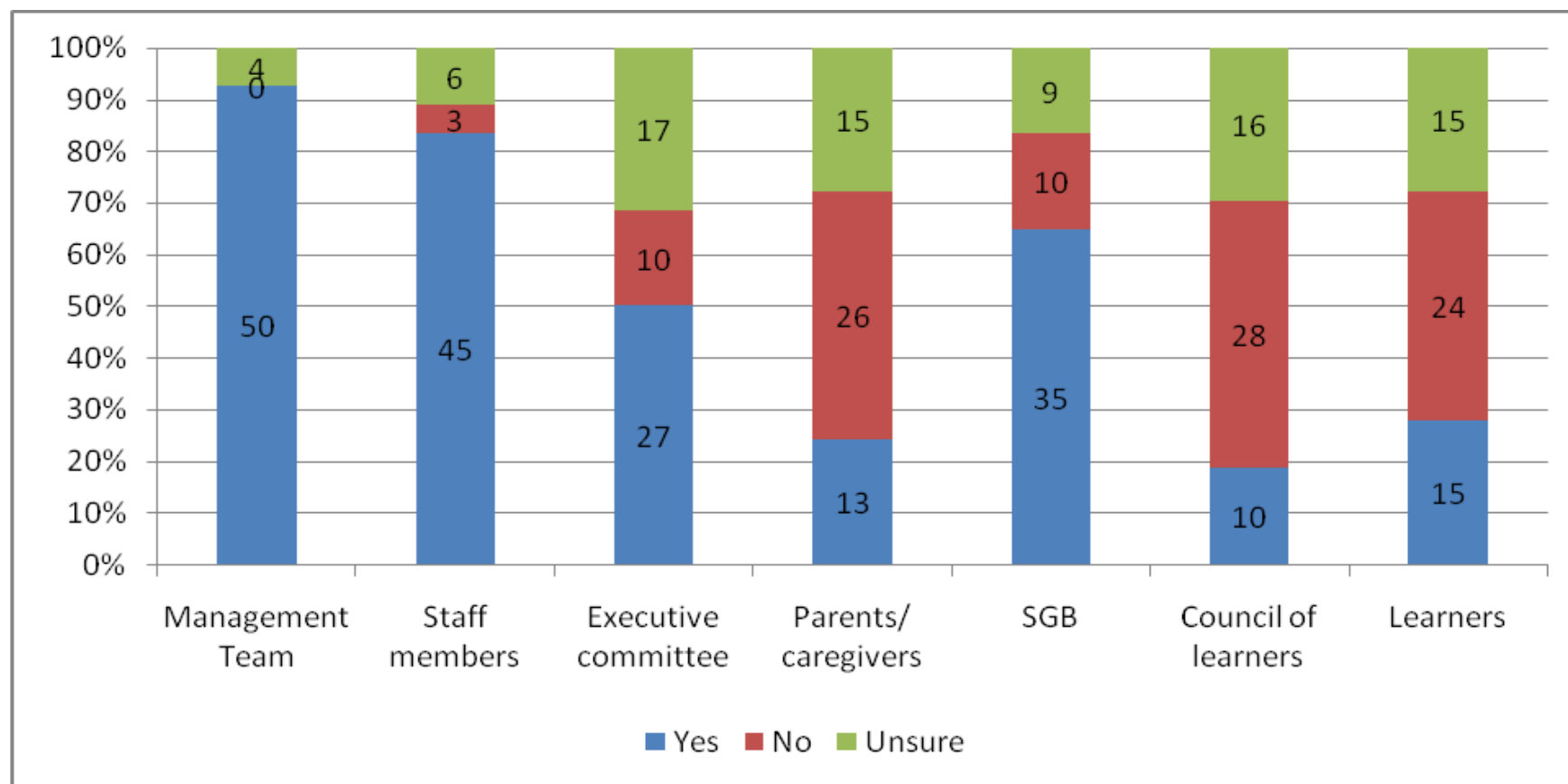
3 = Unsure

The following question aimed at determining the perception of educators in identifying the people or bodies involved in drawing up school rules. The literature clearly states that everyone who is involved in education or is dependent on proper education should make a difference at every school (*cf.* 2.3.3; Lumby *et al.*, 2003:ix).

Table 4.37: Educator response – people/bodies involved in drawing up school rules

		Yes		No		Unsure		Total	
People involved in setting up the school rules		f	%	f	%	f	%	f	%
C3_1	School Management Team	50	92.6	0	0.0	4	7.4	54	100.0
C3_2	The staff members	45	83.3	3	5.6	6	11.1	54	100.0
C3_3	The executive committee	27	50.0	10	18.5	17	31.5	54	100.0
C3_4	The parents/caregivers	13	24.1	26	48.1	15	27.8	54	100.0
C3_5	The School Governing Body	35	64.8	10	18.5	9	16.7	54	100.0
C3_6	The Representative Council of learners	10	18.5	28	51.9	16	29.6	54	100.0
C3_7	The learners of the school	15	27.8	24	44.4	15	27.8	54	100.0

Figure 4.10: Educator response – people/bodies involved in drawing up school rules



According to Table 4.39, 50 (92.6%) educator participants indicated that the **School Management Team** participated in drawing up school rules. 4 (7.4%) educator participants indicated that they were unsure whether the School Management Team took part in drawing up school rules.

The School Management Team is, to a large extent, responsible for the disciplinary process and its implementation at their respective schools. The value of education is reliant on the competencies of each educational participant (Wolhuter & Steyn, 2003:536; *cf.* 2.3.3.3). The indications from the educator participants are in line with what could be expected from the School Management Team.

45 (83.3%) educator participants indicated that the **staff** participated in drawing up the school rules. 3 (5.6%) participating educators indicated that the staff did not take part in the drawing up of school rules, while 6 (11.1%) participating educators indicated that they were unsure. The educator response is supported by the literature (*cf.* 2.3.3.1), where the effectiveness of schools correlates with a sense of collegiality and cooperation existing among staff members and the principal while aiming towards realizing the aspirations of the school (Pashiardis, 2000:225).

27 (50%) educator participants indicated that the **Executive Committee** participated in setting up school rules. 10 (18.5%) participating educators indicated that the executive committee did not participate in setting up school rules, while 17 (31.5%) indicated that they were unsure about the involvement of the Executive Committee. School principals embody not only the State authority, as delegated by the provincial Head of Department, but also the professional management section of which the principal is the person in charge of the school (84 of 1996:sec.16(3) & 23; *cf.* 2.3.3.1). The school principal does not only add the know-how of a professional school manager to school governance, but puts into effect significant law-making control over a public school (Bray, 2005a:133, *cf.* 2.3.3.1). The data supports the literature, but only 50% of the educator respondents indicated that the Executive Committee participated in the setting up of school rules.

13 (24.1%) educator participants indicated that the **parents/caregivers** participated in the setting up of the school rules. 26 (48.1%) educator participants indicated that the parents did not participate in the setting up of the school rules, while 15 (27.8%) indicated that they were unsure whether parents participated in the setting up of school rules. The most direct and influential system known to influence the learner is that of the parents/caregivers (Steyn *et al.*, 2003:229; *cf.* 2.3.3.3). It is a concern that only 24.1% educator participants indicated that the parents/caregivers of learners participated in the drawing up of school rules.

35 (64.8%) educator participants indicated that the **School Governing Body** participated in drawing up school rules. 10 (18.5%) indicated that the School Governing Body did not participate in drawing up the school rules and 9 (16.7%) indicated that they were unsure if the School Governing Body took part in drawing up school rules. The influence of the School Governing Body would be extensive because of the obligatory task awarded to them through legislation (*cf.* 2.4.3.1). The literature supports the findings in that 64.8% of educators indicated that the School Governing Body participated in the drawing up of school rules.

10 (18.5%) indicated that the **Representative Council of Learners** participated in drawing up school rules. 28 (52.9%) educator participants indicated that the Representative Council of Learners did not have any part in drawing up school rules. 16 (29.6%) educator participants indicated that they were unsure if the Representative Council of Learners took part in drawing up their school's school rules. The Guidelines for Codes of Conduct (SA, 1998) stipulate that learners need to be included in the formulation of school and classroom rules (item 1.5 & 5.1(b); *cf.* 2.4.3.1.1). It is alarming that the participating educators indicated that the Representative Council of Learners did not participate in drawing up school rules.

15 (27.8%) educator participants agreed that the **learners** of the school participated in drawing up school rules. 24 (44.4%) participating educators indicated that the learners of the school did not participate in drawing up school rules. 15 (27.5%) participating educators indicated that they were

unsure whether learners had participated in drawing up school rules. The Guidelines for Codes of Conduct (SA, 1998) stipulate that learners need to be included in the formulation of school and classroom rules (item 1.5 & 5.1(b); cf. 2.4.3.1.1). Again, it is of great concern that the educator response does not support the literature and that schools are non-compliant when it comes to the involvement of learners in the formulation of school and classroom rules.

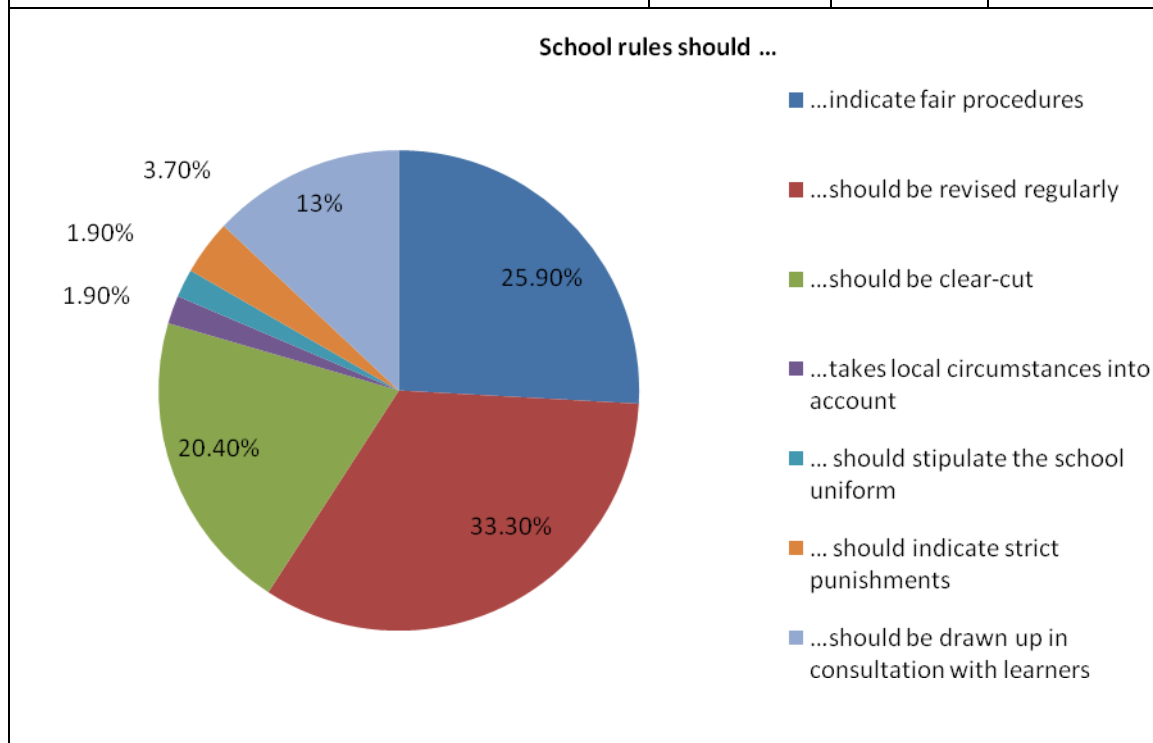
From the educators' point of view it seems that the School Management Team has the biggest input in drawing up school rules (92.6%). Staff members have an 83.3% involvement and the SGB has a 64.8% involvement. The parents/caregivers are only second last (24.1%) to the Representative Council of Learners (18.5%) and other learners (27.8%). Given that the State and parents/caregivers are to have the biggest stake in the well-being of the school, this seems odd.

Question C4 aimed at finding the most meaningful characteristic of school rules.

Educator participants had to mark the applicable characteristic. Characteristics were identified using the literature review.

Table 4.38: Educator response – the most meaningful characteristic of school rules

School rules should	f	%	Ranking
...indicate fair procedures	14	26.0	2
...be revised regularly	18	33.9	1
...be clear-cut	11	20.4	3
...take local circumstances into account	1	1.9	6
...stipulate the school uniform	1	1.9	6
...indicate strict punishment	2	3.7	5
...be drawn up in consultation with learners	7	13.2	4
TOTAL	54		



18 (33.9%) educator participants indicated that school rules should be **revised regularly**. 14 (26%) educator participants indicated that school rules should **indicate fair procedure**. 11 (20.8%) stated that school rules should be **clear-cut**. 7 (13.2%) educator participants indicated that school rules should be **drawn up in consultation with learners**. 2 (3.7%) indicated that the most important characteristic should be that it **indicates strict**

punishment. 1 (1.9%) educator indicated that it **should take local circumstances into account.** 1 (1.9%) indicated that it should **stipulate the school uniform.** Therefore the most meaningful characteristic for educators is that they feel that school rules should be revised regularly. The second most important characteristic is that school rules should indicate fair procedure and thirdly that they should be clear. Educators indicated that it was least important for school rules to indicate the school uniform and take local circumstances into account. These characteristics were ranked last.

In the following case, the Court ruled in favour of the learner, *MEC for Education: Kwa-Zulu Natal v Pillay and Others* (CC), CCT 51/06. One of the learners of Durban Girls High School had, after a holiday, come to school with a golden nose ring. The Code of Conduct allowed for modest earrings that could be worn with the school uniform. Mrs Pillay reasoned that the wearing of a nose ring is a custom for learners of the Indian culture at a certain age. The School Governing Body had decided in February 2005 that Pillay could not wear a nose ring. Supported by the literature in *Pillay*, the Constitutional Court found that the disputes in that case originated from two inadequacies of the Code of Conduct (488 at par.38), it firstly made no exceptions with regards to any rule and secondly the rule with reference to jewellery was not formulated with enough consideration (487-488 at par.37; cf. 2.4.2.3.1).

Question C5 aimed at finding out how often school rules are brought to the attention of learners through various media.

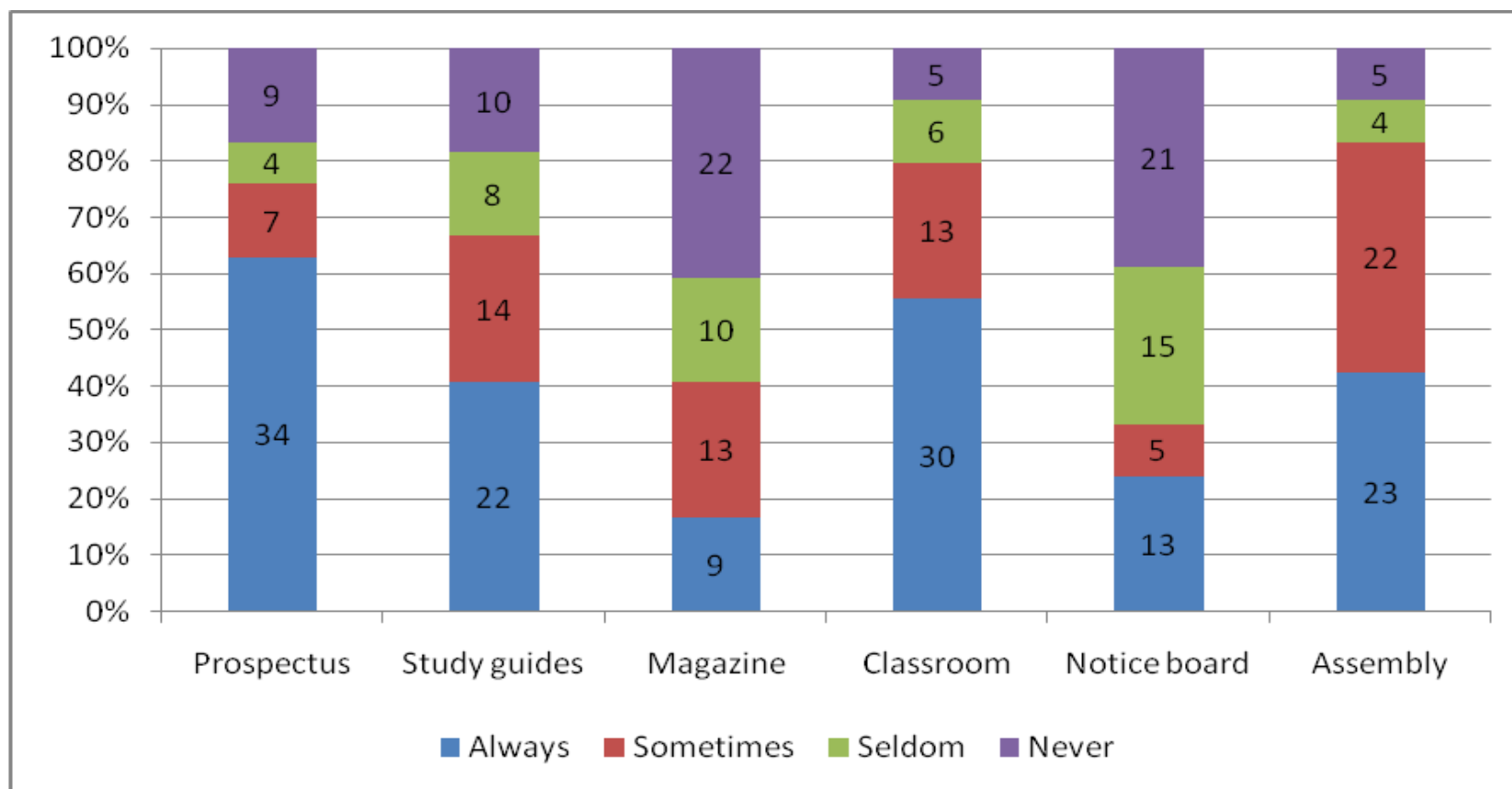
The rating continuum was:

1 = Always 2 = Sometimes 3 = Seldom 4 = Never

Table 4.39: How school rules are brought to the attention of the learners

How school rules are brought to our attention	Always		Sometimes		Seldom		Never		Total	
	f	%	f	%	f	%	f	%	f	%
C5_a Written in the school prospectus	34	63	7	13	4	7.4	9	16.7	54	100.0
C5_b Written in school study guides	22	40.7	14	25.9	8	14.8	10	18.5	54	100.0
C5_c Written in the school magazine	9	16.7	13	24.1	10	18.5	22	40.7	54	100.0
C5_d Put up in the classroom	30	55.6	13	24.1	6	11.1	5	9.3	54	100.0
C5_e Put up on the school notice board	13	24.1	5	9.3	15	27.8	21	38.9	54	100.0
C5_f During assembly	23	42.6	22	40.7	4	7.4	5	9.3	54	100.0

Figure 4.11: Educator response – ways in which school rules are communicated to learners



According to Roos (2003a:486; *cf.* 2.4.3.1.1) and Joubert and Squelch (2005:35; *cf.* 2.4.3.1.1), the Code of Conduct will remain applicable and effective unless otherwise revised. Revision of school rules should take place annually and a period for revision must be given to all stakeholders. A copy of the school rules should be issued to learners at the beginning of the school year and young learners at primary schools should be informed verbally of school rules as well (Joubert & Squelch, 2005:34). A Code of Conduct should not merely exist in theory, but should be consistently applied (Oosthuizen *et al.*, 2003:471; *cf.* 2.4.3.1.2).

34 (63%) educator participants indicated that school rules were brought to the attention of the learners through the **school prospectus**. A further 7 (13%) educator participants indicated that it was brought to the attention of learners through the school prospectus *sometimes* only, while 4 (7.4%) participating educators indicated that it was *seldom* the case and 9 (16.7%) admitted to the school rules *never* being brought to the attention of learners through the school prospectus.

22 (40.7%) educator participants indicated that school rules were *always* communicated through the **school study guide**, while 14 (25.9%) indicated that school rules were *seldom* communicated in this manner. 8 (14.8%) educator participants indicated that school rules were *seldom* communicated through the school study guide and 10 (18.5%) participating educators gave indication that the school study guide was *never* used as a means to communicate school rules.

9 (16.7%) educator participants indicated that school rules were *always* communicated through the **school magazine**, while 13 (24.1%) participating educators indicated that school rules were *seldom* communicated in this manner. 10 (18.5%) educator participants indicated that school rules were *seldom* communicated through the school magazine and 22 (40.7%) educator participants gave indication that the school magazine was *never* used as means to communicate school rules. One could argue that publication in the school magazine was not a popular channel for communicating school rules.

Educators were of the opinion that the **display of school rules in classrooms** is a popular means to communicate school rules. 30 (55.6%) educator participants indicated that school rules were *always* communicated through display in classrooms, while 13 (24.1%) indicated that this was *sometimes* the case. 6 (11.1%) participating educators indicated that this was *seldom* the case, whereas 5 (9.3%) educator participants indicated that school rules were *never* communicated to them through a classroom display.

13 (24.1%) educator participants indicated that **notice boards** were *always* used and 5 (9.3%) indicated that notice boards were sometimes used as a means of communicating school rules. 15 (27.8%) were of the opinion that notice boards were *seldom* used and 21 (38.9%) participating educators indicated that notice boards were *never* used in the communication of school rules.

23 (42.6%) and 22 (40.7%) participating educators indicated that school rules were *always* and *sometimes* **communicated at assembly**. 4 (7.4%) and 5 (9.3%) participating educators indicated that this was *seldom* or *never* the case. The data is supported by the literature: it is an effective way of communicating the school rules at assembly, because at primary schools the younger learners must be made aware of school rules and the interpretation thereof regularly (*cf.* 2.4.3.1.1; Joubert & Squelch, 2005:34).

It is clear from the educator response that the most popular way of communicating school rules would invariably be at school assembly. It is also recognized that school rules were displayed in classrooms: the second favourite way of communicating school rules. School rules were communicated in prospectuses: the third most popular way of communicating school rules. Notice boards, study guides and the school magazine as media of creating awareness of school rules seemed to be used to a lesser extent.

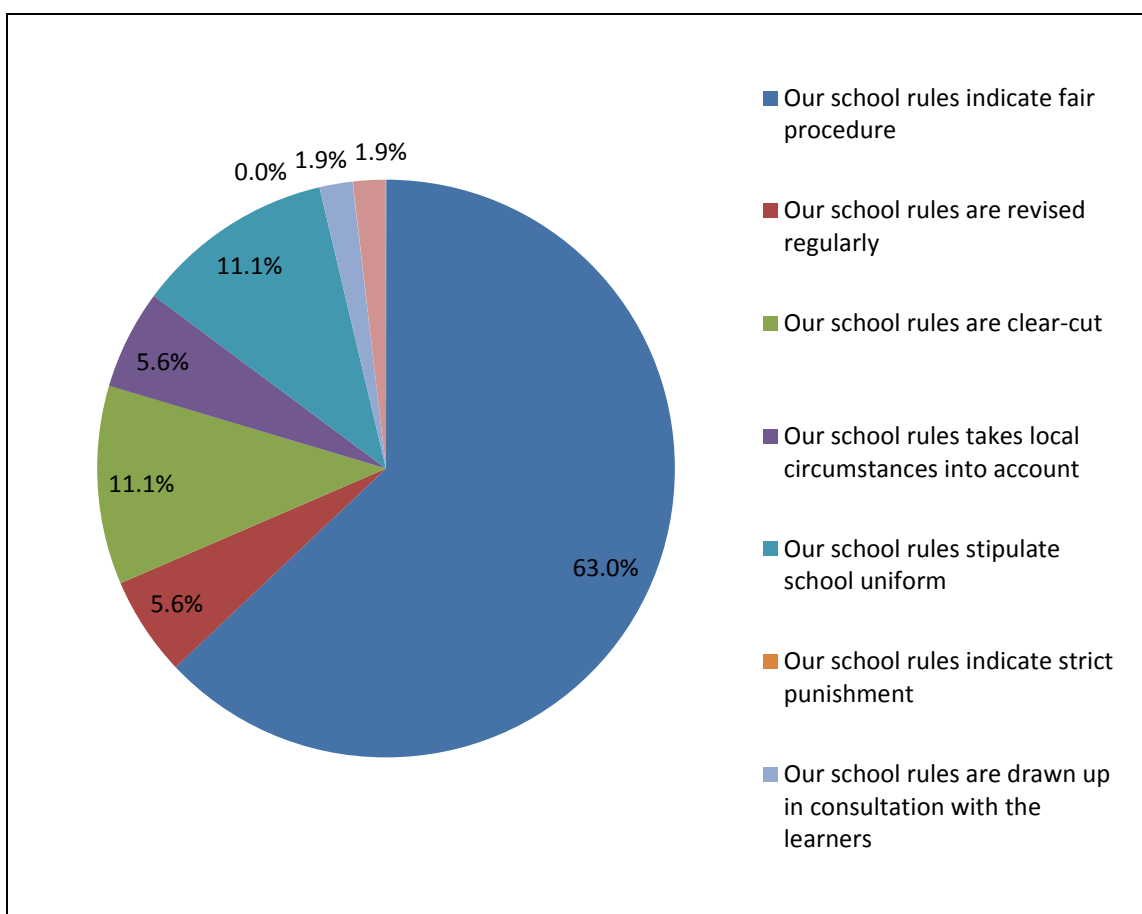
In the case of *Pillay*, the Constitutional Court pointed out (*cf.* 2.4.2.3.1) that a properly drafted code would not only spell out realistic boundaries to the learners, but also which route could be taken when seeking and granting exemption. It is therefore important to communicate school rules to learners

often and to support them in the understanding thereof. Obviously, from this study, it seems from the educator responses that the most effective way of communicating school rules would be at school assembly.

Question C6 aimed at that single characteristic that would describe school rules the best.

Table 4.40: Educator response – the characteristic that describes our school rules best

Our school rules...	f	%	Ranking
...indicate fair procedure	34	63.0	1
...are revised regularly	3	5.6	3
...are clear-cut	6	11.1	2
...take local circumstances into account	3	5.6	3
...stipulate the school uniform	6	11.1	2
...indicate strict punishment	0	0.0	5
...were drawn up in consultation with learners	1	1.9	4
Missing	1	1.9	4
TOTAL	54	100	



34 (63%) educator participants indicated that **clear-cut school rules** as the most important characteristic that characterized their school rules. Disciplinary measures are created to promote and preserve a well-disciplined school environment and, at the same time, rule out and punish improper conduct through a process that also encourages offenders to improve their behaviour (Van der Bank, 200:310-315; cf. 2.4.3.1). It is easy to see that the literature supports these findings. 3 (5.6%) indicated that the characteristic that describes their school rules best was that their school rules were **revised regularly**. 6 (11.1%) indicated that their school rules were **clear-cut**. 3 (5.6%) educator participants indicated that their school rules **took their local circumstances into account**. 6 (11.1%) educator participants indicated that the most important characteristic describing their school rules was the fact that they **stipulate the school uniform**.

The latter is, then, the least important characteristic of school rules. The National Guidelines of School Uniforms (SA, 2006:item 1; cf. 2.4.3.1.2) state that the adoption and use of a school uniform not only promotes school safety,

but also promotes discipline and enhances the learning environment (Smit, 2008:88). The Guidelines for Codes of Conduct (SA, 1998) can be regarded as supporting school uniforms to the extent that they help promote a *disciplined and purposeful environment to facilitate effective* teaching and learning (item 1.1), an important characteristic. A Code of Conduct also deals with unacceptable behaviour and conflict and should provide acceptable methods to deal with such incidents (Oosthuizen & Roos, 2005:38; cf. 2.4.3.1). 1 (1.9%) educator participant indicated that the most important characteristic that described the school rules best was that they were **drawn up in consultation with learners**. In the case of *Antonie vs Governing Body, Settlers High School and others*, 2002 (4) SA 738 (c)(cf. 2.4.3.1.1), a learner was found guilty by the School Governing Body of disruptive behaviour and wearing dreadlocks and a cap to school, as expression of her Rastafarian religion. She insisted that she was merely exercising her freedom of religious expression and individuality and that she was neat and tidy the whole time. The Court ruled in her favour, setting her suspension aside and agreeing that the action taken against her could have affected her regular development and career negatively. The researcher is struck by the careful consideration that is expected of the School Governing Body when an individual learner feels threatened by a specific school rule. It is therefore important that learners should be included in the drawing up of school rules, to determine their needs and promote their understanding of certain school rules. No one (0%) indicated that the most important characteristic was that it **indicated strict punishment**.

Question C7 was aimed at finding out when school rules are communicated to the learners.

The rating continuum was:

1 = Always

2 = Sometimes

3 = Seldom

4 = Never

Table 4.41: Educator response – when school rules are communicated to learners

When are school rules communicated to learners?		Missing	Always		Sometimes		Seldom		Never		Total	
			f	%	f	%	f	%	f	%	f	%
C7_a	At the beginning of each year	1	41	75.9	7	13.0	2	3.7	3	5.6	54	100.0
C7_b	New learners on enrolment	1	39	72.2	6	11.1	4	7.4	4	7.4	54	100.0
C7_c	Continuously	1	14	25.9	27	50.0	5	9.3	7	13.0	54	100.0
C7_d	Before organized trips	1	26	48.1	18	33.3	3	5.6	6	11.1	54	100.0

Figure 4.12: Educator response – when school rules are communicated to learners



41 (75.9%) educator participants indicated that school rules were brought to the attention of the learners **at the beginning of each year**. A further 7 (13%) participating educators indicated that they were brought to the attention of learners at the beginning of the year only *sometimes*, while 2 (3.7%) participating educators indicated that it was *seldom* the case and 3 (5.7%) admitted to the school rules *never* being brought to the attention of learners at the beginning of the year.

39 (72.2%) educator participants indicated that school rules were brought to the attention of new learners **on enrolment**. A further 6 (11.1%) participating educators indicated that they were brought to the attention of learners on enrolment only *sometimes*, while 4 (7.4%) educator participants indicated that this was *seldom* the case and 4 (7.4%) educator participants admitted to the school rules *never* being brought to the attention of learners on enrolment.

14 (25.9%) educator participants indicated that school rules were brought to the attention of the learners **continuously**. A further 27 (50%) educator participants indicated that they were brought to the attention of learners continuously only *sometimes*, while 5 (9.3%) educator participants indicated that it was *seldom* the case and 7 (13.2%) educator participants admitted to the school rules *never* being brought to the attention of learners on a continuous basis.

26 (48.1%) educators indicated that school rules were brought to the attention of the learners **before school trips**. 18 (33.3%) indicated that school rules were brought to the attention of learners before school trips only *sometimes*, while 3 (5.6%) educator participants indicated that this was *seldom* the case and 6 (11.1%) admitted to the school rules *never* being brought to the attention of learners before school trips.

Question C7.1 of the educator questionnaire aimed at finding out how school rules are brought to the attention of staff members.

The rating continuum was:

1 = Always

2 = Sometimes

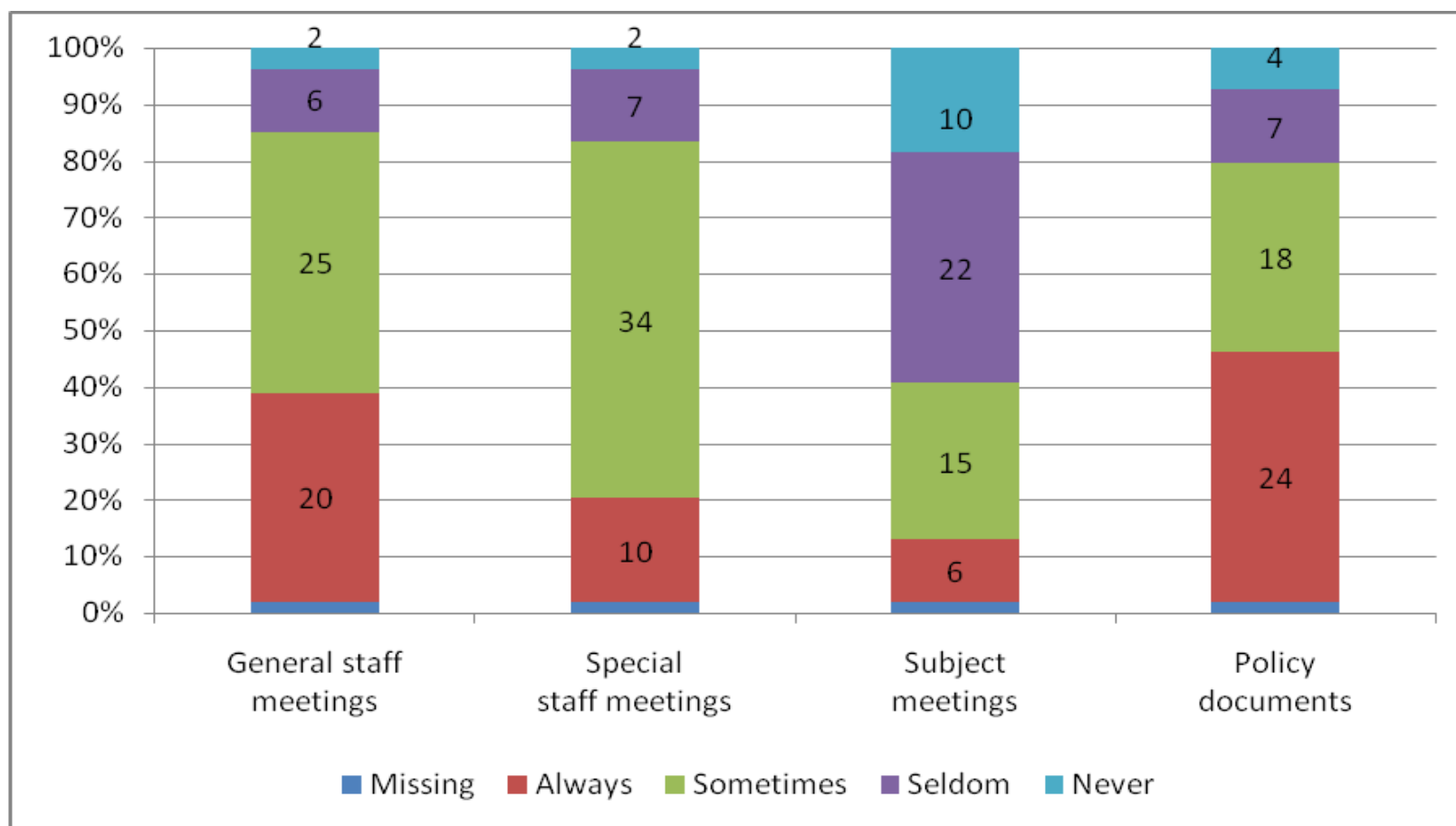
3 = Seldom

4 = Never

Table 4.42: Educator response – when school rules are communicated to educators

When are school rules communicated to educators?		Missing		Always		Sometimes		Seldom		Never		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
C7_a1	During general staff meetings	1	1.8	20	37.0	25	46.3	6	11.1	2	3.7	54	100.0
C7_a2	During special staff meetings	1	1.8	10	18.5	34	63.0	7	13.0	2	3.7	54	100.0
C7_a3	During subject meetings	1	1.8	6	11.1	15	27.8	22	40.7	10	18.5	54	100.0
C7_a4	By means of written policy documents	1	1.8	24	44.4	18	33.3	7	13.0	4	7.4	54	100.0

Figure 4.13: Educator response – when school rules are communicated to educators



School plans are influenced significantly by demands from the peripheral situation and specifically from the hopes of the State which are frequently articulated through legislation or official policy proclamations (Bush, 2007:392; *cf.* 2.3.3.1).

20 (37%) educator participants indicated that school rules were *always* communicated to them during **general staff meetings**. 25 (46.3%) educator participants indicated that this was *sometimes* the case. 6 (11.1%) participating educators indicated that school rules were *seldom* communicated to them during general staff meetings, while 2 (3.7%) indicated that this *never* happened.

10 (18.5%) educator participants indicated that school rules were *always* communicated to them **during special staff meetings**. 34 (63%) educator participants indicated that school rules were communicated to them *sometimes*, while 7 (13%) participating educators indicate that this was *seldom* the case, and 2 (3.7%) educator participants indicated that school rules were *never* communicated during special staff meetings.

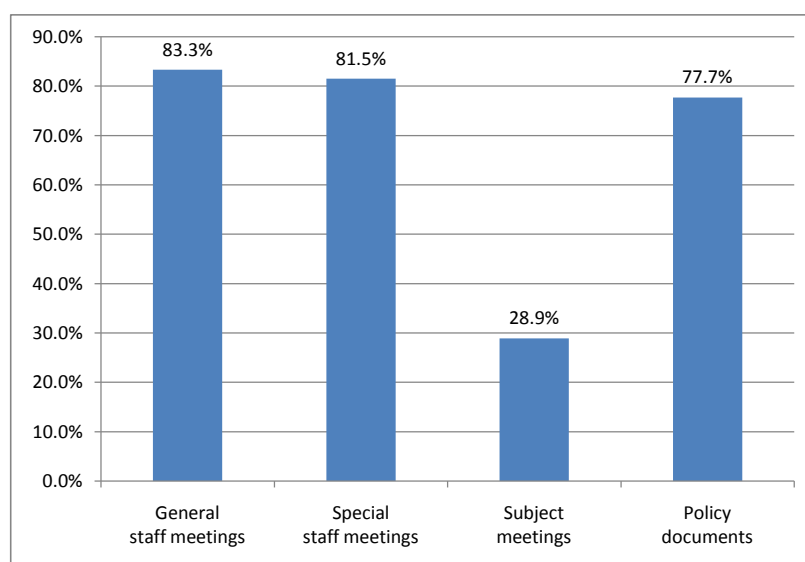
6 (11.1%) educator participants indicated that the school rules were *always* communicated to them **during subject meetings**. 15 (27.8%) educator participants indicated that school rules were *sometimes* communicated during staff meetings, and 22 (40.7%) educator participants indicated that this is *seldom* the case, and 10 (18.5%) educator participants stated that this was *never* the case.

24 (44.4%) educator participants indicated that school rules were *always* communicated by means of written **policy documents**. 18 (33.3%) educator participants indicated that school rules were *sometimes* communicated to them through policy documents. 7 (13%) participating educators indicated that this is seldom the case and 4 (7.4%) indicated that this was *never* the case.

The following figure would indicate the most popular means to communicate school rules to educators. Figure 4.14 illustrates how school rules were

always and **sometimes** communicated. This is done by combining the responses denoting always and sometimes categories.

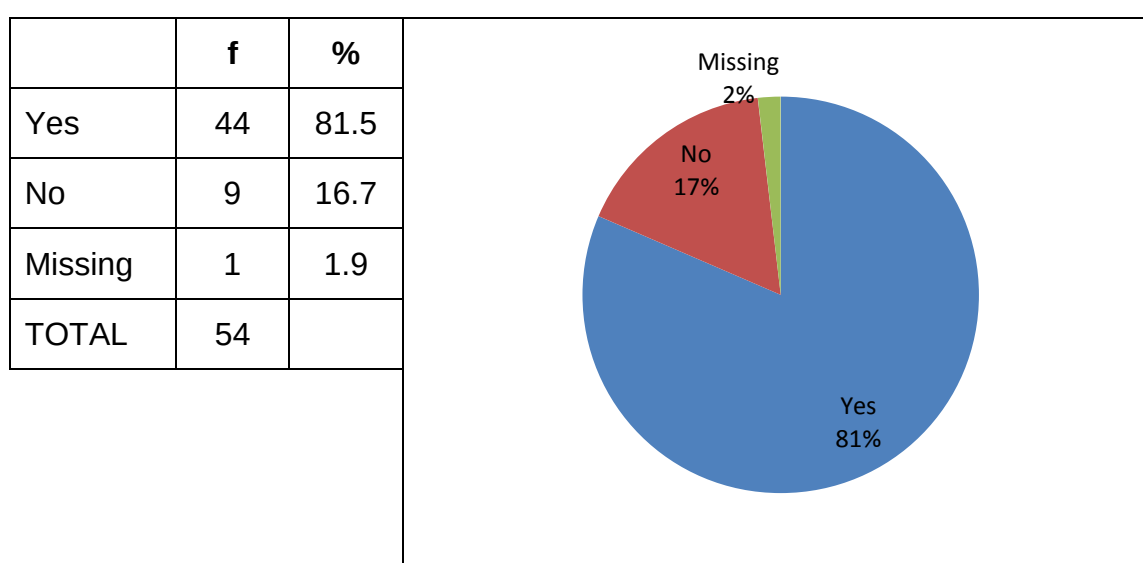
Figure 4.14: The most popular way to communicate school rules to educators



From Figure 4.14 it is clear that school rules are communicated to educators through general staff meetings (83.3%), special staff meetings (81.5%), policy documents (77.7%) and subject meetings (28.9%).

Question C8 of the educator and learner questionnaire aimed at finding out if staff members and learners are given guidance concerning school rules.

Educators were asked if they were given guidance concerning school rules. 44 (81.5%) educator participants indicated that this is the case, while 9 (16.7%) participating educators indicated that they did not receive any guidance concerning school rules. 1 (14.9%) educator participant did not answer the question.

Table 4.43: Are educators given guidance concerning school rules?

There are many sources to be consulted when educators are unsure of school rules: the Schools Act, the Constitution and the requirements for establishing a Code of Conduct. Yet guidance concerning school rules is always expected from the principal (Bray, 2005a:133; *cf.* 2.3.3.1) as he is seen to have law-making control over public schools. If educators indicated that they do receive guidance, it would be directly linked to the guidance given to educators through their principal.

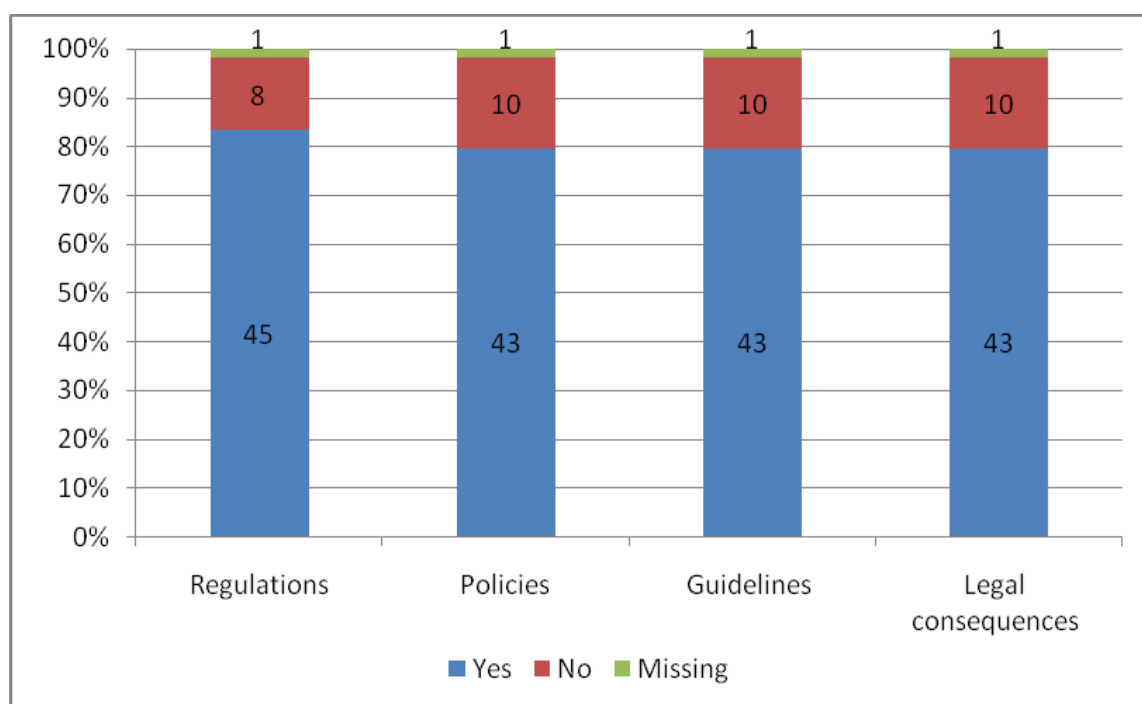
Question C9 of the educator questionnaire aimed at determining whether different aspects, such as Educational regulations, Departmental policies, guidelines regarding the application of school rules and possible legal consequence of misconduct/negligence are discussed.

Table 4.44: Which aspects are communicated to staff members when given support concerning school rules?

Which aspects are communicated when support is offered?	Yes		No		Missing	
	f	%	f	%	f	%
Educational regulations	45	83.3	8	14.8	1	1.9
Departmental policies	43	79.6	10	18.5	1	1.9
Guidelines regarding the application	43	79.6	10	18.5	1	1.9

Which aspects are communicated when support is offered?	Yes		No		Missing	
	f	%	f	%	f	%
of school rules						
Possible legal consequences of misconduct/negligence	43	79.6	10	18.5	1	1.9

Figure 4.15: Aspects discussed when educators are given guidelines concerning school rules



Educator participants had to indicate the aspects that were being discussed when they received guidance concerning school rules. 45 (83.3%) educator participants indicated that they were given guidance on **educational regulations**, while 8 (14.8%) participating educators indicated that this was not the case. 43 (79.6%) participating educators indicated that they were given guidelines concerning **departmental policies**, while 10 (18.5%) participating educators indicated that they did not receive guidelines in this aspect. 43 (79.6%) educator participants stated that they were given guidelines regarding **application of school rules**, while 10 (18.5%) indicated that they did not receive guidelines in this aspect. 43 (79.6%) educator

participants stated that they were given guidelines concerning the **possible legal consequence of neglect or misconduct**, while 10 (18.5%) indicated that they did not receive guidelines in this aspect.

It is important that educators and educational leaders inform learners about proper behaviour (Pashiardis, 2000:224; *cf.* 2.3.3.1). Punishment aims at changing the behaviour of the learner by seeking retribution and aims at controlling the learner's misconduct (Oosthuizen & Rossouw, 2003:469; *cf.* 2.3.2.1). Du Plessis and Looek (2007;1) state that it is expected of the educator to fulfil the role of the parent. The researcher of this dissertation is concerned about the fact that, to enable educators to carry out their professional duties and avoid legal repercussions, they need to be fully up-to-date on the legal prescriptions with reference to educational discipline, as pointed out by Bray (2000:270) and Squelch (1997:381; *cf.* 2.3.2.1). From the data it seems as if school rules are seriously hampered and that they could be vastly improved if educators are given guidance concerning the interpretation of school rules.

Question C10 of the educator and learner questionnaire aimed at determining the people or bodies involved in the investigation of alleged serious contraventions.

The rating continuum was:

1 = Strongly agree

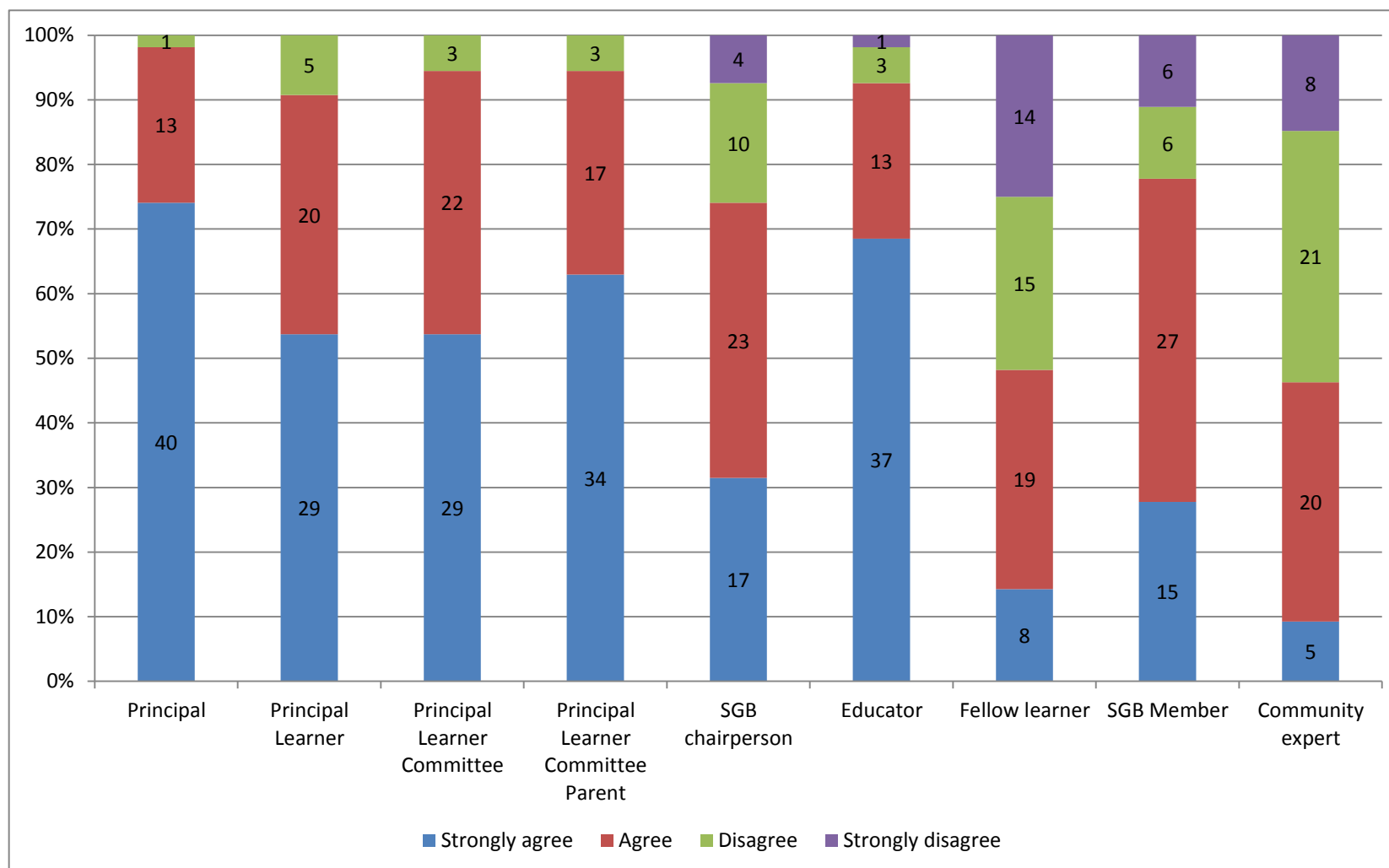
2 = Agree

3 = Disagree 4 = Strongly disagree

Table 4.45: Educator response – people/bodies involved in the investigation of serious learner misconduct

Which people/bodies are involved in the investigation of serious learner misconduct?	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	f	%	f	%	f	%	f	%	f	%
C10_1 Principal	40	74.1	13	24.1	1	1.9	0	0.0	54	100.0
C10_2 Principal and the alleged learner that contravened the school rule	29	53.7	20	37.0	5	9.3	0	0.0	54	100.0
C10_3 Principal, learner and disciplinary committee	29	53.7	22	40.7	3	5.6	0	0.0	54	100.0
C10_4 Principal, learner, disciplinary committee and parent/guardian	34	63.0	17	31.5	3	5.6	0	0.0	54	100.0
C10_5 School Governing Body (SGB) chairperson	17	31.5	23	42.6	10	18.5	4	7.4	54	100.0
C10_6 Educator involved in the incident	37	68.5	13	24.1	3	5.6	1	1.9	54	100.0
C10_7 Fellow learner who likes the accused learner	8	11.1	19	35.2	15	27.8	14	25.9	54	100.0
C10_8 School Governing Body member appointed to address learner discipline	15	27.8	27	50.0	6	11.1	6	11.1	54	100.0
C10_9 Expert from the community who acts as chairperson	5	9.3	20	37.0	21	38.9	8	14.8	54	100.0

Figure 4.16: Educator response – people/bodies involved in the investigation of serious learner misconduct



40 (74.1%) educator participants indicated that they *strongly agreed* that the **principal** was involved in the investigation of serious allegations of learner misconduct. 13 (24.1%) participating educators indicated that they *agreed* with this statement, only 1 (1.9%) educator *disagreed*. Educators indicated that the principal was the most important role player in such incidents. Bray (2005a:133; cf. 2.3.3.1) specifically states that the school principal is not only the professional school manager of the school governance, but also puts into effect significant law-making control over public schools.

29 (53.7%) participating educators indicated that they *strongly agreed* the **principal and the learner who allegedly contravened a school rule** were involved in the investigation of serious allegations of learner misconduct. 20 (37%) educator participants indicated that they *agreed* with this statement, and 5 (9.3%) educator participants *disagreed*. Educational managers should take into account the *audi alteram partem* rule when it comes to serious allegations of learner misconduct (Joubert & Squelch, 2005:43; cf. 2.4.6.2). The educator response was thus supported by literature in this regard.

29 (53.7%) educator participants indicated that they *strongly agreed* that the **principal and the alleged learner and the disciplinary committee** were involved in the investigation of serious allegations of learner misconduct. 22 (40.7%) participating educators *agreed* with this statement, while 3 (5.6%) learners *disagreed*. 34 (63%) educator participants indicated that they *strongly agreed* that the **principal and the alleged learner and the disciplinary committee and the parent** were involved in the investigations of serious allegations into learner misconduct. 17 (31.5%) *agreed* with this statement, while 3 (5.6%) educator participants *disagreed*. The most direct and perhaps the most influential system known to influence the learner was that of the parents/caregivers (Steyn *et al.*, 2003:229; cf. 2.3.3.3). The educator response is therefore supported by the literature.

17 (31.5%) educator participants indicated that they *strongly agreed* that the **School Governing Body chairperson** was involved in the investigations of serious allegations of learner misconduct. 23 (42.6%) *agreed* with this statement, while 10 (18.5%) educators *disagreed* and 4 (7.4%) *strongly*

disagreed. The School Governing Body must always act in the name of the school and with the best interest of the school and all its learners at heart (Bray, 2005:137; cf. 2.4.3.1). 74.1% educator respondents indicated that the School Governing Body chairperson was involved in the investigation of serious allegations of learner misconduct and it has the authority and discretion to make a decision; the School Governing Body has a choice in determining what punishment to mete out (cf. 2.4.6.1; Bray, 2005:136).

37 (68.5%) educator participants indicated that they *strongly agreed* that **the educator involved in the incident** was involved in the investigation of serious allegations of learner misconduct. 13 (24.1%) *agreed* with this statement, while 3 (5.6%) participating educators *disagreed* and 1 (1.9%) *strongly disagreed*. The literature is supported by the educator response – educators have the right and the duty to assert themselves in the classroom by taking advantageous action (Charles, in Sadker & Zittleman, 2010:388; cf. 2.3.2.2). 92.6% educator participants indicated that they need to be involved in the investigation of serious allegations into learner misconduct. This is reminiscent of the *in loco parentis* principle that kicks in when learners attend school and/or school activities under the supervision of educators.

6 (11.1%) educator participants indicated that they *strongly agreed* that **other learners who like the accused learner** were involved in the investigations of serious allegations of learner misconduct. 19 (35.2%) *agreed* with this statement, while 15 (27.8%) participating educators *disagreed* and 14 (25.9%) *strongly disagreed*. Administrative action needs to be fair and should be based on objective facts (Joubert & Squelch, 2005:46, cf. 2.4.6.3). A learner must also be allowed to have his/her side heard. In such instances the learner could be allowed to ask the aid of another learner who is possibly sympathetic towards the accused learner to state his/her side of the story (*audi alteram partem*). Educators seem to be divided in their response to this statement.

15 (27.8%) educator participants indicated that they *strongly agreed* that the **School Governing Body member who handles learner discipline** was involved in the investigation of serious allegations of learner misconduct. 27

(50%) participating educators *agreed* with this statement, while 6 (11.1%) learners *disagreed* and 6 (11.1%) educator participants *strongly disagreed*. The premise rests on the impartiality of the decision-maker (Bray, 2005a:138). It implies that the decision being taken must be reasonable in the relevant situation and should be based on objective facts (Joubert & Squelch, 2005:46). The educator response is thus supported by the literature and 77.8% educator respondents indicated that the School Governing Body member who deals with discipline was involved in the investigation of serious learner misconduct.

5 (9.3%) educator participants indicated that they *strongly agreed* that **an expert from the community who acts as chairperson** was involved in the investigations into serious allegations of learner misconduct. 20 (37%) participating educators *agreed* with this statement, while 21 (38.9%) educator participants *disagreed* and 8 (14.8%) *strongly disagreed*. The literature supports the fact that learners should enjoy equal treatment before the law and be given equal safeguard and benefits of the law (Joubert & Squelch, 2005:16; cf. 2.4.2.2.2). Schools do not always ask experts of the community to be involved in the investigation of serious allegations of learner conduct, but it seems that it sometimes occurs.

Question 11 indicates the sources consulted when school rules were developed.

The continuum was:

1 = Yes

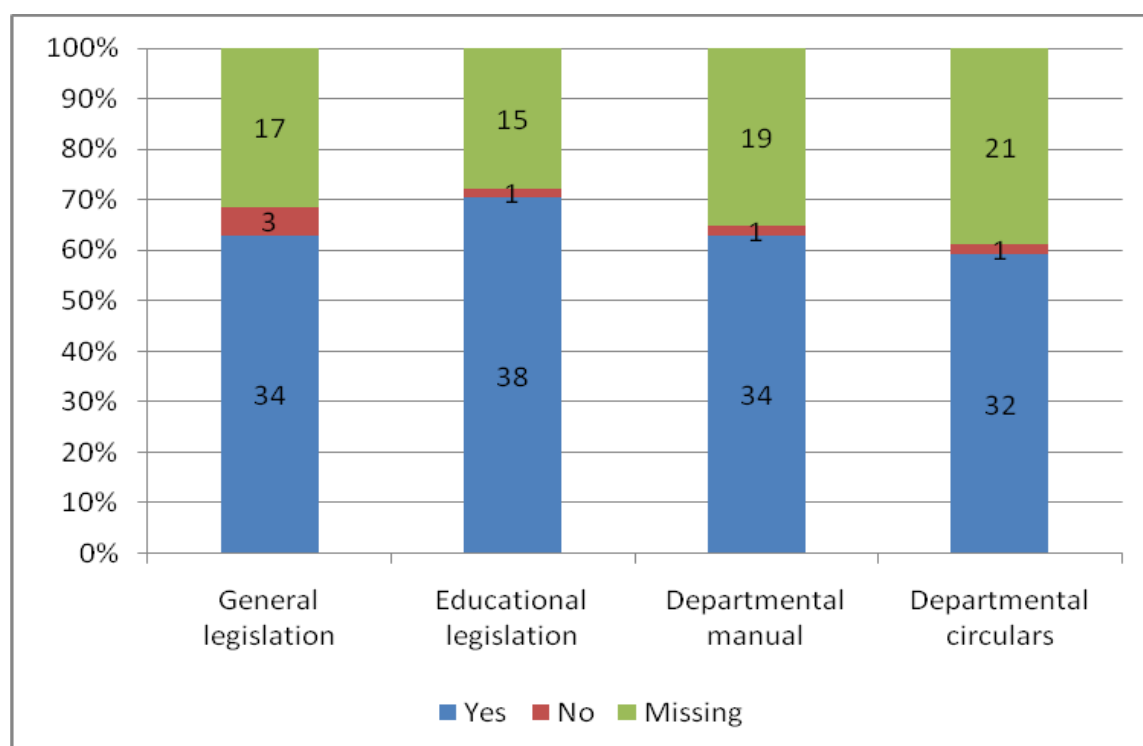
2 = No

3 = Unsure

Table 4.46: Educator response – sources consulted when school rules were developed

Sources consulted when school rules were developed		Yes		No		Missing	
		f	%	f	%	f	%
C11_1	General legislation	34	63.0	3	5.6	17	31.5
C11_2	Education legislation	38	70.4	1	1.9	15	27.8
C11_3	Departmental manual	34	63.0	1	1.9	19	35.2
C11_4	Departmental circulars	32	59.3	1	1.9	21	38.9

Figure 4.17: Educator response – sources consulted when school rules were developed



It is clear from Table 4.48 that 34 (63%) educator participants indicated that **general legislation** was consulted when they developed their respective school rules. 3 (5.6%) participating educators indicated that they did not consult general legislation and 17 (31.5%) educator participants were unsure

whether general legislation was consulted when they developed their school rules.

38 (70.4%) educator participants indicated that the **education legislation** was consulted when they developed their school rules. 1 (1.9%) indicated that education legislation was not consulted when they developed their school rules, while 15 (27.8%) participating educators indicated that they were unsure.

34 (63%) educator participants indicated that the **departmental manual** was consulted when school rules were developed. 1 (1.9%) participating educator indicated that the departmental manual was not consulted, while 19 (35.2%) educator participants indicated that they were unsure whether the departmental manual was consulted.

32 (59.3%) educator participants indicated that the **departmental circulars** were consulted when their school rules were developed. 1 (1.9%) indicated that the departmental circulars were not consulted and 21 (38.9%) indicated that they were unsure.

All four sources named here were used in the development of school rules. It seems that education legislation was the most popular source of consultation. It would include the Schools Act (84/1996) which states that every school must have a Code of Conduct. Mestry *et al.* (2007:180; cf. 2.4.3) point out that consulting the Schools Act would guarantee that educators supervise learner discipline reasonably fairly.

General legislation would include the Constitution (1996) with the *Bill of Rights* as the supreme law of South Africa. It is therefore the most significant source of our law (Bray, 2004:57; cf. 2.4.2.1). It thus follows that a school's Code of Conduct for learners, being subordinate legislation, has legal standing, but must be in agreement with the stipulations of the Constitution (1996) (cf. 2.4.2.1; Joubert & Squelch, 2005:27). The Code of Conduct must emulate the constitutional democracy, human rights and evident communication which support South African society (Roos, 2003a:482).

Departmental manuals such as the Requirements for Establishing a Code of Conduct (SA, 1998; cf. 2.4.3.1.1) seem to be a popular source to consult as general legislation. Departmental circulars seem to have been the least popular source consulted when school rules were developed.

4.5.3 Differences and correlations in Section C concerning learner and educator responses

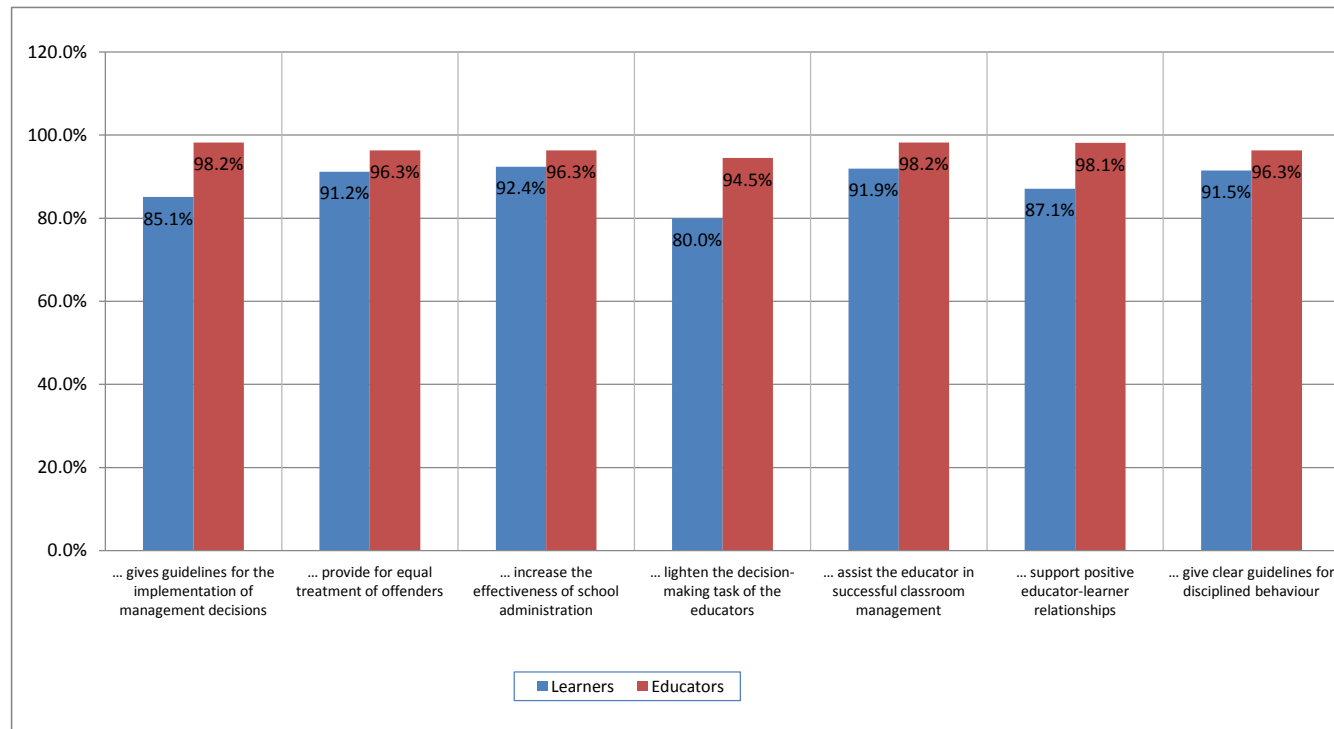
Question C1 *The advantages of school rules*

From Table 4.25, the learner participants judged the importance of advantages of school rules in the following manner:

92.4% learner participants indicated that the most important advantage of school rules is that it *increases the effectiveness of school administration*. 91.9% participating learners indicated that school rules *assist the educator in successful classroom management*. 80% learner participants indicated that they lighten the tension of decision-making for the educators.

According to Table 4.37, educators judged the importance of advantages of school rules. Educators indicated that school rules *should give guidelines for the implementation of management decisions* and *assist the educator in successful classroom management*, 98.2% educators indicated that these two advantages are of equal importance. 94.5% educators indicated that school rules should *lighten the tension of decision-making* for the educator. This advantage is listed as the least important advantage of school rules.

Figure 4.18: Comparison between educators and learners – the important advantages of school rules

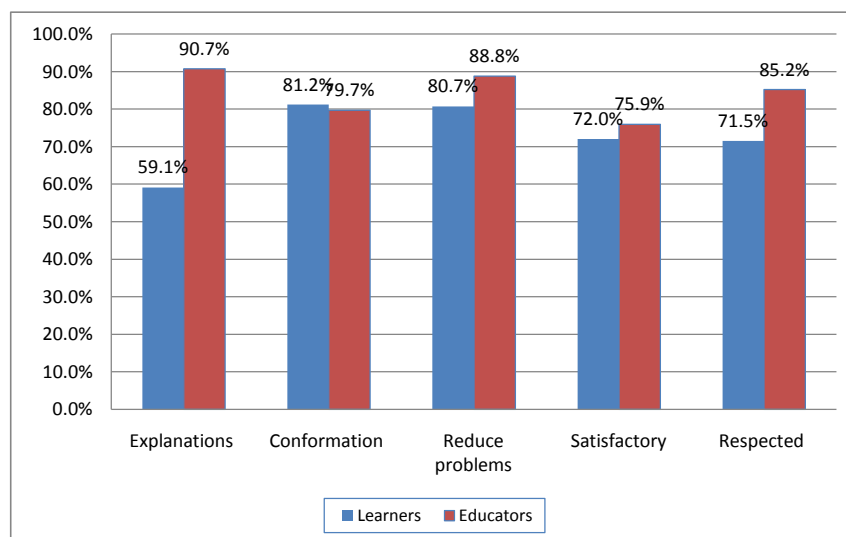


For both educators and learners, school rules should promote successful classroom management. Learner participants ranked this advantage of school rules second and educator participants ranked it as the most important advantage as it gives guidelines for the implementation of management decisions. Both learner and educator participants indicated that the least important advantage of school rules was that they lighten the tension of decision-making.

Question C2 *The influence of school rules*

To establish to what extent the perceptions and experiences of learners and educators differ on the effectiveness of school rules, it is important to scrutinize the responses of the participants on the influence of school rules. The researcher used Table 4.26 for the participating learners and Table 4.38 for the participating educators.

Figure 4.19: Comparison between learners and educators' responses on the influence of school rules



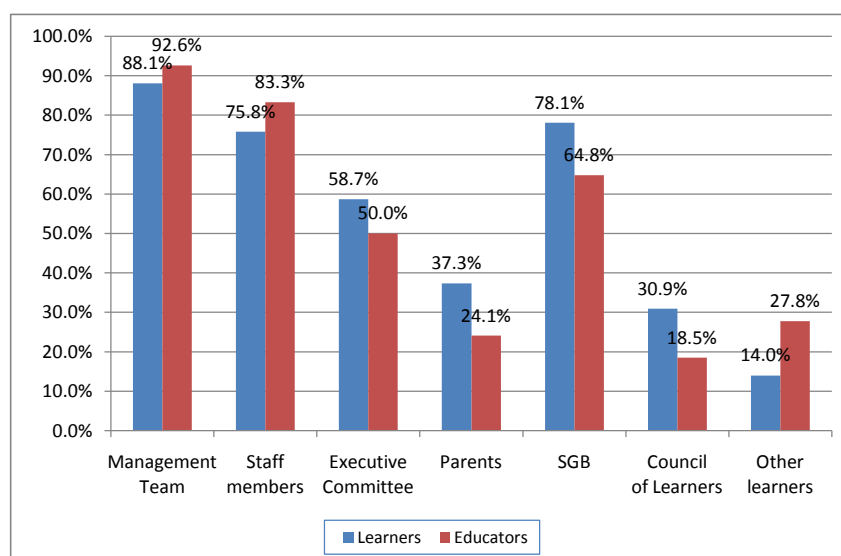
According to Table 4.26, learner participants indicated that the most important influence of school rules was that they let educators act strictly according to the rules. The second important influence was that they reduce disciplinary problems at school. Thirdly, school rules were seen by educators as satisfactory. Fourthly, school rules are respected by learners and the least important influence is that they hardly ever give explanations. Learner respondents perceived their school rules as not being comprehensive enough. They indicated that they preferred school rules that explained desired behaviour.

According to Table 4.38, educator participants indicated that the most important influence of school rules is that they provide an explanation of why certain behaviour is unwanted. It is contradictory to the learner response, as they saw this influence as the least important. Educators might not be aware that learners struggle to understand the school rules. Educators ranked the statement that school rules reduce disciplinary problems at school second. Thirdly, educator participants indicated that school rules were respected by educators. In the fourth place, school rules forced educators to conform strictly to them. The least important influence was that school rules were regarded to be satisfactory. Educators are aware that the least important influence was that school rules were regarded as being satisfactory. It would imply that educators are aware that their school rules have not kept up with the world that the learners find themselves in.

Question C3 People/bodies participating in developing school rules

To pinpoint the role which learners play in drawing up and amending school rules, it was important to ascertain the shared perceptions on people/bodies participating in developing school rules. The researcher used Table 4.27 for the participating learners and Table 4.39 for the participating educators' perceptions on this important issue.

Figure 4.20: Comparison between learners and educators' perceptions on people/bodies participating in developing school rules



From the participating learners' point of view, the School Management Team had the biggest input in setting up school rules (88.1%). The staff members ranked second with 75.8% and the School Governing Body ranked third with 78.1%. The executive committee ranked fourth with 58.7% and the parents/caregivers ranked fifth with 37.3%. The Representative Council of Learners ranked sixth (30.9%). The learners indicated that they had the least input (14%) in the drawing up of school rules. The researcher is of the opinion that this is a moot point that warrants attention: if learners do not have a stake in drawing up the school rules, they will be more likely to break them.

The literature indicates (*cf.* 2.4.3.1.1) that it is very important that learners participate in the drawing up of school rules. They are currently ranking their involvement in setting up the school rules at the very lowest. This is a disconcerting response.

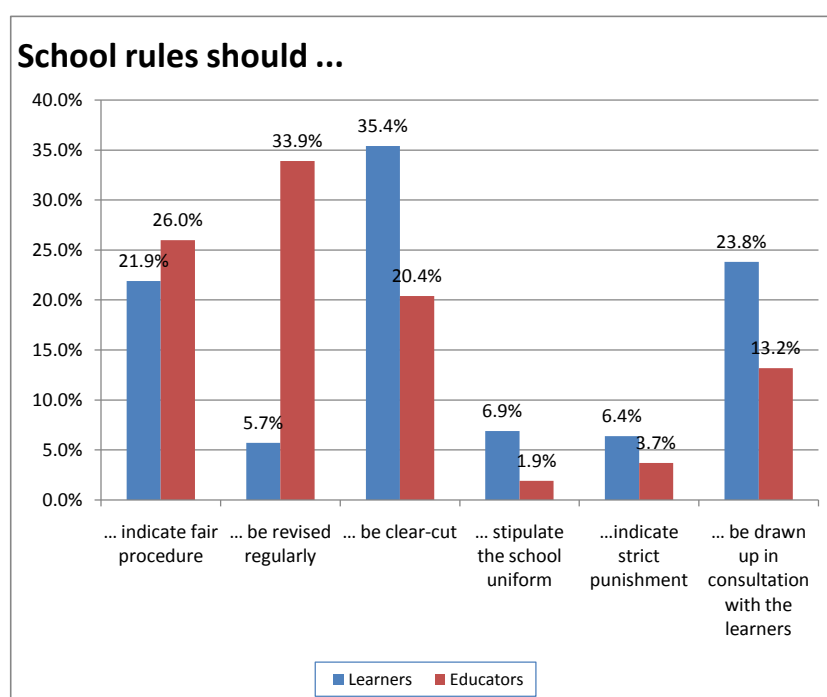
From the participating educators' point of view, it seems that the School Management Team had the biggest input in setting up school rules (92.6%). Staff members had a 83.3% involvement and the School Governing Body had a 64.8% involvement. The parents/caregivers were ranked merely second last (24.1%) to the Representative Council of Learners who had an input of 18.5%, while other learners had an involvement of 27.8%. Given that the State and parents/caregivers have the biggest stake in the well-being of public schools, this seems odd. The learner participants indicated as the educators did that the School Management Team had the biggest input (88.1%) in the drawing up of school rules. The School Governing Body is second to them with 78.1%. The Staff was ranked third with 75.8%. Parents had a 37.3% input and then the Representative Council of learners had a 30.9% input.

Research objective 4 (*cf.* 1.2.2) was to determine the role which learners play in drawing up school rules and amending school rules. It has been indicated through the data that learner involvement in the drawing up and amending of school rules is seriously lacking. According to Roos (2003a:486) and Joubert and Squelch (2005:35), the Code of Conduct will remain applicable and effective unless otherwise revised (*cf.* 2.4.3.1.1).

Question C4 The most meaningful characteristic of school rules

To determine to what extent the perceptions and experiences of learner participants and educator participants differ on the effectiveness of school rules, it was important to find out what the most meaningful characteristic of school rules was. The researcher used Table 4.28 for the participating learners and Table 4.40 for the participating educators' responses.

Figure 4.21: Comparison between learner and educators' perceptions on the most meaningful characteristic of school rules



Not surprisingly, most learner participants indicated that the most important characteristic of school rules should be that **learners understand them**. Ranked secondly, participating learners indicated that they should be included in the drawing up of school rules although, according to Table 4.27, most of them felt that they were not consulted. Learner participants indicated that it was least important that rules should be revised regularly.

The most meaningful characteristic for educators is that **they feel that school rules should be revised regularly**. The literature is supported by the data: according to Joubert and Squelch (2005:34; cf. 2.4.3.1.1), school rules should be issued to learners at the beginning of the year and young learners at primary school should be informed verbally of school rules as well. The second most important characteristic is that school rules should indicate fair

procedure and then thirdly they should be clear. Educator participants indicated that it was least important if school rules indicated the school uniform. This characteristic was ranked last.

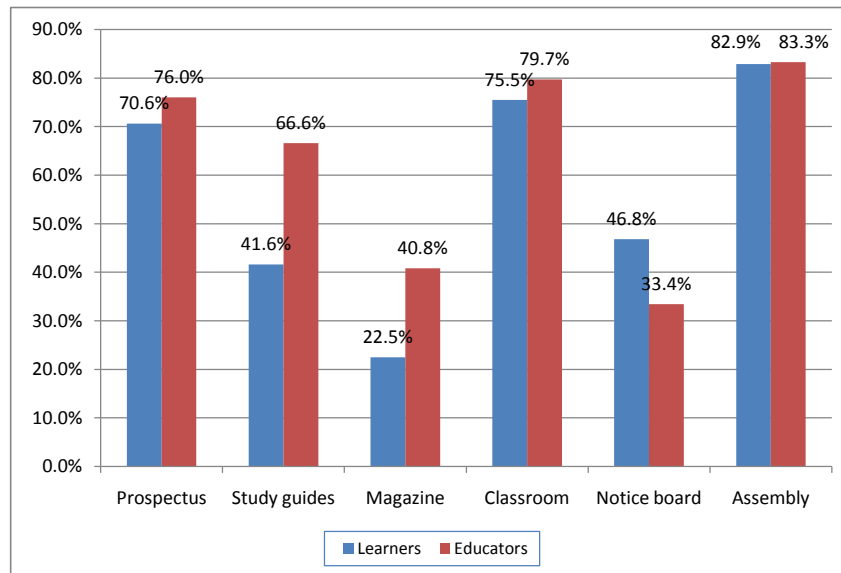
The biggest difference in the response of participating learners compared to participating educators was that learners indicated the least important characteristic of **school rules to be that they should be revised regularly** and the educators ranked this same characteristic first. Learner participants ranked the characteristic of **school rules being understood** as the most important characteristic and educator participants ranked this as only their third important characteristic.

From the data it is evident that educators should be more dedicated in explaining school rules to learners. School rules must not only spell out realistic boundaries, but also indicate desirable behaviour. Furthermore, learners need to be included in the drawing up of school rules, and educators have indicated that the school rules are not being revised regularly. Perhaps educators are unsure of common practice as mentioned in the literature: that school rules should be revised annually (Joubert & Squelch, 2005:34; cf. 2.4.3.1.1) and that learner participation would guarantee greater compliance and advance educator-learner relationships.

Question C5 ***How often are school rules brought to the attention of the learners?***

School rules are brought to learners' attention through a variety of ways. The researcher used Table 4.29 for the participating learners and Table 4.41 for the participating educators' responses.

Figure 4.22: Comparison between learner and educators' perceptions on how school rules are brought to the attention of learners



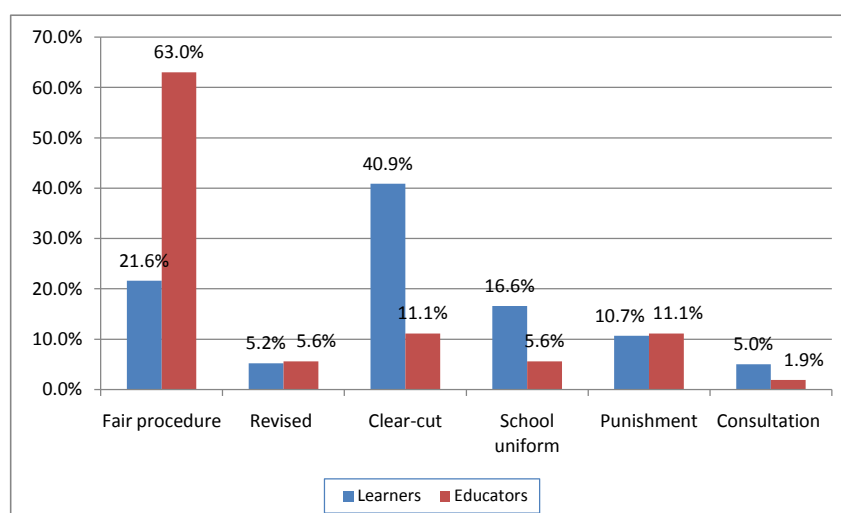
Both learner participants and educator participants agreed that the most popular way of communicating school rules is **during assembly**. 82.9% of learner participants indicated that school rules were always or sometimes communicated to them during assembly. 83.3% educator participants indicated that school rules were always or sometimes communicated to the learner participants during assembly. School rules and regulations should be formally and publically announced and explained to the whole school community (Joubert & Squelch, 2005:3; cf, 2.4.3.1.1). The second preferred way of communicating the school rules, according to both learners and educators, is that **school rules are displayed in classrooms**. Learner participants indicated that 75.5% always or sometimes agreed that school rules were displayed in classrooms. 79.7% of the educator participants indicated that school rules were *always* or *sometimes* displayed in classrooms. School rules that were brought to the attention of participating

learners through the school magazine was the least used method to communicate school rules. According to the educator participants, the school notice boards seem to be the least utilized method of communicating school rules to learners (33.4%).

Question C6 ***Which one characteristic describes school rules best?***

From Table 4.30 and Table 4.42, the characteristic that describes school rules best was compared and discussed.

Figure 4.23: Comparison between learner and educators' perceptions on which one characteristic describes school rules best



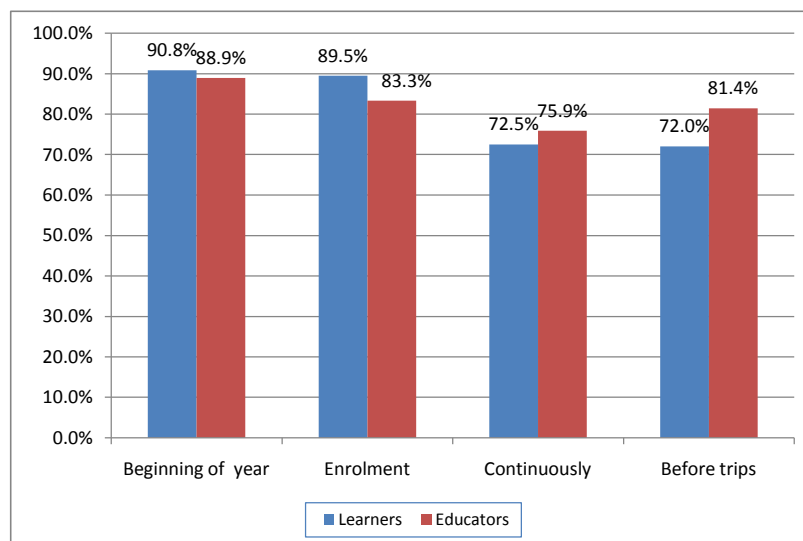
In Figure 4.23 it can clearly be seen that for learner participants the most important characteristic that describes school rules, is that they should be clear-cut (40.9%). Educator participants indicated that fair procedure (63%) best described their school rules. Both participating learners and participating educators indicated that the characteristic that least describes their school rules the least is that they were drawn up in consultation with learners. Again, the researcher found that learner participants and educator participants

indicated that learners were not involved in the drawing up of school rules. Another characteristic of school rules that would beg for attention is the fact that they should be revised regularly.

Question C7 *When school rules are communicated to learners*

In trying to establish shared perceptions and experiences of the effectiveness of school rules, it is important to determine when school rules are communicated to learners. Table 4.31 and Table 4.43 were used to draw the comparisons between participating learner and participating educator responses.

Figure 4.24: Comparison between learner and educators' responses on when school rules are communicated to learners



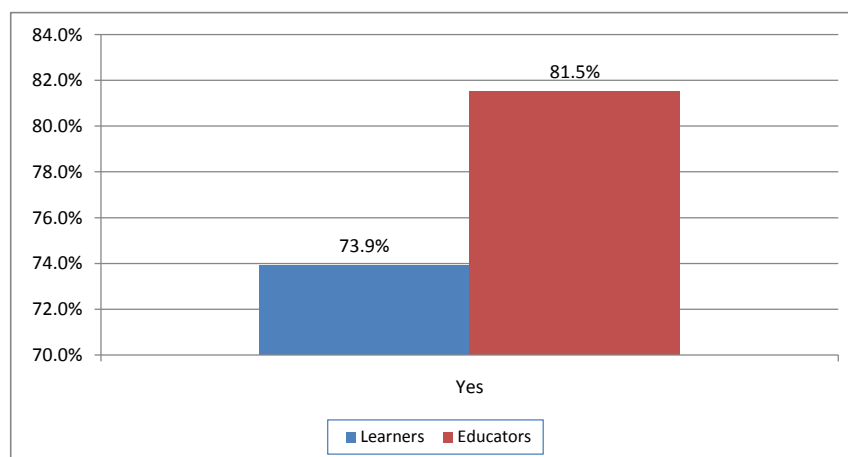
According to Joubert and Squelch (2005:34; cf. 2.4.3.1.2), a copy of school rules should be issued to learners at the beginning of the school year and young learners at primary school should be informed verbally of school rules as well.

Participating learners and participating educators were in agreement when they indicated that school rules are most often communicated at the beginning of the school year. Both learner participants and educator participants indicated that school rules are communicated to learners on enrolment. The ideal would be if school rules were communicated on a continuous basis. The researcher found it encouraging to note that school rules are communicated at the beginning of the year, and mainly on enrolment. It would, however, be advisable that school managers and educators remember to bring school rules to the attention of learners continuously.

Question C8 *Guidance provided concerning school rules*

in trying to establish shared perceptions and experiences of the effectiveness and experiences concerning school rules, it was important to determine if guidance was provided concerning school rules. Table 4.32 and Table 4.44 were used to draw the comparisons between participating learner and participating educator responses.

Figure 4.25: Comparison between learner and educators' responses on whether they are given guidelines concerning school rules



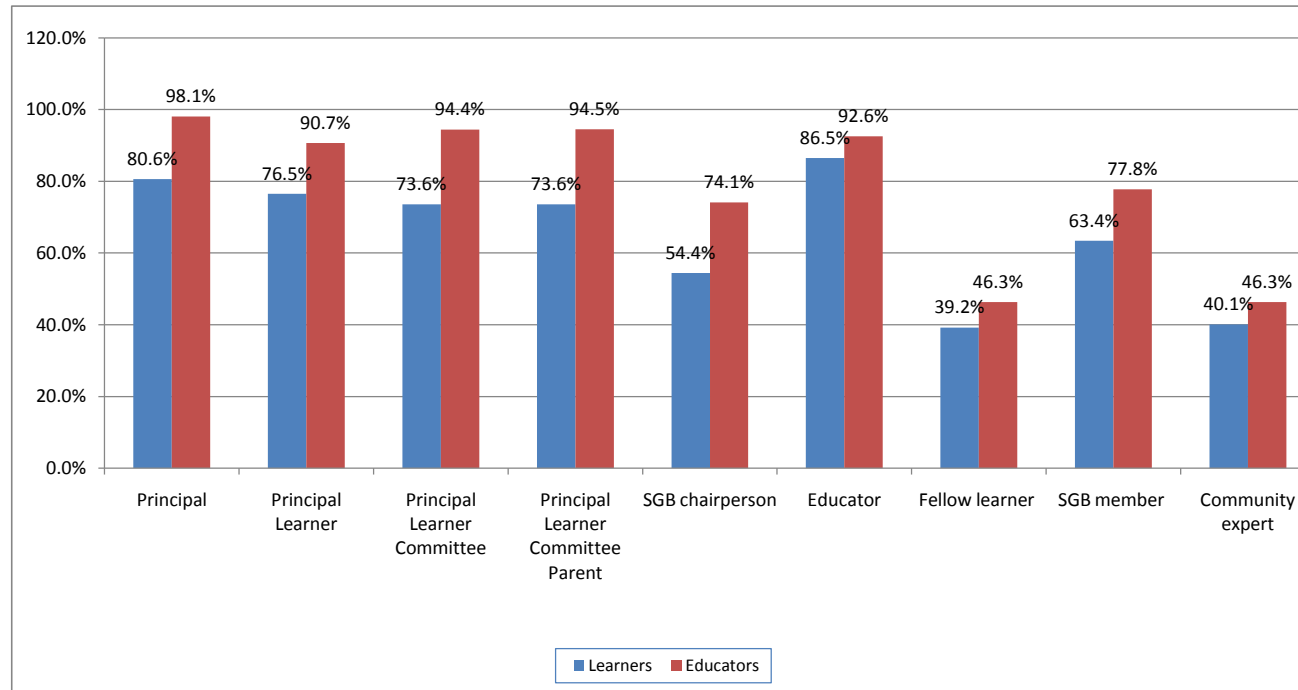
It can clearly be seen from Figure 4.25 that participating educators indicated to a greater extent that they received guidance concerning school rules.

81.5% educator participants indicated that they received guidance, compared to the 73.9% learner participants. The researcher is serious about pointing out that especially learners need guidance concerning school rules.

Question C10 People/bodies involved in the investigation of alleged serious contraventions of school rules

Table 4.33 and Table 4.45 were used to draw the comparisons between participating learner and participating educator responses. When investigating the perceptions and effectiveness of school rules, the researcher should consider the perceptions of learner participants and educator participants concerning the people/bodies involved in the investigation of alleged serious contraventions of school rules.

Figure 4.26: Comparison between learner and educators' perceptions on people/bodies participating in investigations of serious learner misconduct



Both learner and educator participants indicated that the least involved person in the investigation into allegations of serious misconduct was a **learner who likes the accused learner**. An **expert from the community** was not an individual considered by learner and educator participants to be involved in allegations of serious learner misconduct. For both learners and educators, the principal seemed the single most important individual involved in allegations of serious learner misconduct. The importance of the principal in matters of serious allegations of learner misconduct, as stated in the literature, is supported by the learner and educator response (*cf.* 2.4.2.3.7).

Learner participants indicated that the most important person who was involved in investigations of serious allegations of learner misconduct was the **educator involved** (86.5%). It is promising to see that so many learners indicated that the educator involved should have an input into investigations concerning the bad behaviour of learners.

Learner participants indicated that the **principal and the accused learner** who was involved in the investigation of serious allegations of learner misconduct are the most important bodies/persons investigating allegations of serious misconduct. Educational managers should take into account the *audi alteram partem rule* when it comes to serious allegations of learner misconduct (Joubert & Squelch, 2005:43; *cf.* 2.4.6.2). The participating learner and participating educator responses were thus supported by literature in this regard.

Of equal importance to the learner participants were the **principal, the accused learner, the disciplinary committee and the parents/caregivers** in the investigations into serious allegations of learner misconduct. The most direct and perhaps the most influential system known to influence the learner is that of the parents/caregivers (Steyn *et al.*, 2003:229). It is therefore expected that the majority of learners and educators would indicate the parent/caregiver involvement in allegations of serious misconduct.

63.4% learner participants and 77.8% educator participants indicated that the **School Governing Body member who manages learner discipline** is involved in the investigations of serious allegations into learner misconduct.

Section 4(m) of the National Educational Policy Act (27 of 1996) insists on community participation. All the interested parties must be involved in all aspects of the education system, especially regarding making public schools safe (Oosthuizen & De Waal, 2000:63-64); *cf.* 2.4.3.1).

The responses of learner participants and educator participants in Section D are subsequently discussed.

4.6 QUANTITATIVE DATA ANALYSIS: SECTION D

With the aid of a factor analysis (*cf.* 3.5), the items in Section D of the learner responses were grouped together and two significant factors came to the fore. The same two factors were then used for the educator responses, since the educator responses were too few to allow a factor analysis.

Table 4.47: Explained variance by two-factor model – Section D

FACTOR	Original Eigen-values		
	Total	% variance	cumulative %
1	1.965	24.557	24.557
2	1.764	22.054	46.611

From this table it becomes clear that the two factors explained 46.6% of the total variance.

Table 4.48: Component matrix – Section D

	1	2
D1		0.690
D2		0.768
D3	0.710	
D4	0.747	
D5	0.726	
D6		0.529
D8	0.456	
D9		0.615

In the next table, every **factor** is **expounded in detail** and thereafter discussed **separately**.

Table 4.49: Factors identified from participating learner responses – Section D

Factor D1: Power of school rules			
Items	Learners	Items	Educators
D3	School rules count only on the school grounds	D3	School rules are binding only within the school grounds
D4	School rules count only during school hours.	D4	School rules are binding only during school hours.
D5	School rules count only during official school activities.	D5	School rules are binding only during official school activities.
D8	School rules should only count when there are problems.	D7	School rules should be enforced only in problem situations.

Factor D2: Legality of school rules			
Items	Learners	Items	Educators
D1	School rules are a form of law	D1	School rules are a form of legislation
D2	School rules have a legal basis	D2	School rules have a legal basis
D6	Learners should take part in drawing up school rules	D6	School rules should be drawn up with learner participation
D9	The learners should know the punishment for each mistake	D8	School rules should indicate the punishment for each wrongdoing

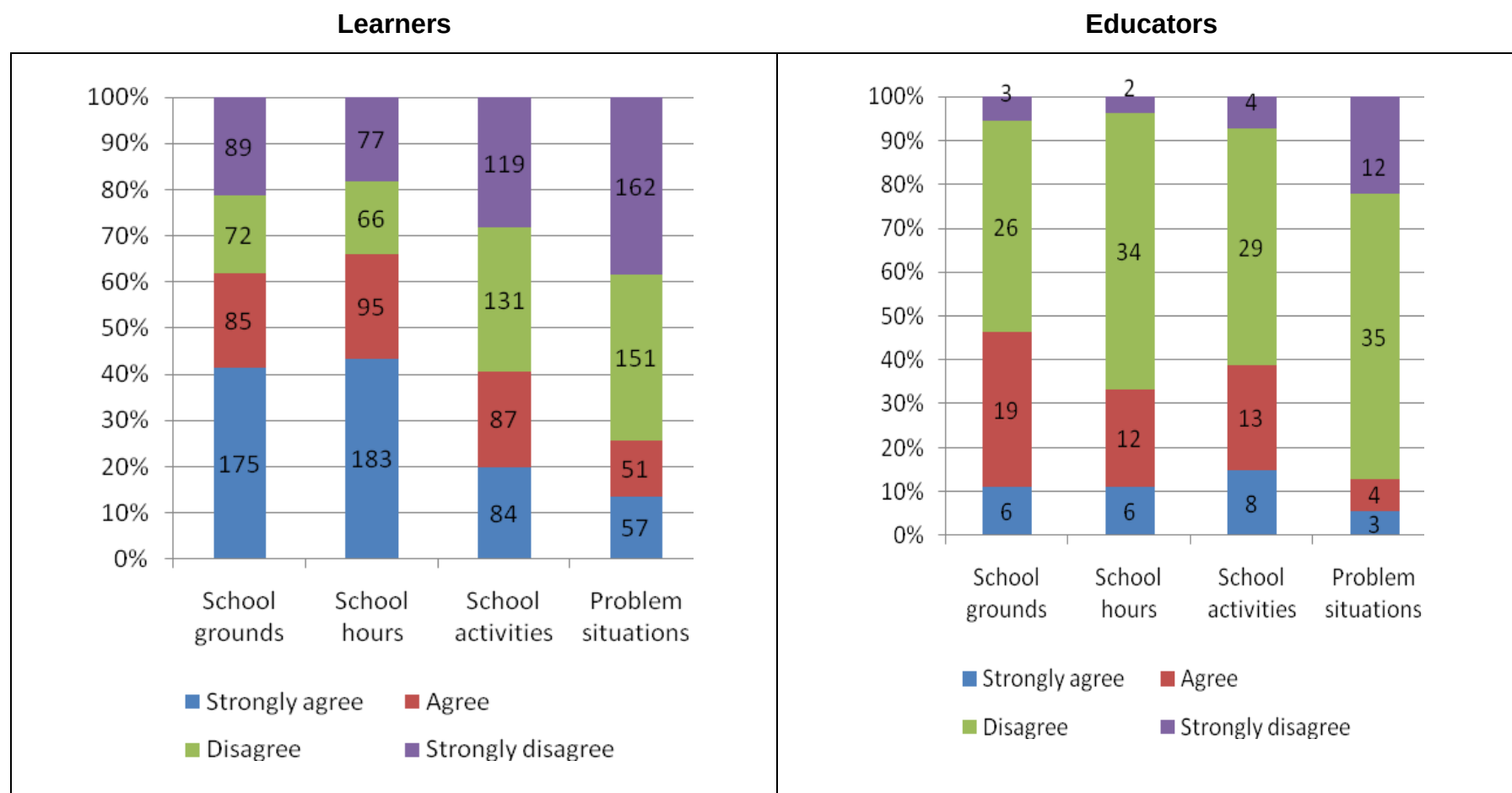
4.6.1 Factor D1: The power of school rules

Factor D1 was grouped concerning the perceptions of learners and educators on the authority of school rules in various circumstances.

Table 4.50: Authority of school rules

Learner responses		Strongly agree		Agree		Disagree		Strongly disagree		Total	
D3	School rules count only within school grounds.	175	41.6	85	20.2	72	17.1	89	21.1	421	100.0
D4	School rules count only during school hours.	183	43.5	95	22.6	66	15.7	77	18.3	421	100.0
D5	School rules count only during official school activities.	84	20.0	87	20.7	131	31.1	119	28.3	421	100.0
D8	School rules count only in problem situations.	57	13.5	51	12.1	151	35.9	162	38.5	421	100.0
Educator responses		Strongly agree		Agree		Disagree		Strongly disagree		Total	
D3	School rules are binding only within school grounds.	6	11.1	19	55.6	26	48.1	3	5.6	54	100.0
D4	School rules are binding only during school hours.	6	11.1	12	22.2	34	63.0	2	3.7	54	100.0
D5	School rules are binding only during school activities.	8	14.8	13	24.1	29	53.7	4	7.4	54	100.0
D7	School rules should be enforced only in problem situations.	3	5.6	4	7.4	35	64.8	12	22.2	54	100.0

Figure 4.27: Learners and educators – the authority of school rules



School rules are binding only within school grounds

In response to the statement that **school rules count only within school grounds**, 175 (41.6%) of the participating learners *strongly agreed* and 85 (20.2%) *agreed*. On the other hand, while 72 (17.1%) of these learners *disagreed* with the statement, 89 (21.1%) of them *strongly disagreed* that school rules count only within school grounds. Looking at the learner responses of those who perceived the authority of school rules to be limited, 260 (61.8%) of these learners thus held the perception that the authority of school rules reached only as far as the grounds, leaving only 161 (38.2%) learners with the perception of school rules having extended authority. A set of school rules is a requirement at every school to guarantee and enhance effective educational training (Oosthuizen, 2005:35; *cf.* 2.3.2.1). Learners should know that school rules are guidelines for behaviour in general society as well. The logic, performance and basis of the teaching and learning surroundings at schools are rooted in different community features (Oosthuizen & Van Staden, 2007:362, *cf.* 2.3.3.1) and imitate the interpersonal and shared viewpoints and values.

6 (11.1%) of the participating educators *strongly agreed* that **school rules are binding only within the school grounds**, while 19 (35.2%) *agreed* with this statement, making up for 25 (46.3%) of the educator responses. 26 (48.1%) *disagreed* and 3 (5.6%) *strongly disagreed* that school rules were binding only within school grounds. Just over half (29; 53.7%) of these educators therefore indicated that school rules were not binding only within the school grounds. The fact that only three of the participating educators marked their responses in the strongly disagree category, implies that the participating educators recognized the impact and importance of school rules to change and modify the behaviour of the learners positively (Du Plessis & Looock, 2007:10; *cf.* 2.3.2.1) and that principles of school rules are not meant to be limited to the school grounds only.

School rules are binding only within school hours

In response to the statement that school rules were binding only during school hours, 193 (43.5%) of the participating learners *strongly agreed*. 95 (22.6%) *agreed*, while 66 (15.7%) *disagreed* and 77 (18.3%) learner participants *strongly disagreed*. 6 (11.1%) educator participants *strongly agreed* that school rules were binding only during school hours. 12 (22.2%) *agreed*, while 34 (63%) *disagreed* and 2 (3.7%) educator participants *strongly disagreed*.

There is a marked difference in the perceptions of the learner participants and educator participants on this question: 66.1% (278) of the participating learners *agreed* or *strongly agreed* with the statement that school rules were binding only during school hours; 66.7% of the participating educators either *disagreed* or *strongly disagreed* with this statement. The difference of the learner and educator participants' responses could be attributed to a reason as to why school rules are ineffective. School rules should not be seen as separate from school behaviour. School rules should encourage learners to conduct themselves well at school during school activities even after official school hours (like participation in sports events, debating competitions and other extra-curricular activities), in preparation for their eventual conduct in civil society (cf. 2.4.3.1.1; Smit, 2008:84).

School rules are binding only during official school activities

In response to the statement that school rules count only during official school activities, 84 (20%) learner participants *strongly agreed*, 87 (20.7%) *agreed*, while 131 (31.1%) *disagreed* and 119 (28.3%) learner participants *strongly disagreed*. 8 (14.8%) educator participants indicated that they *strongly agreed* that school rules were binding only during official school activities. 13 (24.1%) *agreed* with this statement, while 29 (53.7%) *disagreed* and 4 (7.4%) educators *strongly disagreed* with the statement. There was a correlation in the perceptions of the learner participants and educator participants on this question: 40.7% of the learners *agreed* or *strongly agreed* with the statement that school rules were binding only during school activities; 38.9% of the educators either *agreed* or *strongly agreed* with this statement.

These findings do not support the literature which states that school rules need to aim at prescribing acceptable conduct in society as a whole (cf. 2.4.3.1.1; Smit, 2008:84).

School rules should be enforced only in problem situations

A Code of Conduct needs to promote positive discipline and not be punitive and punishment-orientated (cf. 2.4.3.1.1; SA, 1998:item 1.4; Du Plessis & Looock, 2007:10), but should be aimed at smoothing the process of constructive learning. 57 (13.5%) participating learners *strongly agreed* that school rules count only when there were problems. 51 (12.1%) *agreed*, 151 (35.9%) *disagreed* while 162 (35.5%) learner participants *strongly disagreed*. 3 (5.6%) educator participants *strongly agreed* that **school rules should be enforced only in problem situations** and 4 (7.4%) educator participants *agreed*. 35 (64.8%) *disagreed* with this statement, while 12 (22.2%) participating educators *strongly disagreed*. From this data it is deduced that most educators and learners have the perception that school rules are not only applicable in problem situations. This response supports the literature that positive conduct is a significant educational outcome that is held in high esteem within various social orders (Charlton & David, 1993:5: cf. 2.3.1)

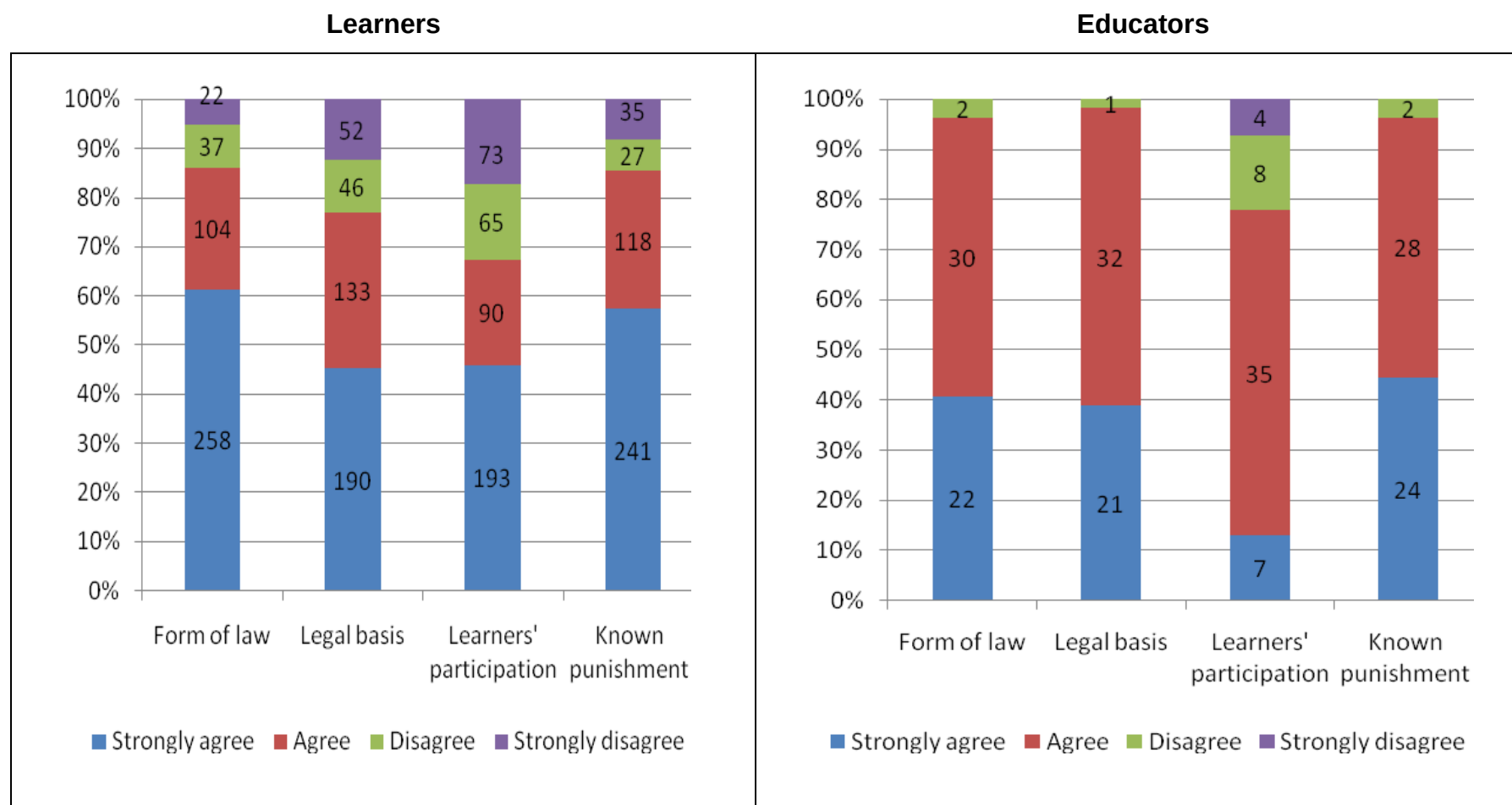
4.6.2 Factor D2: The legality of school rules

Factor D2 was grouped concerning the perceptions of learners and educators on the legality of school rules in their respective circumstance.

Table 4.51: Legality of school rules

Learner responses		Strongly agree		Agree		Disagree		Strongly disagree		Total	
D1	School rules are a form of law.	258	61.3	104	24.7	37	8.8	22	5.2	421	100.0
D2	School rules have a legal basis.	190	45.1	133	31.6	46	10.9	52	12.4	421	100.0
D6	Learners should take part in drawing up school rules.	193	45.8	90	21.4	65	15.4	73	17.3	421	100.0
D9	The learners should know the punishment for each mistake.	241	57.2	118	28.0	27	6.4	35	8.3	421	100.0
Educator responses		Strongly agree		Agree		Disagree		Strongly disagree		Total	
D1	School rules are a form of legislation.	22	40.7	30	55.6	2	3.7	0	0.0	54	100.0
D2	School rules have a legal basis.	21	38.9	32	59.3	1	1.9	0	0.0	54	100.0
D6	School rules should be drawn up with learner participation.	7	13.0	35	64.8	8	14.8	4	7.4	54	100.0
D8	School rules should indicate the punishment for each wrongdoing.	24	44.4	28	51.9	2	3.7	0	0.0	54	100.0

Figure 4.28: Learners and educators – the legality of school rules



School rules are a form of legislation

In response to the statement that school rules are a form of law , 258 (61.3%) learners *strongly agreed*, while 104 (24.7%) *agreed*, 37 (8.8%) learners *disagreed* and 22 (5.2%) *strongly disagreed* that school rules are a form of law. 22 (40.7%) educators *strongly agreed* that **school rules are a form of legislation**. 30 (55.6%) educator participants *agreed* and 2 (3.7%) *disagreed*. Participating learners and participating educators were in agreement that school rules are a form of legislation. The data supports the literature: school rules can be regarded as subordinate legislation, (cf. 2.4; Joubert & Squelch, 2005:15).

School rules have a legal basis

In response to the statement that **school rules have a legal basis**, 190 (45.1%) learner participants *strongly agreed* that school rules have a legal basis and 153 (31.6%) learners *agreed*. 46 (10.9%) learner participants *disagreed* and 52 (12.4%) *strongly disagreed*. 21 (38.9%) educator participants *strongly agreed* that school rules have a legal basis. 32 (59.3%) *agreed*, while 1 (1.9%) *disagreed* with the statement. 76.7% of the learner participants and 99.2% of the educator participants indicated that they either *strongly agreed* or *agreed* with this statement. Educators were more convinced than learners that school rules have a legal basis. The researcher was left with the impression that the learner response was more honest, whereas the educator participants indicated the ideal circumstances. Visser (cf. 2.4.3.1; 1999:147) defines a Code of Conduct as a document providing a legal basis for the identification and elimination of those forms of conduct that threaten the learning process.

School rules should be drawn up with learner participation

The Guidelines for Codes of Conduct (cf. 2.4.3.1.1; SA, 1998:item 3.4 & 5.1(f)) stipulate that learners need to be included in the formulation of school and classroom rules. This fosters responsibility as opposed to blind obedience, according to Van Dyk (in Roos, 2003b:511). The researcher

wanted to test if learner participants were participating in the formulation of school and classroom rules. In response to the statement that **school rules should be drawn up with learner participation**, 183 (43.5%) participating learners *strongly agreed* with this statement, 95 (22.6%) *agreed*, 66 (15.7%) learner participants *disagreed* and 77 (18.3%) *strongly disagreed*. 7 (13%) participating educators *strongly agreed*, while 35 (64.8%) *agreed* that school rules should be drawn up with learner participation. 8 (14.8%) participating educators *disagreed* and 4 (7.4%) *strongly disagreed*. The majority of the learner participants (66.1%) indicated that learners should be involved in the drawing up of school rules; the majority of the educator participants (77.8%) also indicated that learners should form part of the establishing of school rules. Educators have to acknowledge the role of learners as co-creators of the rules that govern discipline at school (*cf.* 2.4.3.1.1, Rutherford, 2006:20). On the grounds of this response, it seems that although participating educators indicated that learners should have their say when school rules are formulated, this does not happen (*cf.* 4.5.3). Question C3 asked of learner participants and educator participants to indicate the people/bodies involved in developing school rules. Table 4.20 indicated that learner involvement in the drawing up of and amending school rules were seriously lacking. 30.9% of the learner participants and 18.5% of the educator participants indicated that the Representative Council of Learners participated in the development of school rules. 14% of the learner participants and 27.8% of the educator participants indicated that the other learners of the school participated in developing school rules.

School rules should indicate the punishment for each wrong-doing

The Code of Conduct not only needs to describe acceptable conduct (*cf.* 2.4.3.1.2), but should also make it easy to implement the school rules in the school situation and in cases of learner misconduct, by means of a specific disciplinary course stipulated in the school's Code of Conduct, as referred to in the Guidelines for Codes of Conduct (SA, 1998; Joubert & Squelch, 2005:26). A Code of Conduct also caters for dealing with unacceptable

behaviour and conflict and should provide acceptable methods to deal with such incidents (*cf.* 2.4.3.1; Van der Bank, 2000:310-315).

241 (57.2%) learner participants indicated that they *strongly agreed* that learners should know the punishment for each mistake, while 118 (28%) learner participants indicated that they *agreed*. 27 (6.4%) learner participants *disagreed*, while 35 (8.3%) *strongly disagreed* with this statement. 24 (44.4%) participating educators *strongly agreed* and twenty eight (51.9%) *agreed* that school rules should indicate the punishment for each wrong-doing. 2 (3.7%) educator participants indicated that they *disagreed*. The data is supported by the literature.

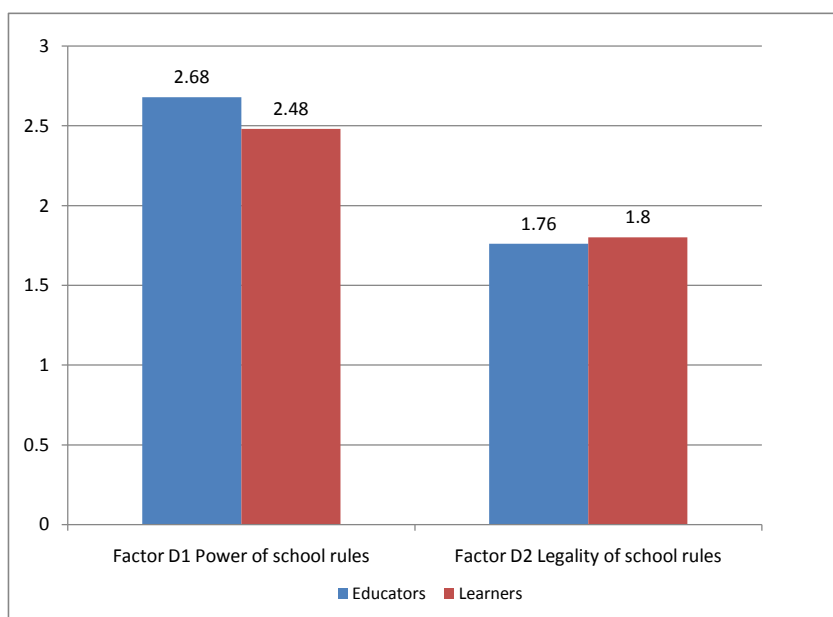
85.2% of the learner participants either *agreed* or *strongly agreed* that school rules should indicate the punishment for each wrong-doing, whereas 96.3% of the educator participants either *agreed* or *strongly agreed* with this statement. The difference of 11.1% between the learner response and the educator response, left the researcher with the impression that the learner response was more honest, whereas the educator participants indicated the ideal circumstances.

4.6.3 Differences concerning the factors in Section D between learners and educators

The table below, Table 4.52, points out the differences in the responses of the learners and educators concerning Section D of the questionnaires

Table 4.52: Differences between learners and educators – Section D

Factor	Learners			Educators			T-value	p-value	Cohen's D	Effect size
	n	mean	std dev	n	mean	std dev				
D1	421	2.48	0.75	54	2.66	0.59	-2.01	0.05*	0.24	Small
D2	421	1.80	0.76	54	1.76	0.36	0.72	0.48		



* Statistically relevant on a 5% rate of meaning.

4.6.3.1 Differences in factor D1

There was a small difference between participating learners and participating educators concerning factor D1. The participating educators' mean was 2.66 and the participating learners' mean was 2.48: this indicated that the educators and learners felt more or less the same concerning the various statements (*cf.* Table 4.52). Factor D1 grouped the statements that indicated

the **power of school rules** together. An aim of this dissertation was to ascertain the shared perceptions and experiences of the participating learners and educators on the effectiveness of school rules (*cf.* 1.2).

The researcher will now discuss the different items that formed part of factor D1.

Learner participants were convinced that school rules count only within school grounds. The majority of the participating educators (66.7%) held the perception that school rules did not count only within school grounds, whereas the learner participants indicated, for the same item, a 34% response (*cf.* Table 4.50).

The majority of educator participants (66.7%) held the perception that school rules **did not count** only within school hours, whereas the majority of the participating learners (66.1%) indicated that school rules **counted only** in school hours. The researcher was left with the impression that the learner participants were perhaps more honest in their response. The educator participants understood that, in an ideal society, school rules have extended authority, whereas learner participants indicated that this was seldom the case.

The ideals of founding moral values are based on the belief of value of discipline and should provide for a productive, positive learning environment, punishment for irregular behaviour, a principle-orientated disciplinary system, the acknowledgement of human dignity, the different forms of freedom that a learner is entitled to, the best interests of learners and the values and principles that underlie learners' rights (*cf.* 2.4.3.1; Roos, 2003a:486).

The majority of educator and learner participants are in line when they state that they do not agree that school rules should be enforced only in problem situations. From this data it is deduced that most learner participants and educator participants have the perception that school rules are not only applicable in problem situations. This response supports the literature which upholds that positive conduct is a significant educational outcome that is held in high esteem within various social orders (Charlton & David, 1993:5: *cf.*

2.3.1). A Code of Conduct needs to mirror the proposed constitutional democracy, human rights and transparent communication which support the South African society (*cf.* 2.4.2.1; Joubert & Squelch, 2005:27).

Although the learner response (74.4%) was not as strong as the educator response (87%), both participating learners and participating educators indicated that the school rules should mirror proper conduct as well. The researcher was left with the impression that educator participants indicated the *ideal* response, whereas learner participants indicated the reality of the situation.

4.6.3.2 Differences in factor D2

A school's Code of Conduct for learners is considered to be subordinate legislation (*cf.* 2.4.2.1) and has legal standing. Moreover, it must be in agreement with the stipulations of the Constitution (1996), the Schools Act (84 of 1996) and provincial legislation (Joubert & Squelch, 2005:27). The majority of educators agreed that **school rules are a form of legislation**. Table 4.51 clearly indicated that 96.3% of the educator participants agreed with the perception that school rules have legitimate power and authority. Learner participants indicated much the same: 86% of them, too, indicated that school rules have legal power.

98.2% of the educator participants indicated that they believed **school rules have a legal basis**. 76.7% of the learner participants indicated the same. There is a strong perception that school rules are binding, that they have effect and that they are based on legislature. This is encouraging, as it shows that learners and educators are of the opinion that school rules have authoritative bearing.

Educators have to acknowledge the role of **the learner as co-creator of the rules** that govern discipline at school (*cf.* 2.4.3.1; Rutherford, 2006:20). From this dissertation it is clear that educator participants were aware that learners should take part in the establishing of school rules. 77.8% educator

participants gave an indication that they agreed with the statement that learners' participation is important when school rules are formulated.

67.2% of the learner participants indicated that the learners should be co-creators of the school, but also indicated that it does not happen in reality (*cf.* Table 4.27). The Constitutional Court pointed out (*cf.* 2.4.2.3.1) that a properly drafted code would not only spell out realistic boundaries to the learners, but also indicate which route could be taken when seeking and granting exemption. Only two educators, see Table 4.51, did not agree that school rules should indicate punishment for each mistake. 85.2% learners agreed and strongly agreed with this statement. It is clear from participating educator and participating learner responses that very important characteristics of school rules are that they are extensive and clear.

4.7 QUANTITATIVE DATA ANALYSIS – SECTION E

With the aid of a factor analysis, the items in Section E of the learner responses were grouped together and three significant factors came to the fore. The same three factors were then used for the educator responses, since the number of educator responses was too few to allow a factor analysis.

Table 4.53: Explained variance by three-factor model – Section E

	Original Eigen-values		
FACTOR	Total	% variance	cumulative %
1	3.710	33.727	33.727
2	1.433	12.028	46.755
3	1.045	9.498	53.254

From this table it becomes clear that the **three** factors explained **53.3%** of the total variance.

Table 4.54: Component matrix – Section E

	1	2	3
E1		0.818	
E2		0.757	
E3			0.615
E4	0.517		
E5	0.583		
E6			0.755
E7	0.652		
E8			0.597
E9	0.557		
E10	0.749		
E11	0.638		

In the next table, every factor is expounded in detail and thereafter discussed separately.

Table 4.55: Factors identified from the participating learner responses – Section E

Factor E1: Negative aspects at home			
Items	Learners	Items	Educators
E4	Gang activities make victims of learners	E4	Gang activities make victims of learners
E5	Violence happens in homes	E5	Violence happens in homes
E7	Parents/caregivers do not give learners support	E8	Parents/caregivers do not give learners support
E9	Child abuse in our community	E10	Child abuse in the community
E10	Parents/caregiver do not discipline learners at home	E11	Parents/caregivers do not discipline the learners

E11	Many parents/caregivers do not respect the school	E12	Many parents/caregivers show a lack of respect towards the school
Factor E2: Negative community factors			
Items	Learners	Items	Educators
E1	Violence in our community	E1	Violence in the community
E2	The high levels of poverty	E2	High levels of poverty
Factor E3: Negative parent/caregiver factors			
Items	Learners	Items	Educators
E3	Parents/caregivers have to work long hours	E3	Parents/caregivers of the learners have to work long hours
E6	Families have only one parent/caregiver	E6	Families with only one parent/caregiver
E8	Many parents/caregivers are separated or divorced	E9	Many parents/caregivers are separated or divorced

4.7.1 Factor E1: Negative aspects at home

Factor E1 was grouped concerning the perceptions of learners and educators on the negative aspects that thrived at home.

Table 4.56: Negative aspects at home

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Learners										
E4 Gang activities make victims of learners	228	54.2	96	22.8	53	12.6	44	10.5	421	100.0
E5 Violence happens in homes	211	50.1	118	28.0	49	11.6	43	10.2	421	100.0
E7 Parents/caregivers do not give learners support	166	39.4	120	28.5	53	12.6	82	19.5	421	100.0
E9 Child abuse in our community	219	52.0	95	22.6	56	13.3	51	12.1	421	100.0
E10 Parents/caregivers do not discipline learners at home	213	50.6	99	23.5	48	11.4	61	14.5	421	100.0
E11 Many parents/caregivers do not respect the school	127	30.2	108	25.7	98	23.3	88	20.9	421	100.0

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Educators										
E4 Gang activities make victims of learners	16	29.6	22	40.7	15	27.8	1	1.9	54	100.0
E5 Violence happens in homes	18	33.3	34	63.0	2	3.7%	0	0.0	54	100.0
E8 Parents/caregivers do not give learner support	27	50.0	26	48.1	1	1.9	0	0.0	54	100.0
E10 Child abuse in the community	16	29.6	30	55.6	8	14.8	0	0.0	54	100.0
E11 Parents/caregiver do not discipline the learners	30	55.6	22	40.7	2	3.7	0	0.0	54	100.0
E12 Many parents/caregivers show a lack of respect towards the school	28	51.9	22	40.7	4	7.4	0	0.0	54	100.0

Figure 4.29: Learner response – negative aspects at home

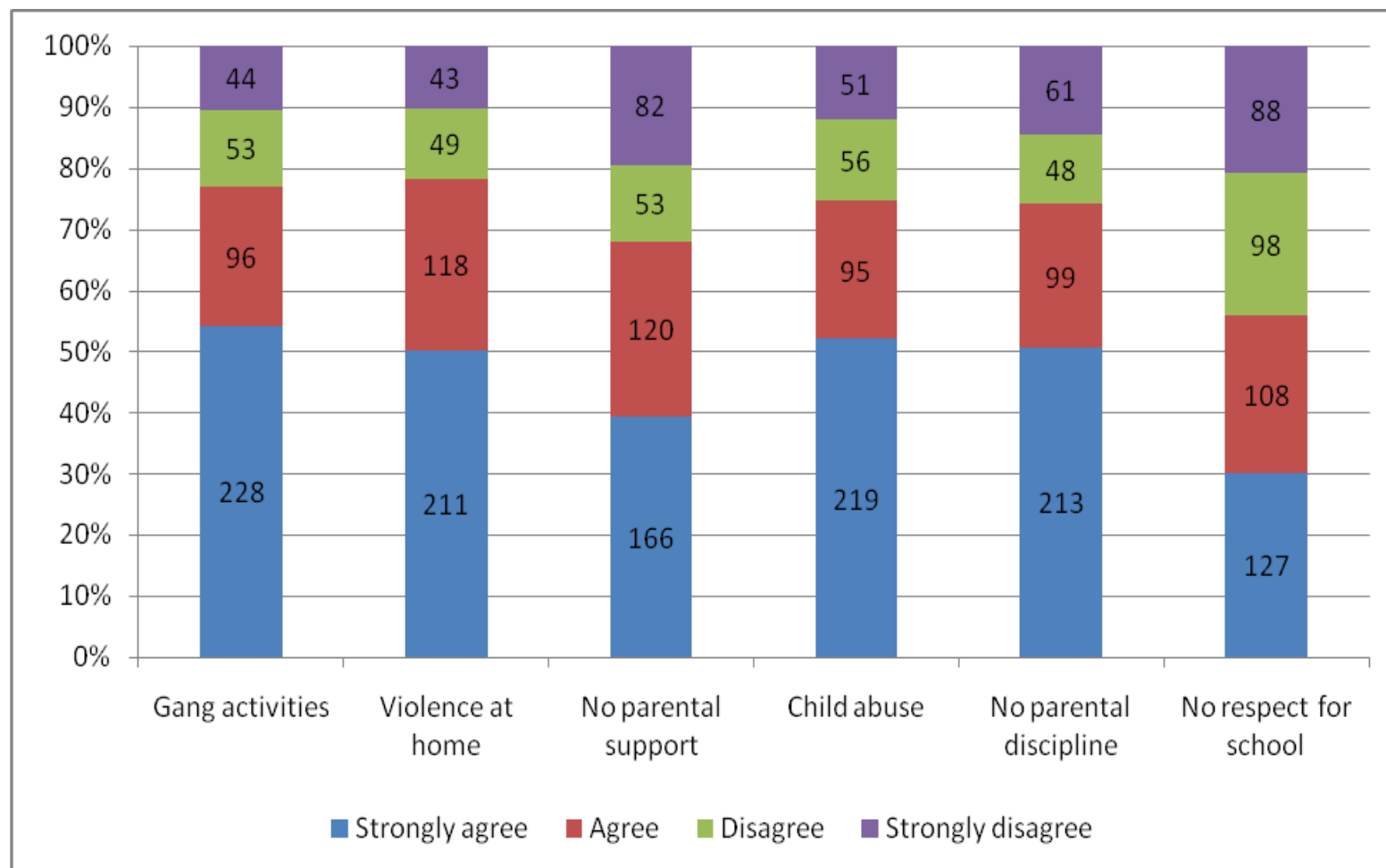
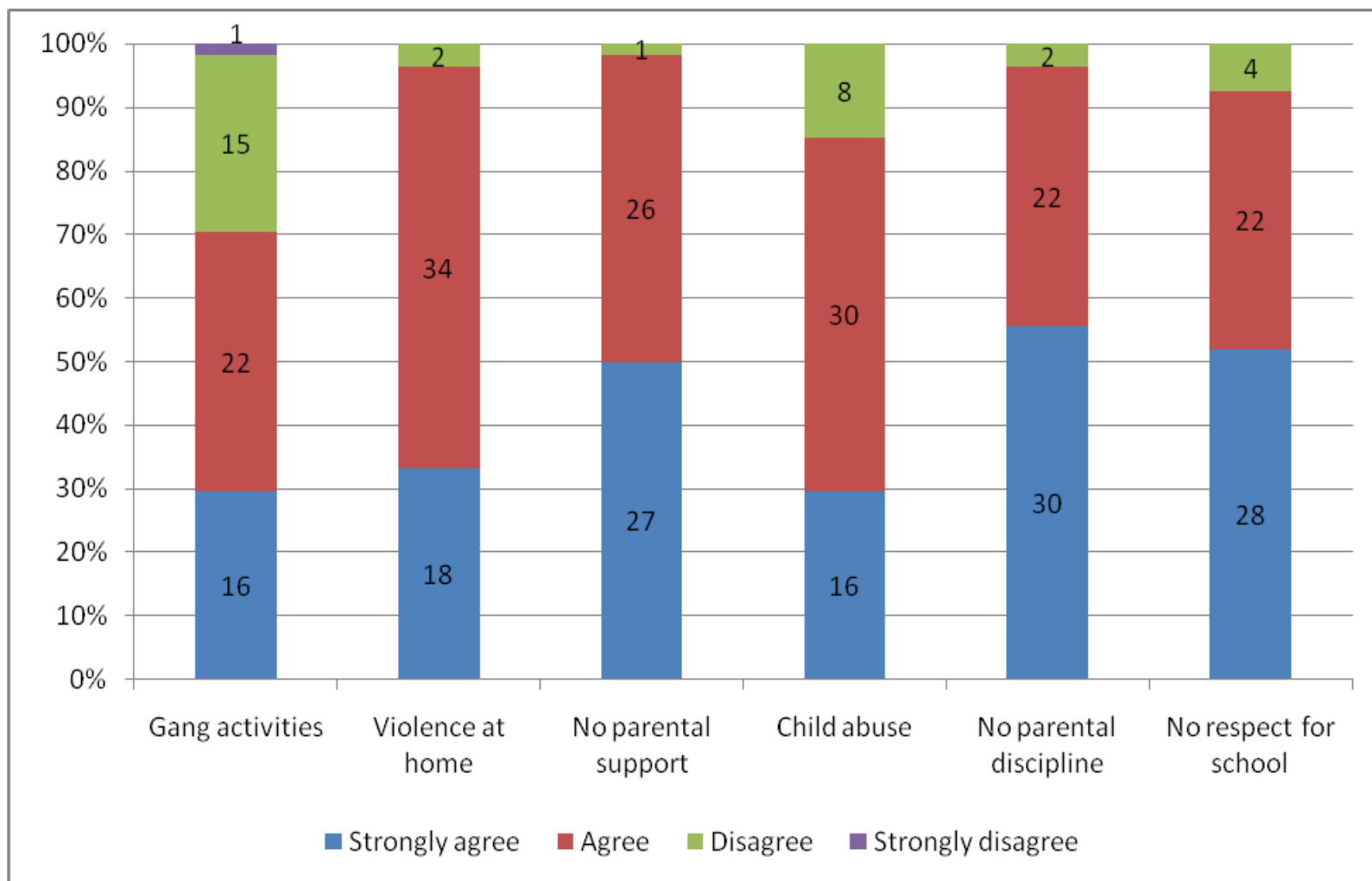


Figure 4.30: Educator response – negative aspects at home



There was a difference between the responses of participating learners and participating educator to Factor E1 (Table 4.53).

McHenry (in Oosthuizen & Van Staden, 2007:363; *cf.* 2.3.3.2;) is of the opinion that the incidences of violence as reported in the media and as observed and/or experienced by members of society have the potential to enhance learners' inclination to show troublesome conduct. Learners from underprivileged areas are more susceptible to being exposed to socializing features that have the potential to add to disruptive behaviour (Steyn *et al.*, 2003:227).

228 (54.2%) learner participants indicated that they strongly agreed that **gang activities make learners victims** and that is the reason for learners behaving badly. 96 (22.8%) participating learners indicated that they *agreed*, 53 (12.6%) learner participants indicated that they *disagreed* and 44 (10.5%) learner participants *strongly disagreed*. 16 (29.6%) educator participants indicated that they *strongly agreed* that the reason for misbehaviour in class was gang activities that make learners victims. 22 (40.7%) participating educators indicated that they *agreed*, 15 (27.8%) participating educators *disagreed* and 1 (1.9%) participating educators *strongly disagreed*. The majority of learner participants (77%) indicated that the reason for learners misbehaving in class was that gang activities make learners victims. The majority of the participating educators (70.3%) have the same opinion, but because they do not suffer directly from these activities, they are perhaps not as convinced of their influence on the learners.

Learner participants (211; 50.1%) indicated that they *strongly agreed*, while 118 (28%) learner participants *agreed* that **violence at home** is a negative aspect which is a reason for why learners behave badly. 49 (11.6%) learner participants *disagreed* and 43 (10.2%) learner participants *strongly disagreed* that violence happening in homes causes learners to misbehave. For the same question, 18 (33.3%) participating educators *strongly agreed*, while 34 (63%) participating educators *agreed* that the reason for learner misbehavior at their respective schools was **violence that happens in homes**. 2 (3.7%) educator participants *disagreed* with this statement. The researcher was left

with the impression that the participating educators were not fully aware of this social crisis with which their learners battle. The most direct and perhaps the most influential system known to influence the learner is that of the parent/caregivers (*cf.* 2.3.3.3; Steyn *et al.*, 2003:229). A lack of parental/caregiver interest is the prevalent reason for disciplinary problems (Wolhuter & Oosthuizen, 2003:454).

211 (50.1%) learner participants *strongly agreed* and 118 (28%) *agreed* that **parents/caregivers who do not give learners support** is the reason for learners behaving badly. 49 (11.6%) participating learners *disagreed* and 43 (10.2%) *strongly disagreed* with this statement. 27 (50%) educator participants *strongly agreed* that learners misbehave in classrooms because of **lack of parental support**. 26 (48.1%) educator participants *agreed* and 1 (1.9%) *disagreed* with this statement.

78.1% of the learner participants *agreed* or *strongly agreed* that the lack of parental support is a factor that contributes to learners misbehaving. 98.1% of the educator participants *agreed* or *strongly agreed* that the lack of parental support was a serious factor in learners misbehaving.

It is evident that an issue such as the lack of parental support is not so much an issue for the learner participants as for the educator participants. The researcher was left with the conviction that the educator participants consider an issue such as the lack of parental support to have a direct influence on learner behaviour. Further studies with regard to this may be necessary.

219 (52%) learner participants *strongly agreed* with this statement, while 95 (22.6%) learner participants *agreed* that **child abuse in the community** was the reason for learners behaving badly. 56 (13.3%) *disagreed* and 51 (12.1%) participating learners *strongly disagreed* that child abuse in their respective communities had led to learner misbehaviour. 16 (29.6%) educator participants indicated that they *strongly agreed* that the misbehaviour of learners in their classes could be the result of child abuse in the community. 30 (55.6%) participating educators *agreed*, while 8 (14.8%) *disagreed* with this statement.

74.6% of the learner participants *agreed* or *strongly agreed* that child abuse in the community was a factor that contributed to learners misbehaving. 82.2% of the educator participants *agreed* or *strongly agreed* that child abuse in the community was a contributory factor to learners misbehaving. It was apparent that the educator participants were more convinced of the effects of child abuse on the behaviour of learners, than the learners themselves. The researcher could ascribe the obvious difference in the responses of learners and educators to the possibility that learner participants are not as aware of or do not know the negative influence of child abuse on the behaviour of the learners. The researcher was left with the conviction that the educator participants observe the influence of child abuse on the behaviour of learners through their teaching experience. Further studies with regard to this may be necessary.

Van Wyk (*cf.* 2.3.3.3; 2001:198) states that parents/caregivers contribute to the development of disciplinary problems in learners by either forgetting to provide them with satisfactory social skills or by duplicating undesirable conduct.

A distinct aspect that forms part of a negative circumstance at home is **parents/caregivers who do not discipline learners**. 213 (50.6%) learner participants *strongly agreed*, and 99 (23.5%) *agreed* with this statement. 48 (11.4%) participating learners *disagreed* and 61 (14.5%) participating learners *strongly disagreed* with this statement. 30 (55.6%) educator participants *strongly agreed* that parents/caregivers **do not discipline the learners**. 22 (40.7%) educator participants *agreed* and 2 (3.7%) educator participants *disagreed* with this statement.

74.1% of the learner participants *agreed* or *strongly agreed* that parents/caregivers who do not discipline learners contribute to learners misbehaving. 96.3% of the educator participants *agreed* or *strongly agreed* that parents/caregivers who do not discipline learners participate towards learners misbehaving. It was apparent to the researcher that the obvious difference in the responses of learners and educators could be attributed to the possibility that learner participants are not as acutely aware of the

negative influence of parents/caregivers who do not discipline the learners. A possible reason for this is that the educator participants observe, from their teaching experience or reference, the effects of **parents/caregivers who do not discipline learners** as being a contributing factor to learners' misbehaviour.

Dealing with positive discipline and learning within the parameters of the classroom is relevant to successful discipline (*cf.* 2.3.3.3). The last major factor that influences the behaviour of learners negatively is the fact that many parents/caregivers **show a lack of respect towards the school**. 127 (30.2%) learner participants strongly agreed and 108 (25.7%) participating learners agreed with this statement. 98 (23.3%) disagreed and 88 (20.9%) participating learners strongly disagreed. 28 (51.9%) educator participants strongly agreed that many parents/caregivers show a lack of respect towards the school. 22 (40.7%) educator participants agreed and 4 (7.4%) educator participants disagreed with this statement.

55.9% learner participants strongly agreed or agreed that many parents/caregivers show a lack of respect to the school and that this could be contributing towards learners behaving badly. 92.6% of educator participants have the same opinion.

A possible reason why there is such a difference between learner and educator responses could be that the majority of learners are not aware of or do not want to admit that their parents' attitude influences their behaviour towards educators in the respective classrooms. It seems to the researcher that the participating educators were detached from the learners' subjective experience of the parents/caregivers' lack of respect towards the school.

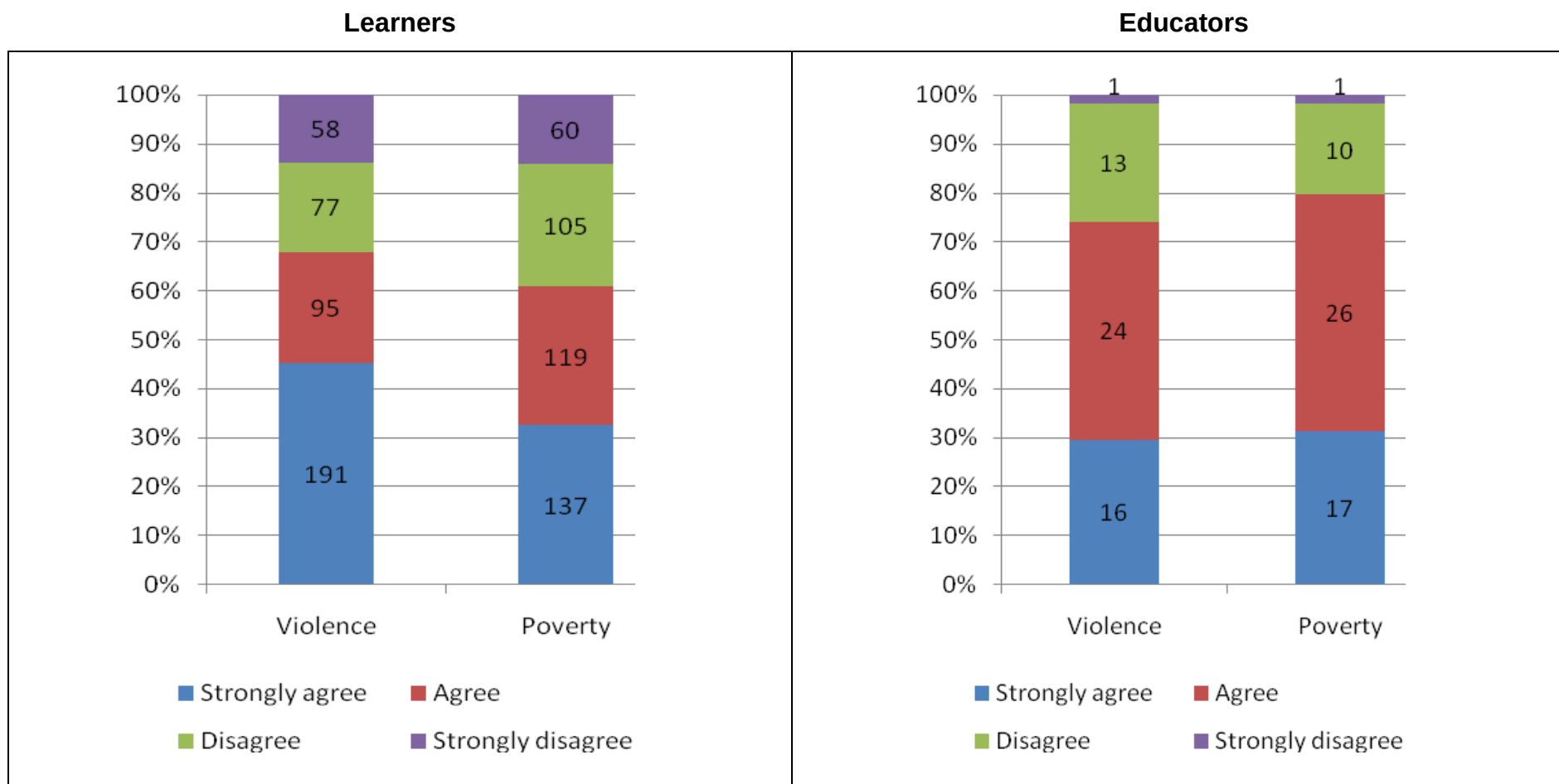
4.7.2 Factor E2: Negative community factors

Factor E2 grouped questions relating to the negative community factors.

Table 4.57: Learners and educators – negative community factors

		Strongly agree		Agree		Disagree		Strongly disagree		Total	
Learners		f	%	f	%	f	%	f	%	f	%
E1	Violence in our community	191	45.4	95	22.6	77	18.3	58	13.8	421	100.0
E2	The high levels of poverty	137	32.5	119	28.3	105	24.9	60	14.3	421	100.0
		Strongly agree		Agree		Disagree		Strongly disagree		Total	
Educators		f	%	f	%	f	%	f	%	f	%
E1	Violence in the community	16	29.6	24	44.4	13	24.1	1	1.9	54	100.0
E2	High levels of poverty	17	31.5	26	48.1	10	18.5	1	1.9	54	100.0

Figure 4.31: Learners and educators – negative community factors



The most successful schools appear to be those that have developed a constructive environment based upon a sense of neighbourhood and mutual values (*cf.* 2.3.3.1; Rossouw, 2003:430). According to De Villiers (1997:76), it seems as if South Africa's history of resorting to violence has culminated in learners solving their problems through violence (*cf.* 2.3.3.2).

A contributing factor to negative community factors is **violence in the community**. 191 (45.4%) learner participants *strongly agreed* that violence in the community was one of the reasons for learners misbehaving in class, while 95 (22.6%) learner participants reported that they *agreed*. 77 (18.3%) participating learners indicated that they *disagreed* and 58 (13.8%) participating learners indicated that they *strongly disagreed*. 16 (29.6%) educator participants *strongly agreed* that learner misconduct in their classrooms was attributed to violence in the community. 24 (44.4%) educator participants *agreed* with this statement, while 13 (24.1%) educator participants *disagreed* and 1 (1.9%) educator participant indicated *strong disagreement*.

68% of the learner participants *strongly agreed* or *agreed* that violence in the community could be a contributing reason for learners misbehaving in class. 74% of the educator participants were of the same opinion.

It was apparent to the researcher that the difference (6%) in the response of learner participants and educator participants could be attributed to the possibility that learner participants were not aware that violence in the community was a contributing reason for learners misbehaving in class. A possible reason for this was that the educator participants observed the effects of violence in the community, as contributing factor for learners misbehaving, directly.

Learners from underprivileged areas feel excluded from the broader privileged area and try, by misbehaving, to *act out* against what they believe to be the symbol of the privileged most important part of the neighbourhood – such as the school and its educators (Steyn *et al.*, 2003:229). Proteus *et al.* (2002:93; *cf.* 2.3.3.2) argue that hunger, thirst and inadequate rest contribute to disruptive behaviour in class. Learners from disadvantaged communities will

persist with their disruptive behaviour out of anger and dissatisfaction with the *status quo* (Steyn *et al.*, 2003:230). 137 (32.5%) learner participants *strongly agreed* that the reason learners misbehaved was **high levels of poverty**. 119 (28.3%) learner participants indicated that they *agreed*, 105 (24.9%) learner participants indicated that they *disagreed* and 60 (14.3%) learner participants indicated that they *strongly disagreed* with this statement. 17 (31.5%) educator participants *strongly agreed* that the reason why learners misbehaved in their classrooms was because of high levels of poverty. 26 (48.1%) educator participants *agreed*, 10 (18.5%) educator participants *disagreed* and 1(1.9%) *strongly disagreed*.

The majority of the learner participants (60.8%) indicated that the reason learners misbehave in classrooms was the high levels of poverty; the majority of educator participants (79.6%) agreed with the learners on this issue.

It is evident that issues such as the high levels of poverty were not so much issues for the learner participants, as they were for the educator participants. The researcher was left with the impression that the educator participants see the issues such as high levels of poverty as having a direct influence on learner behaviour. Another reason for the difference in learner and educator response could be that educator participants indicated the *ideal* response, whereas learner participants indicated the reality of the situation. Further studies with regard to this could be valuable.

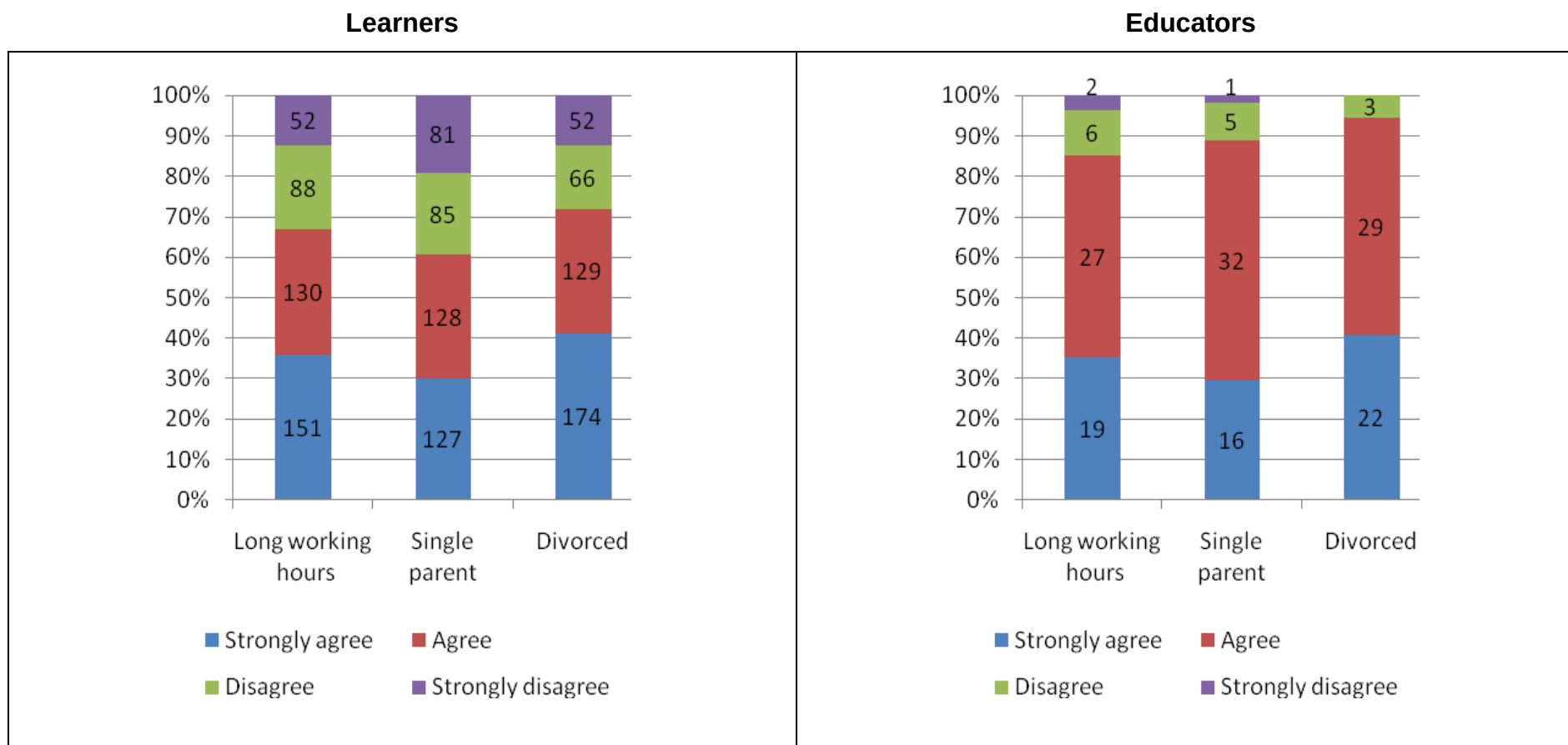
4.7.3 Factor E3: Negative parental/caregiver factors

Factor E3 grouped questions relating to the negative parental/caregiver factors.

Table 4.58: Learners and educators – negative parental/caregiver factors

	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Learners										
E3 Parents/caregivers have to work long hours	151	35.9	130	30.9	88	20.9	52	12.4	421	100.0
E6 Families have only one parent/caregiver	127	30.2	128	30.4	85	20.2	81	19.2	421	100.0
E8 Many parents/caregivers are separated or divorced	174	41.3	129	30.6	66	15.7	52	12.4	421	100.0
	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	f	%	f	%	f	%	f	%	f	%
Educators										
E3 Parents/caregivers of the learners have to work long hours	19	35.2	27	50	6	11.1	2	3.7	54	100.0
E6 Families with only one parent/caregiver	16	29.6	32	59.3	5	9.3	1	1.9	54	100.0
E9 Many parents/caregivers are separated or divorced	22	40.7	29	53.7	3	5.6	0	0.0	54	100.0

Figure 4.32: Learners and educators – negative parental/caregiver factors



The most direct and perhaps the most influential system known to influence the learner is that of the parent/caregiver (*cf.* 2.3.3.3; Steyn *et al.*, 2003:229). Lack of parental/caregiver interest is the most prevalent reason for disciplinary problems (Wolhuter & Oosthuizen, 2003:454).

The contributing factor of **parents/caregivers of learners who have to work long hours** is subsequently discussed as reason for learners misbehaving in the classrooms. 151 (35.9%) learner participants indicated that they *strongly agreed*, 130 (30.9%) participating learners indicated that they *agreed*, 88 (20.9%) learner participants indicated that they *disagreed* and 52 (12.4%) learner participants indicated that they *strongly disagreed*.

19 (35.2%) educator participants indicated that they *strongly agreed* that the reason for misconduct in their classroom was that parents/caregivers of learners have to work long hours. 27 (50%) participating educators indicated that they *agreed*, 6 (11.1%) educator participants *disagreed* and 2 (3.7%) educator participants *strongly disagreed*.

Parents/caregivers' work circumstances, especially the fact that **parents/caregivers have to work long hours**, is a factor that has a negative influence on the behaviour of learners. The majority of learner participants (66.8%) indicated that the reason learners misbehave in the classrooms is that parents/caregivers of learners have to work long hours and the majority of educator participants (85.2%) agreed with the learners in this instance. The obvious difference (18.4%) in the learner and educator response could be attributed to the fact that all learners do not realize the devastating effects which the long hours that their parents/caregivers have to work are having on them. According to the literature, lack of interest is the most prevalent reason for learners misbehaving (Wolhuter & Oosthuizen, 2003; *cf.* 2.3.3.3). It is logical that parents/caregivers who work long hours could be disinterested and detached from the learners' school life. However, further qualitative research concerning the involvement of parents/caregivers and the effect it has on the behaviour of learners would be valuable.

127 (30.2%) learner participants indicated that they *strongly agreed* with the statement that a reason for misbehaviour was **families with one parent/caregiver**. 128 (30.4%) learner participants indicated that they *agreed*, while 85 (20.2%) learner participants indicated that they *disagreed*. 81 (19.2%) learner participants indicated that they *strongly disagreed*. 16 (29.6%) educator participants indicated that they *strongly agreed* that the reason learners misbehave was that they come from families with only one parent/caregiver. 32 (59.3%) educator participants indicated that they *agreed*. 5 (9.3%) educator participants indicated that they *disagreed* and 1 (1.9%) educator participants indicated that he/she *strongly disagreed* with this statement.

The majority of learner participants (60.6%) indicated that the reason why learners misbehave in the classrooms was families having only one parent/caregiver; the majority of the educator participants (68.6%) agreed with the learners in this instance. Educator participants were under the impression that families with only one parent/caregiver have a more negative effect on the behaviour of learners. The difference (8%) in the learner and educator response could be attributed to the fact that learners do not realize families with only one parent/caregiver leave a deficiency, as they possibly see so many learners in the same situation.

The researcher was left with the conviction that the educator participants observe issues such as families with only one parent/caregiver as having a direct negative effect on learner behaviour.

Another reason for the difference in learner and educator response could be that educator participants indicated the *ideal* response, whereas learner participants indicated the reality of the situation which many of them have to accept. Further studies with regard to this could be valuable.

174 (41.3%) learner participants indicated that they *strongly agreed* that the reason that learners misbehave in their classroom was that the **learners' parents/caregivers are separated or divorced**, 129 (30.6%) learner participants *agreed*. 66 (15.7%) participating learners *disagreed* and 52

(12.4%) *strongly disagreed* with this statement. 22 (40.7%) educator participants indicated that they *strongly agreed*; 29 (53.7%) educator participants indicated that they *agreed* and 3 (5.6%) indicated that they *disagreed*.

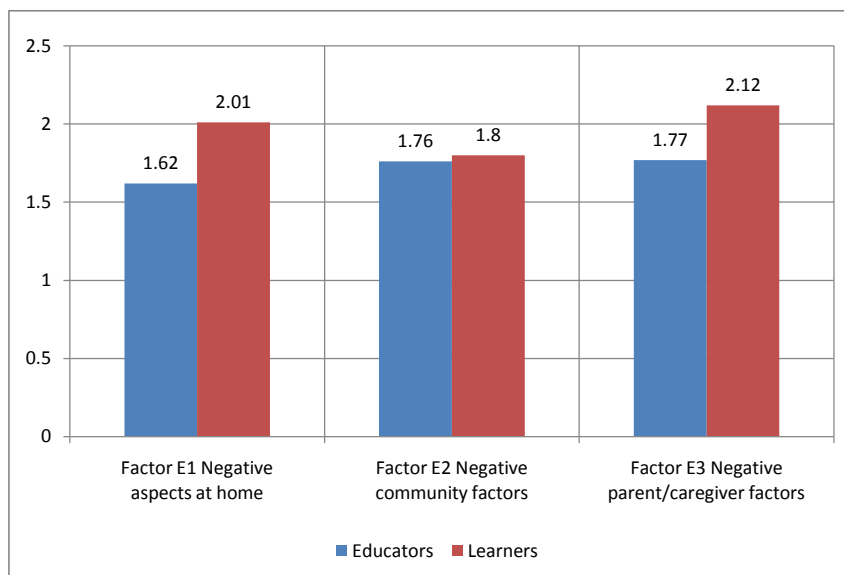
The majority of the learner participants (71.9%) indicated that the reason why learners misbehave in the classrooms was that the learners' parents/caregivers are separated or divorced. The majority of educator participants (94.4%) agreed with the learners in this instance. The big difference (22.5%) in the learner and educator response could be attributed to the fact that learners do not realize that this situation has such a negative influence. Another reason for the difference between learner and educator responses could be that educator participants indicated the *ideal* response, whereas learner participants indicated the reality of the situation which confronts them in so many homes. Further studies with regard to this could be valuable.

4.7.4 Differences between learner and educator responses concerning the factors in Section E

The following table, Table 4.60, points out the differences between the educators and learners' responses concerning Section E of the questionnaires.

Table 4.59: Differences between learners and educators – Section E

Factor	Learners			Educators			T-value	p-value	Cohen's D	Effect size
	n	mean	std dev	n	mean	std dev				
E1	421	2.01	0.75	54	1.62	0.37	6.191	0.00*	0.52	Med
E2	421	2.00	0.82	54	1.97	0.65	0.34	0.73		
E3	421	2.12	0.75	54	1.77	0.52	4.42	0.00*	-	-



* Statistically significant on a 5% level of significance.

4.7.4.1 Differences in factor E1

There was a notable difference between the participating learner and participating educator responses concerning factor E1. The participating educators' mean was measured at 1.62 and the participating learners' mean at 2.01. This is an indication that learners agreed with the different

statements to a larger extent than the educators did (*cf.* Table 4.59). Factor E1 grouped factors together that indicated negative aspects at home. Cohen's D was determined as 0.52 and thus indicates a effect size that is Medium, this would imply that this value is statistically and practically significant.

An aim of this study was to **determine perceptions of learners and educators on the effectiveness of school rules** (*cf.* 1.2) and **to determine to what extent the perceptions and experiences of learners and educators differ on the effectiveness of school rules**. The researcher is consequently discussing the different items of factor E1. Factor E1 grouped questions relating to the **negative aspects at home** in their respective circumstances.

The occurrence of a lack of discipline at schools is indisputably associated with value structures of the greater society in which the schools operate (*cf.* 2.3.4.2; De Klerk-Luttig & Heystek, 2007:2). 324 (77%) of the learner participants either *agreed* or *strongly agreed* that **gang activities make victims of learners** as opposed to the 38 (70.3%) of the educator participants. 228 (54.2%) learner participants as opposed to 16 (29.6%) educator participants *strongly agreed* with this statement. It does therefore seem that there is a stronger occurrence of gang activities as was being perceived by the educators. Peer-pressure is a crucial factor that could influence the behaviour of learners at school positively or negatively. This should be taken into account when drafting a school's Code of Conduct. The need to associate with a peer group could lead to undesired conduct like drug abuse, criminal activities and alcohol abuse associated with gang activities. The school's Code of Conduct should clearly and indisputably condemn such behaviour.

329 (78.1%) learner participants have indicated (*cf.* Table 4.58), that **violence at home is a negative aspect** that aggravates the occurrence of learner misbehaviour. 52 (96.3%) educator participants were of the opinion that learner misconduct was directly affected by violence at home. Learners who are exposed to violence at home are often the ones who display this type of

behaviour themselves and could disrupt the positive school environment which educators are aiming to create (McHenry, in Oosthuizen & Van Staden, 2007:363; *cf.* 2.3.3.2). A possible reason for the difference in the response of participating learners and participating educators could be that the learners are subjectively involved in this sphere of influence and are unaware of the intensity of this influence. School rules would not impress them greatly.

286 (67.9%) of the participating learners indicated that they *agreed* or *strongly agreed* that **parents/caregivers did not give learners support**. On the whole, educator participants indicated that parents/caregivers do not give learners enough support. 53 (98.1%) educator participants indicated that they either *agreed* or *strongly agreed* that parents/caregivers did not give learners enough support.

314 (74.6%) of the learner participants either *agreed* or *strongly agreed* that **child abuse in their community** was to blame for learner misbehaviour. When the educator participants answered the same question, 46 (85.2%) *agreed* or *strongly agreed* that child abuse in their community resulted in poor behaviour in class. Misconduct in the classroom situation influences the teaching and learning process, so not only the learners who are exposed to child abuse are at risk of not reaching their full potential, but also those learners who are placed in the class with these learners. Schools are expected to maintain high levels of safety and discipline and avoid any disruptions, while simultaneously delivering positive results (*cf.* 2.3.2; Joubert & Snelch, 2005:1).

It has already been said that the most direct and perhaps most influential system known to influence the learner is that of the parents/caregivers (*cf.* 2.3.3.3; Steyn *et al.*, 2003:229). 312 (74.1%) learner participants *agreed* and *strongly agreed* with the statement that **learners were not being disciplined at home**. 52 (96.3%) educator participants *agreed* and *strongly agreed* that misbehaviour of learners is due to the inability or lack of discipline not being enforced by parents/caregivers. A reason why there is such a big difference (22.2%) in the responses of the participating learners and the participating educators is that the educators were certainly subjective concerning discipline

and the role of the parents. The researcher felt educators could expect that parents/caregivers should be more involved in the school life of learners, whereas this could be of less importance to learners and parents/caregivers, which would also impact on the overall acceptance of school rules.

235 (55.9%) learner participants indicated that they *agreed* or *strongly agreed* that their **parents/caregivers did not respect their schools**. 50 (92.7%) educator participants indicated that they *agreed* or *strongly agreed* that parents/caregivers show a lack of respect towards the school. Fewer of the learner participants therefore indicated that their parents did not respect the school: there is a vast difference of 36.8% between the participating learner response and that of the participating educator response. The involvement and contribution of all education participants – learners, parents/caregivers, principal, educators and the community – at school level, are the crucial factors, with parental involvement notably being selected as being of particular importance (*cf.* 2.3.3.3; Wolhuter & Steyn, 2003:536). So educator frustration could be an issue to contend with if parents/caregivers do not respect their schools. This could also affect learners negatively towards their schools, impacting on their acceptance of school rules. Learners could perceive the lack of support from the parents/caregivers as discouraging to their performance. It is therefore very important that parents/caregivers show respect towards the school.

4.7.4.2 Differences in factor E2

There was a small difference between the responses of the participating learners and the participating educators in Factor E2 (*cf.* Table 4.59). Responding educators agreed marginally to a greater extent with a mean of 1.97 as compared to the 2.00 mean of the learners. Factor E2 was linked to the following aim of the study: **to determine to what extent the perceptions and experiences of learners and educators differ on the effectiveness of school rules** (*cf.* 1.2).

The researcher will consequently discuss the different items of Factor E2. Factor E2 grouped together questions relating to the **negative community factors** in their respective circumstances.

Both the majority of the learner and educator participants *agreed* or *strongly agreed* that violence in their communities was a reason for learner misconduct (*cf.* Table 4.57). Participating learners confirmed this more strongly, which could stem from the fact that learners, being more vulnerable, experience violence more intensely. Child psychologists studying behaviour of learners at school level are of the opinion that behavioural problems stem from practical problems that learners encounter (*cf.* 2.3.4.1; Porteus *et al.*, 2002:39).

Community-related factors such as the political, economical and social circumstances of the South African community play significant roles in actual learner misconduct (*cf.* 2.3.3.2; Eloff, 2009:36). High levels of poverty definitely influence the behaviour of learners. 79.6% of the participating educators agreed that a reason for misbehaviour in the classroom situation could stem from high levels of poverty. Learners seemed to share this opinion, with a 60.8% agreement with this statement.

4.7.4.3 Differences in factor E3

There was a small difference in the response of participating learners and participating educators in Factor E2 (*cf.* Table 4.59). Responding educators marginally agreed to a greater extent with a mean of 1.77 as compared to the mean of the learners of 2.12. Factor E2 was linked to the following aim of the study: **to determine to what extent the perceptions and experiences of learners and educators differ on the effectiveness of school rules** (*cf.* 1.2).

The researcher will consequently discuss the different items of Factor E3. Factor E3 grouped together questions relating to the **negative parent/caregiver factors** in their respective circumstances.

The working circumstances and specifically the **long working hours have a negative influence on learners** and could contribute to learner misbehaviour. The learner frequency differs from the educator frequency. 151 (35.9%) learner participants indicated that they *strongly agreed* with this statement, while 130 (30.9%) participating learners indicated that they *agreed*. 88 (20.9%) learner participants indicated that they *disagreed* while 52 (12.4%) learner participants indicated that they strongly disagreed with this statement. 19 (35.2%) educator participants indicated that they strongly agreed that the parents/caregivers of the learners have to work long hours, which would impact negatively on learners. 27 (50%) educator participants *agreed*, 6 (11.1) educator participants *disagreed* and 2 (3.7%) participating educators *strongly disagreed*. It seems that more participating educators than learners were under the impression that the parents/caregivers have to work long hours and that this would impact negatively on the learners.

Section B (*cf.* Table 4.11) of this study indicated that 240 (57%) of the participating learners had both parents/caregivers employed. The literature study clearly indicated that long working hours could influence parent/caregiver involvement (*cf.* 2.3.3.3).

Educators are of the opinion that **families with only one parent/caregiver** have some bearing on misconduct in the classroom (*cf.* Table 4.58). Educators would surely be acutely aware of the changing dynamics of our society and therefore more concerned about the family structure in a South African society (*cf.* 2.3.3.2).

Families with only one parent/caregiver are grouped together with negative parent/caregiver factors (*cf.* Table 4.58). 127 (30.2%) learner participants *strongly agreed* and 128 (30.4%) learner participants agreed that families with only one parent/caregiver can be a reason for learners misbehaving. 85 (20.2%) participating learners *disagreed* and 81 (19.2%) participating learners *strongly disagreed* with this. 16 (29.6%) educator participants indicated that they *strongly agreed* and 32 (59.3%) indicated that they *agreed*. 5 (9.3%) indicated that they disagreed, while 1 (1.9%) indicated that he/she *strongly disagreed* with this statement.

179 (41.3%) learner participants indicated that they *strongly agreed* that **many parents/caregivers are separated or divorced**, causing problems to the learners. 129 (30.6%) learner participants indicated that they *agreed* and 66 (15.7%) learner participants indicated that they *disagreed*, while 52 (12.4%) learner participants indicated that they *strongly disagreed*.

22 (40.7%) educator participants *strongly agreed* that many parents/caregivers are separated or divorced and that this is a reason for learners misbehaving in class. 29 (53.7%) educator participants indicated that they *agreed* and 3 (5.6%) educator participants indicated that they *disagreed* with this statement. A possible reason for the latter response could be that the participating learners are not aware of the negative effect of divorce/separation on misconduct in the classroom. The question could be asked if those participating learners were aware of their negative effect of divorce/separation on learner behaviour. It seems as though the participating educators were.

4.8 QUANTITATIVE DATA ANALYSIS – SECTION F

With the aid of a factor analysis, the items in Section F of the learner responses were grouped together and one significant factor came to the fore. The same factor was then used for the educator responses, since the number of educator responses was too few to allow a factor analysis.

Table 4.60: Explained variance by one-factor model – Section F

FACTOR	Original Eigen-values		
	Total	% variance	cumulative %
1	3.778	31.487	31.487

From this table it becomes clear that the **one** factor explained **31.5%** of the total variance.

Table 4.61: Component matrix – Section F

	1
F5	0.618
F6	0.765
F7	0.827
F8	0.662
F9	0.747
F11	0.664
F12	0.563

In the next table, the factor is expounded in detail and thereafter discussed separately.

Table 4.62: Factors identified from the participating learner responses – Section F

Factor F1: Negative characteristics of educators			
Items	Learners	Items	Educators
	At my school ...		At our school ...
F5	... teachers do not point out the limits for learners	F7	... educators do not set boundaries for learners
F6	... teachers come to school unprepared	F8	... educators come to school unprepared
F7	... teachers cannot keep discipline	F10	... educators are not equipped to maintain discipline
F8	... teachers have problems with the curriculum	F11	...educators experience problems with the curriculum
F9	... teachers do not always keep discipline in their classes	F12	...educators are not consistent with discipline
F11	... teachers are guilty of bad behaviour	F14	... educators are guilty of wrongdoings

Factor F1: Negative characteristics of educators			
Items	Learners	Items	Educators
F12	... uncertain teachers influence our discipline negatively	F15	... uncertain educators influence our discipline negatively

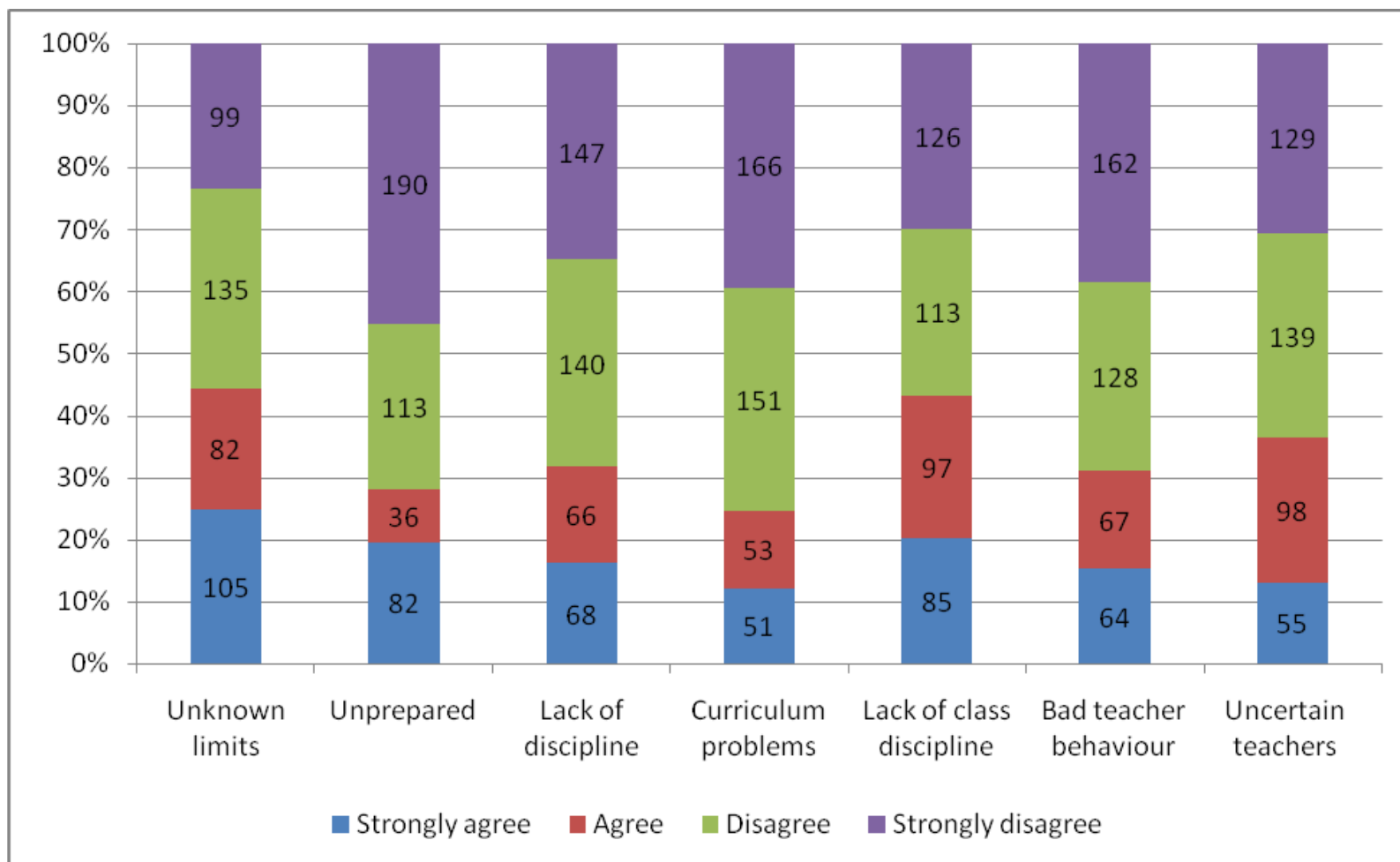
4.8.1 Factor F1: Negative characteristics of educators at school – Learners

Factor F1 was grouped concerning the perceptions of learners and educators on the negative characteristics of educators at their school.

Table 4.63: Learners' perceptions concerning negative characteristics of educators at their school

At my school ...	Strongly agree		Agree		Disagree		Strongly disagree		Ranking	Mostly agree	Mostly disagree
	f	%	f	%	f	%	f	%			
F5 teachers do not point out the limits for learners	105	24.9	82	19.5	135	32.1	99	23.5	1	44.4	55.6
F6 teachers come to school unprepared	82	19.5	36	8.6	113	26.8	190	45.1	6	28.1	71.9
F7 teachers cannot keep discipline	68	16.2	66	15.6	140	33.3	147	34.9	4	31.8	68.2
F8 teachers have problems with the curriculum (subject content)	51	12.1	53	12.5	151	35.9	166	39.4	7	24.7	75.3
F9 teachers do not always keep discipline in their classes	85	20.2	97	23	113	26.9	126	29.9	2	43.2	56.8
F11 teachers are guilty of bad behaviour	64	15.2	67	15.9	128	30.4	162	38.5	5	31.1	68.9
F12 uncertain teachers influence our discipline negatively	55	13.1	98	23.3	139	33	129	30.6	3	36.4	63.6

Figure 4.33: Negative characteristics of educators – Learners



According to Table 4.63, the following **negative characteristics of educators** that could have an effect on learner misconduct as reported by the learner participants was allocated to factor 1.

Teachers do not point out the limits for learners

The first placed contributing factor to the negative characteristic of educators at learner participants' schools was that educators did not point out the limits for learners. This factor is singled out as the most prevalent negative characteristic of educators and was therefore ranked in first position. 105 (24.9%) learner participants indicated that they *strongly agreed* that a reason for their misbehaviour was the fact that educators do not point out the limits for learners. 82 (19.5%) participating learners indicated that they agreed, 135 (32.1%) disagreed and 99 (23.5%) strongly disagreed. According to Rossouw (2003:432; cf. 2.3.2.1), discipline depends on educator-focused activities whereby educators seek to lead, direct, guide, manage and confront a learner about behaviour that disturbs the rights of others. If educators cannot set boundaries, effective education cannot take place. 44.4% of the learner participants indicated that educators do not point out limits for their learners. This was a disconcerting result that might imply that educators were negligent in guiding learners towards correct behaviour.

Teachers come to school unprepared

82 (19.5%) learner participants indicated that they strongly agreed that a reason for their misbehaviour was that educators came to school unprepared. 36 (8.6%) learner participants that they *agreed*, 113 (26.8%) *disagreed* and 190 (45.2%) participating learners *strongly disagreed*. A minority of learner participants (28.1%) indicated that educators who come to school unprepared were a reason for their misbehaviour. Consequently this aspect was placed in 6th position.

Teachers cannot keep discipline

The item concerning the educators who cannot keep discipline was ranked in 4th position for negative characteristics of educators. 68 (16.2%) learner

participants indicated that they *strongly agreed* that a reason for their misbehaviour was that educators could not keep discipline. 66 (15.7%) participating learners indicated that they *agreed*, 140 (33.3%) participating learners *disagreed* and 147 (34.9%) learner participants *strongly disagreed*. It is the duty of everyone involved to make the education system work and to use the system in order to make a significant difference at each school (Lumby *et al.*, 2003:ix; *cf.* 2.3.3). From the data, the minority of learner participants (31.9%) *agreed* that one of the reasons why they misbehave was that educators could not keep discipline.

Teachers have problems with the curriculum (subject content)

The least negative characteristic of educators at school, and it was subsequently ranked 7th of 7 characteristics, was that educators have problems with the curriculum. 51 (12.1%) learner participants indicated that they *strongly agreed* that a reason for their misbehaviour was that educators had problems with the curriculum. 53 (12.6%) learner participants indicated that they *agreed*, 151 (35.9%) participating learners *disagreed* and 166 (39.4%) *strongly disagreed*. Oosthuizen and Van Staden (2007:363; *cf.* 2.3.3.1) found a secure connection between educators' knowledge and constructive learner conduct. A majority (75.3%) of the participating learners indicated, in this case, that their misbehaviour was not due to educators having problems with the curriculum. Taking into consideration Table 4.15 (*cf.* 4.3.2.4) which indicated the teaching experience of educators, the majority of educators (46; 88.9%) had more than 6 years' teaching experience. It is therefore clear why learner participants would consider this the least problematic characteristic.

Teachers do not always keep discipline in their classes

Placed in 2nd position for negative characteristics of educators at their schools, 85 (20.2%) learner participants indicated that they strongly agreed that educators did not always keep discipline in their classes. 97 (23%) indicated that they agreed, 113 (26.8%) disagreed and 126 (29.9%) strongly disagreed. This was a concerning result which might imply that educators

were negligent in keeping discipline in their classes or perhaps struggled with it in large classes. Although the focus of modern classrooms is redirected towards the learners, they still need to show respect for and compliance with educator authority (Oosthuizen, 2006:19; *cf.* 2.2.3.2). The participating learner response proves the importance of educators setting boundaries and being consistent as the main disciplinary resource.

Teachers are guilty of bad behaviour

To Rossouw (2003:414-415; *cf.* 2.2.3.2), learners who think highly of their educators are an important feature that could have an effect on the teaching and learning environment of South African schools. 64 (15.2%) learner participants indicated that they strongly agreed that educators were guilty of bad behaviour, 67 (15.9%) agreed, 128 (30.4%) disagreed and 162 (38.5%) strongly disagreed. Subsequently, educators who are guilty of bad behaviour is ranked as the 5th negative characteristic of educators at their respective schools. The researcher is aware that the majority of the learner participants (68.9%) were under the impression that their educators were not guilty of bad behaviour. This should be seen as a reinforcement of the importance of proper educator behaviour. The researcher is convinced that educators should refrain from bad behaviour.

Uncertain teachers influence our discipline negatively

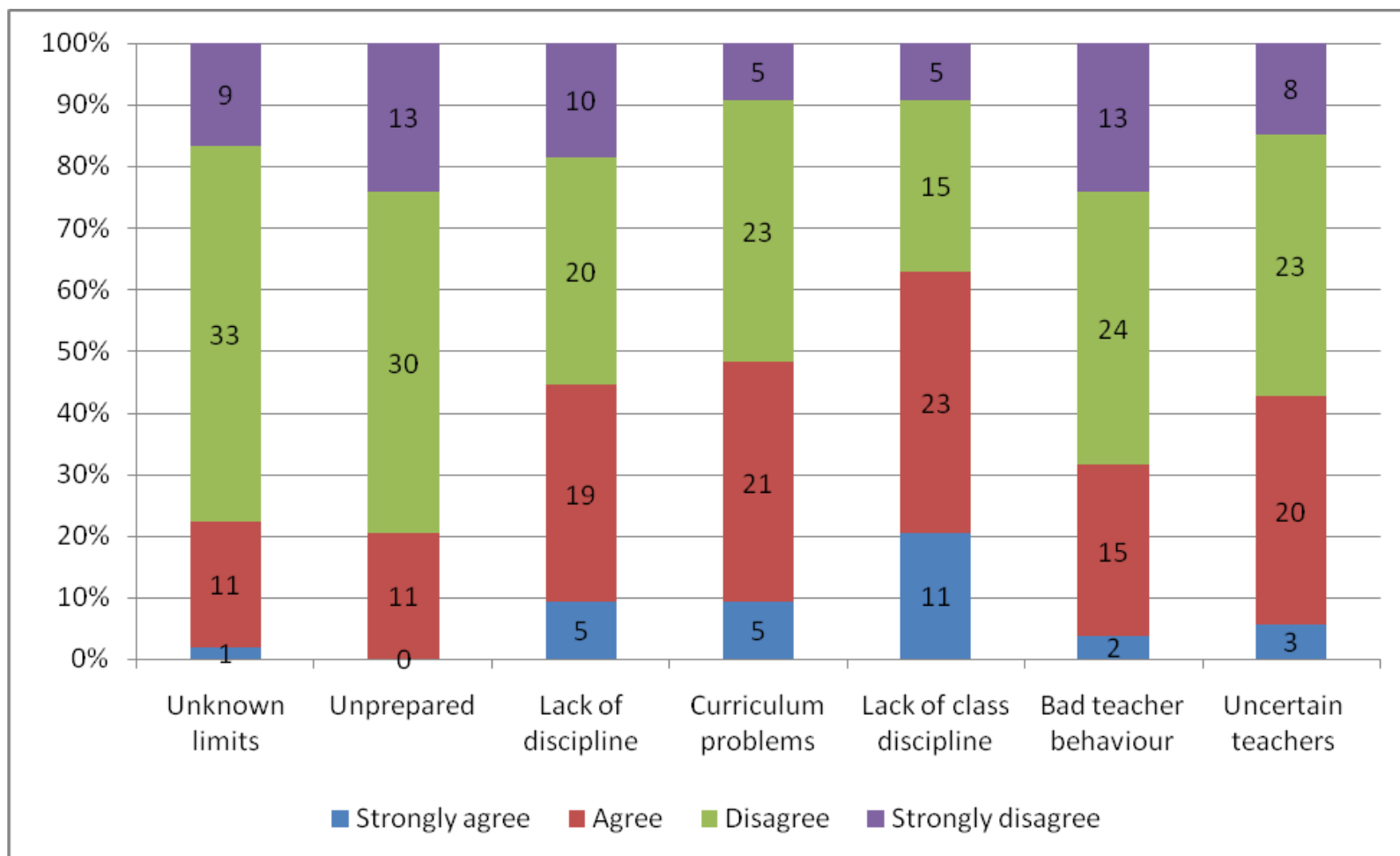
Ranked 3rd is the characteristic that uncertain educators influence the discipline at schools negatively. 55 (13.1%) participating learners indicated that they strongly agreed that uncertain educators influence their discipline negatively. 98 (23.3%) participating learners indicated that they *agreed*, 139 (33%) *disagreed* and 129 (30.6%) *strongly disagreed*. The quantitative data gave clear indication that being uncertain is definitely a negative characteristic which is prevalent in this study, as a reason for misconduct. The researcher is inclined to notice that an educator who is sure of the school rules and his/her place in society is guaranteed a better behaved class. Educators should not be negligent by being uncertain in the class.

4.8.2 Factor F1: Negative characteristics of educators at school – Educators

Table 4.64: Negative characteristics of educators at your school – Educators

	Strongly agree		Agree		Disagree		Strongly disagree		Ranking	Mostly agree	Mostly disagree
At our school ...	f	%	f	%	f	%	f	%			
F7 ...educators do not set boundaries for learners	1	1.9	11	20.4	33	61.1	9	16.7	6	22.3	77.8
F8 ...educators come to school unprepared	0	0	11	20.4	30	55.6	13	24.1	7	20.4	79.7
F10 ...educators are not equipped to maintain discipline	5	9.3	19	35.2	20	37	10	18.5	3	44.5	55.5
F11 ...educators experience problems with the curriculum	5	9.3	21	38.9	23	42.6	5	9.3	2	48.2	51.9
F12 ...educators are not consistent with discipline	11	20.4	23	42.6	15	27.8	5	9.3	1	63	37.1
F14 ...educators are guilty of wrongdoings	2	3.7	15	27.8	24	44.4	13	24.1	5	31.5	68.1
F15 ...uncertain educators influence our discipline negatively	3	5.6	20	37	23	42.6	8	14.8	4	42.6	57.4

Figure 4.34: Negative characteristics of educators at school – Educators



According to Table 4.62, the following **negative characteristics of educators** which could have an effect on learner misconduct as reported by the educator participants, were allocated to factor 1 – as identified by the learner responses (cf. 4.8.1).

Educators do not set boundaries for learners

Educators who do not set boundaries for learners were ranked 6th as contributing factor of negative characteristics of educators, according to the participating educators.

According to Table 4.64, 1 (1.9%) educator participant indicated that he/she *strongly agreed* that a reason for learners misbehaving was the fact that educators did not set boundaries for learners. 11 (20.4%) indicated that they *agreed*, 33 (61.1%) *disagreed* and 9 (16.7%) *strongly disagreed*.

Educators were not as concerned as the learner participants were when their responses were ranked regarding the importance of these characteristics. A possible reason for educators indicating this seemingly *laissez-faire* attitude was that learners of the 21st century are allowed to use their own initiative and make their own practical limitations. These learners are allowed to bear the responsibility for their choices and are responsible for their own learning (Eloff, 2009:23; cf. 2.2.3.2).

Educators come to school unprepared

Educators indicated that educators who come to school unprepared is the least negative characteristic of educators at their school.

0 (0%) educator participants indicated that they *strongly agreed* that a reason for learners misbehaving was that educators came to school unprepared. 11 (20.4%) indicated that they *agreed*, 30 (55.6%) *disagreed* and 13 (24.1%) indicated that they *strongly disagreed*.

A minority of educator participants (20.4%) indicated that educators who come to school unprepared was a reason for learners misbehaving. Consequently this aspect was placed in the 7th and last position. Rossouw (2003:414-415;

cf. 2.2.3.2) states that a positive feature that could have a positive influence on the teaching and learning environment is a lively teaching and learning culture. The researcher acknowledges the fact that proper preparation is a prerequisite for positive discipline.

Educators are not equipped to maintain discipline

This item concerning the educators not being equipped to maintain discipline was ranked in the 3rd position for negative characteristics of educators. It is the duty of everyone involved to make the education system work and to use the system in order to make a significant difference at each school (Lumby *et al.*, 2003:ix; cf. 2.3.3). 5 (9.3%) educator participants indicated that they *strongly agreed* that a reason for learners misbehaving was that educators were not equipped to maintain discipline. 19 (35.2%) learner participants indicated that they *agreed*, 20 (37%) *disagreed* and 10 (18.5%) *strongly disagreed*.

From the data, the minority of educator participants (44.5%) *agreed* that a reason that the learners misbehaved was that educators could not keep discipline. 55.5% educator participants indicated that they *disagree* or *strongly disagreed* that educators are not equipped to maintain discipline. The fact that there was an 11% difference in the opposite response suggests that educators are not so sure about the ability of educators to maintain discipline. The data, however, supports the literature in this instance. Richardson and Meisgeier (2001:4) and Oosthuizen and De Waal (2008b:1) indicate that an attitude of order and safety needs to prevail before effective learning can take place. This is an important issue, as educators should, from the researchers' point of view, give serious thought and planning to discipline within the classroom itself.

Educators experience problems with the curriculum

Participating educators ranked educators who experience problems with the curriculum as the 2nd negative characteristic of educators. 5 (9.3%) educator participants indicated that they *strongly agreed* that educators experience

problems with the curriculum. 21 (38.9%) indicated that they *agreed*, 23 (42.6%) *disagreed* and 5 (9.3%) *strongly disagreed*.

According to the data, the minority of educator participants (48.2%) *strongly agreed* or *agreed* that a reason why the learners misbehaved was that educators experience problems with the curriculum.

Oosthuizen and Van Staden (2007:363; cf. 2.3.3.1) indicate a secure connection between educators' knowledge and constructive learner conduct. According to the researcher, educators indicated that the reason they struggle with behavioural problems could be attributed to educators experiencing problems with the curriculum.

Educators are not consistent with discipline

The most important negative characteristic of educators, according to participating educators, is the fact that educators are not consistent with discipline. This was a disconcerting result which might imply that educators were negligent in keeping discipline in their classes, and this could be the single most negative factor influencing learner misbehaviour. Although the focus of modern classrooms is redirected towards the learners, they still need to show reverence for and compliance with educator authority (Oosthuizen, 2006:19; cf. 2.2.3.2). The participating educator response proves the importance of educators setting boundaries and being the main disciplinary resource.

11 (20.4%) educator participants indicated that they *strongly agreed* that educators were not consistent with discipline. 23 (42.6%) *agreed*, 15 (27.8%) *disagreed* and 5 (9.3%) *strongly disagreed*. 63% of educator participants either *strongly agreed* or *agreed* that the reason why educators struggle with learner discipline, is their own lapse in being consistent with discipline.

Educators are guilty of wrong-doings

To Rossouw (2003:414-415; cf. 2.2.3.2), learners who think highly of their educators are an important feature that could have an effect on the teaching

and learning surroundings of South African schools. 2 (3.7%) participating educators indicated that they *strongly agreed* that educators were guilty of wrong-doings. 15 (27.8%) indicated that they *agreed*, 24 (44.4%) *disagreed* and 13 (24.1%) *strongly disagreed*. Subsequently, educators who are guilty of bad behaviour are ranked as the 5th negative characteristic of educators at their respective schools. The researcher is aware of the fact that the majority of the educator participants (68.1%) were under the impression that educators were not guilty of bad behaviour. This should be seen as a reinforcement of the importance of proper educator behaviour. The researcher is convinced that educators should refrain from bad behaviour, as it impacts on the positive disciplined atmosphere of the classroom.

Uncertain educators influence our discipline negatively

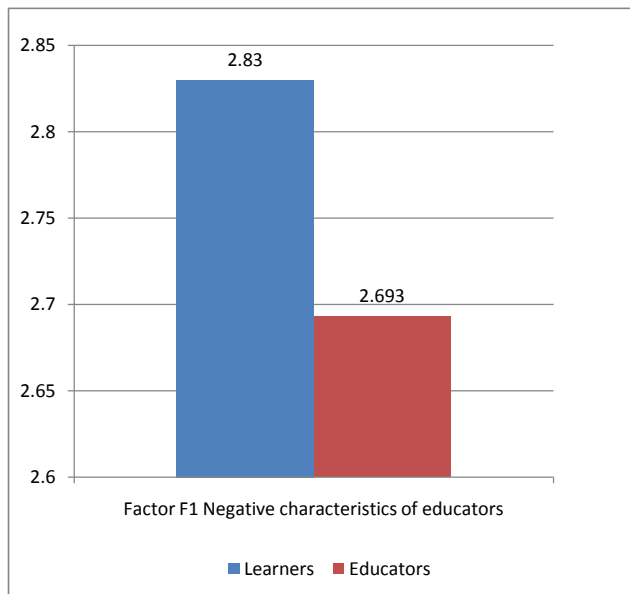
Ranked 4th, was the characteristic that uncertain educators influenced the discipline at schools negatively. 3 (5.6%) educator participants indicated that they *strongly agreed* that uncertain educators influenced their discipline negatively. 20 (37%) indicated that they *agreed*, 23 (42.6%) *disagreed* and 8 (14.8%) *strongly disagreed*. 57.4% participating educators indicated that they *strongly disagreed* or *disagreed* that uncertain educators influenced their discipline negatively. It occurred to the researcher that an educator who is sure of the school rules and his/her place in society, is guaranteed a better behaved class. Educators should not be negligent by being uncertain in the class.

4.8.3 Similarities and differences concerning negative characteristics of educators

The table below, Table 4.65, points out the differences in the responses of the learners and educators concerning Section F of the questionnaires

Table 4.65: Differences between learners and educators – Section F

Factor	Learners			Educators				
	n	mean	std dev	n	mean	std dev	T-value	p-value
F1	421	2.83	0.76	54	2.69	0.59	1.55	0.13



* Statistically relevant on a 5% rate of meaning.
The differences were not statistically significant, as $p > 0.05$.

There was a small difference between the response of participating learners and participating educators in Factor F1 (*cf.* Table 4.65). Participating learners marginally agreed to a greater extent with a mean of 2.83, as compared to the mean of the educators of 2.693. Factor F1 was linked to the following aim of the study: **to determine to what extent the perceptions and experiences of learners and educators differ on the effectiveness of school rules** (*cf.* 1.2).

The researcher will consequently discuss the different items of Factor F1. Factor F1 grouped questions relating to the **negative characteristics of educators at school**.

The following figure, Figure 4.35, points out the differences in the responses between the learners and educators concerning Section F of the questionnaires. The figure compared the *strongly agreed* and *agreed* response of participating learners and educators to create a comparable format.

The relationship between the ranking positions of the seven general characteristics of the educators will subsequently be discussed (*cf.* Tables 4.63 & 4.64).

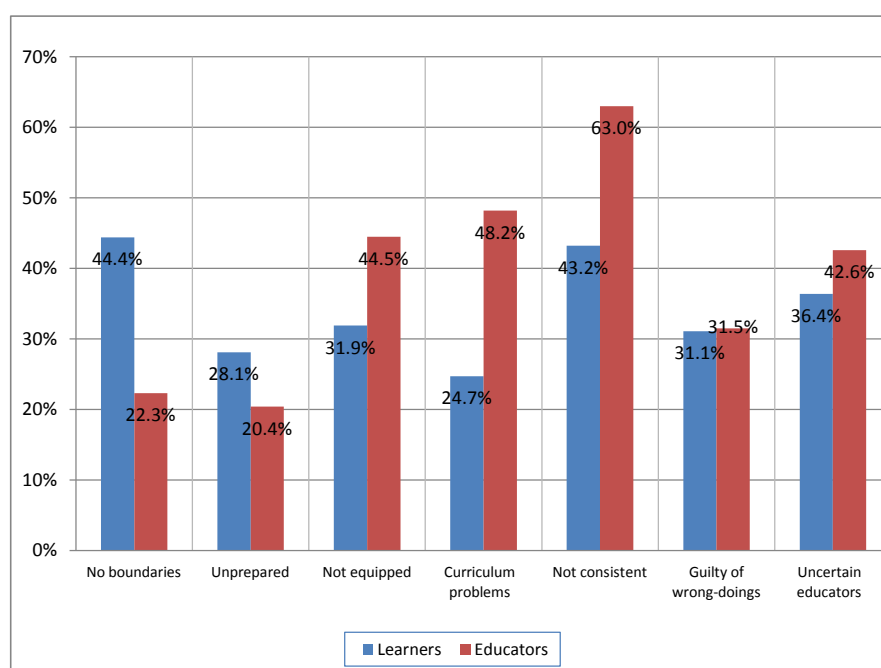
Participating learners indicated the seven general characteristics of the educators that are negative characteristics of educators at their school:

- Teachers do not point out the limits for learners (ranked 1st)
- Teachers do not always keep discipline in their classes (ranked 2nd)
- Uncertain teachers influence our discipline negatively (ranked 3rd)
- Teachers cannot keep discipline (ranked 4th)
- Teachers are guilty of bad behaviour (ranked 5th)
- Teachers come to school unprepared (ranked 6th)
- Teachers have problems with the curriculum (ranked 7th).

Participating educators indicated the seven general characteristics of the educators that are negative characteristics of educators at their school:

- Educators are not consistent with discipline (ranked 1st)
- Educators experience problems with the curriculum (ranked 2nd)
- Educators are not equipped to maintain discipline (ranked 3rd)
- Uncertain educators influence our discipline negatively (ranked 4th)
- Educators are guilty of wrongdoings (ranked 5th)
- Educators do not set boundaries for learners (ranked 6th)
- Educators come to school unprepared (ranked 7th).

Figure 4.35: Comparison between learners and educators on the negative characteristics of educators at schools



Educators do not set boundaries for learners

Educators' inability to set boundaries as contributing factor of negative characteristics of educators at school was ranked 1st in the participating learner response and 6th in the participating educator responses (*cf.* Tables 4.63 & 4.64). 44.4% of the learner participants *agreed* or *strongly agreed* that a reason they misbehaved in class was because of the fact that **educators not set boundaries for learners** (*cf.* Table 4.63), compared to the 22.3% of the participating educators (*cf.* Table 4.64) who indicated that this was the case. It seems, from the data, that educators are completely unaware that this negative characteristic is a cause for concern to the participating learners. 77.8% participating educators indicated that they *disagreed* or *strongly disagreed* that educators do not set boundaries for learners. Educators who

do not set boundaries contribute to the bad behaviour of learners. It is of great concern that educators as adult experts in the educational field underestimated the importance of setting boundaries for the learners.

Educators come to school unprepared

Educators coming to school unprepared as contributing negative characteristic of educators, was ranked 6th by the learners and 7th by the educators (*cf.* Tables 4.63 & 4.64). The learner participants indicated that they *agreed* or *strongly agreed* (Table 4.63) to a marginally greater extent than the participating educators (*cf.* Table 4.64). 28.1% of the learner participants, compared to the 20.4% of the participating educator response, indicated that they *agreed* or *strongly agreed* that educators come to school unprepared and that this was a reason for their bad behaviour. The deduction can be made that educators who come to school unprepared did not make a significant contribution to the negative characteristics of educators.

Educators are not equipped to maintain discipline

Participating learners indicated that the characteristic of educators not being equipped to maintain discipline was ranked 4th by participating learners and 3rd by participating educators (*cf.* Tables 4.63 & 4.64). The frequency result of this aspect indicated that the majority of learner participants (68.2%), as well as the majority of educator participants (55.5%), indicated that they *disagreed* or *strongly disagreed* that educators **are not equipped to maintain discipline**. There is a significant difference between the learner response and the educator response: a difference of 12.7%, but no statistical significance. It might be that educators could be unwilling to admit they are not equipped to maintain discipline. The researcher was left with the impression that learners indicated an authentic state of affairs, whereas educators indicated the ideal situation.

Educators experience problems with the curriculum

In the case where **educators experience problems with the curriculum** as contributing factor towards negative characteristics of educators at their

schools, this characteristic was ranked 7th by the learner participants (*cf.* Table 4.63) and 2nd by the educator participants (*cf.* Table 4.64).

24.7% of the learner participants indicated that educators experienced problems with the curriculum, compared to the 48.2% of educator participants. There is a significant difference in the response of learner participants compared to educator participants: 23.5%. A possible reason for this different opinion could be that the educators are trained to teach within the parameters of the curriculum, whereas learners were unsure or unaware of the limitations and weaknesses of the participating educators. Or learners would not be able to form a judgement on this issue.

Educators are not consistent with discipline

Educators' inconsistent application of discipline as contributing factor of negative educator characteristics was ranked 2nd by the learner participants and 1st by the educator participants (*cf.* Tables 4.63 & 4.64). From this it could be deduced that the responses for both learners and educators are considerably close. 43.2% of the learner participants agreed and strongly agreed that inconsistent discipline is an important contributing factor to the negative characteristics of educators. 63% of the participating educators indicated that they strongly agreed or agreed that this is the most important factor contributing to negative characteristics of educators. Although inconsistency is ranked highly in the ranking table, the low frequency percentage could possibly indicate (especially with the learner response) that both learners and educators are unaware of the influence and negative effect of inconsistency. Administration and administrative action is obligated by the Constitution (1996) to act in accordance with principles of justice, fairness and reasonableness.

Educators are guilty of wrongdoings

Educators who make themselves guilty of wrongdoings as part of negative educator characteristics are ranked in 5th position for both participating learners (*cf.* Table 4.63) and participating educators (*cf.* Table 4.64). Learner participants and educator participants were in agreement, with 31.1% learner

participants and 31.5% educator participants *agreeing* or *strongly agreeing* that **educators are guilty of wrongdoings**. A majority of 68.9% of the learner participants indicated that educators are not guilty of wrongdoings, compared to the 68.1% of the educator response. Participating learners and participating educators were in agreement when asked to indicate their perceptions.

Uncertain educators influence our discipline negatively

The instance concerning **uncertain educators influencing discipline negatively** is ranked in 3rd position for the learner participants (*cf.* Table 4.63) and 4th for the educator participants (*cf.* Table 4.64). 36.4% of the learner participants *agreed* or *strongly agreed* to a lesser extent than 42.6% of the educator participants that uncertain educators influenced discipline negatively. A possible explanation for uncertain educators could be that they are inexperienced in dealing with learner discipline or that they are not properly trained to deal with learner discipline. Contributing factors could also include problems concerning the curriculum or that the educators are finding it difficult to create a positive learner-education relationship with the learners.

4.8.4 Frequency analysis of items not included in the factor analysis

The following items were not discussed in the factor analysis. Subdivision F1-F4 of the learner questionnaire aimed at determining **positive school management** aspects as indicated by the participating learners (*cf.* Appendix G).

Subdivision F1-F6 of the educator questionnaire aimed at determining **positive school management** as indicated by the educator participants (*cf.* Appendix G).

The rating continuum for Section F was:

1 = Strongly agree

2 = Agree

3 = Disagree

4 = Strongly disagree

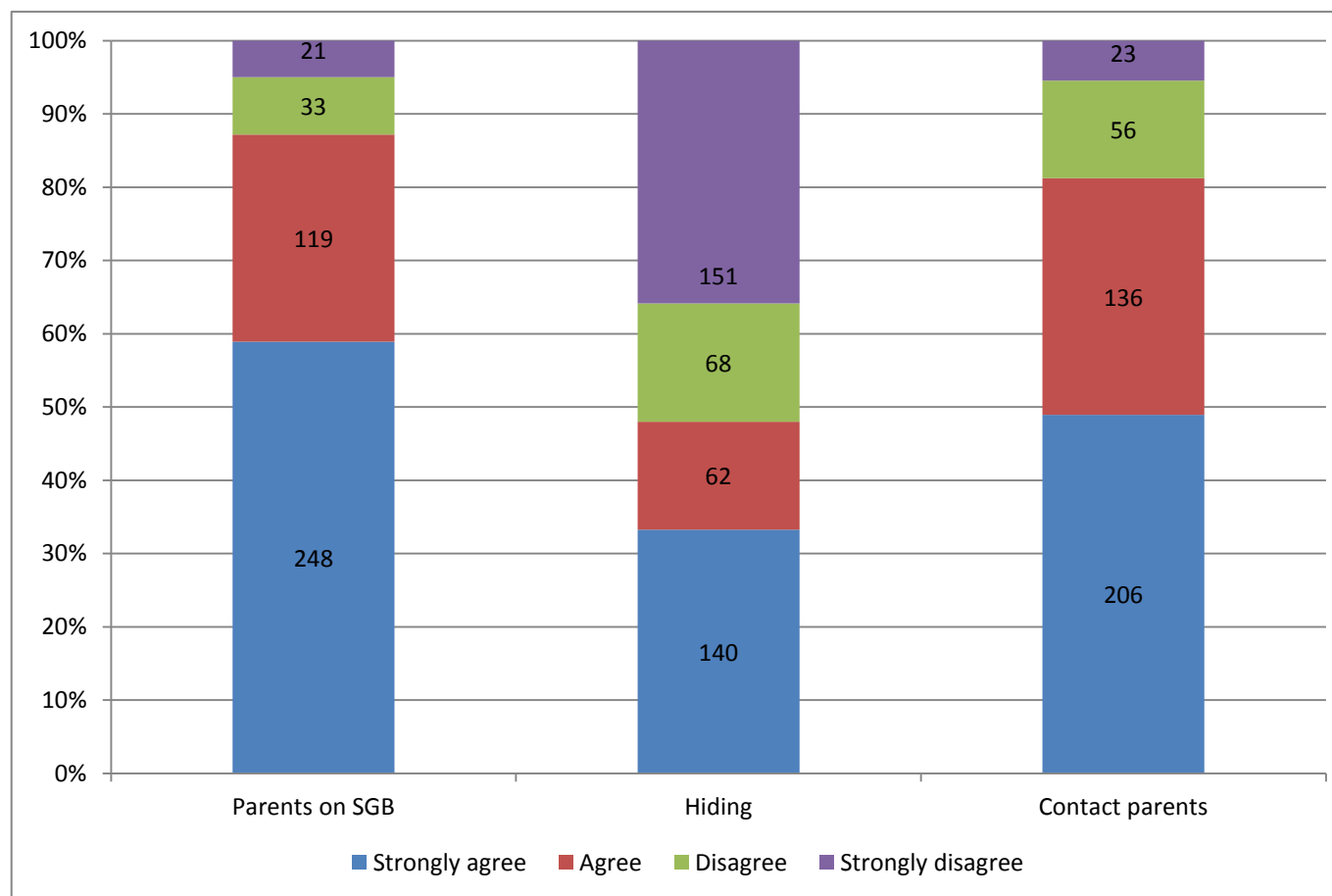
4.8.4.1 Learners' perceptions concerning positive school management

The table below, Table 4.66, points out the response of learners in Section F1-F4 of the learner questionnaire.

Table 4.66: Learners' perceptions concerning positive school management

		Strongly agree		Agree		Disagree		Strongly disagree		Total	
Aspects that indicate positive school management:		f	%	f	%	f	%	f	%	f	%
F1	Some parents are on the School Governing Body	248	58.9	119	28.3	33	7.8	21	5.0	421	100.0
F3	Our teachers still give the naughty learners a hiding	140	33.3	62	14.7	68	16.2	151	35.6	421	100.0
F4	The school contacts our parents/caregivers often	206	48.9	136	32.3	56	13.3	23	5.5	421	100.0

Figure 4.36: Aspects that indicate positive management – Learners



248 (58.9%) learner participants indicated that they *strongly agreed* that **some parents/caregivers are on the School Governing Body**. 119 (28.3%) participating learners indicated that they *agreed*, 33 (7.8%) learner participants *disagreed* and 21 (5%) *strongly disagreed*. It is disturbing to note that 41.1% of these learners indicated no parent/caregiver representation at their school (*cf.* Table 4.67).

44 (10.5%) learner participants indicated that they *strongly agreed* that **some of their learners are on the School Governing Body**. 57 (13.5%) *agreed*, 106 (25.2%) *disagreed* and 214 (50.8%) *strongly disagreed*. The researcher is concerned about the reason why learners believe that they do not have learner representation on the School Governing Body. It seems that learners are unaware of the legal requirements and obligations that the School Governing Body has in involving learners as part of this structure.

140 (33.3%) learner participants indicated that they *strongly agreed* that **teachers still use corporal punishment** in the school situation. 62 (14.7%) *agreed*, 68 (16.2%) *disagreed* and 151 (35.6%) *strongly disagreed*. What is interesting is that learners have a strong opinion concerning whether corporal punishment is still in use. The majority of learners either *strongly agreed* or *strongly disagreed*. The biggest difference in the response of learners compared to that of the educators is seen in this question. 48% of the participating learners indicated that corporal punishment is still meted out at schools, compared to 11.1% of the educator participants. The researcher gets the impression that the learner participants indicate the situation as they perceive it to be, whereas the educators indicate what the ideal should be. The learner response seems more honest to the researcher.

It appears that although corporal punishment is prohibited by law, participating learners still report on its use as disciplinary method. It is disconcerting that such a large portion of learners still admit to its use in the school environment.

206 (48.9%) of the learner participants *strongly agreed* that the school **contacts their parents/caregivers often**. 136 (32.3%) learners participants *agreed*, 56 (13.3%) of them *disagreed* and 23 (5.5%) learner participants

strongly disagreed. In the following section educator response will be discussed. The majority of participating learners (81.2%) indicated that their parents/caregivers are often contacted by the school. The involvement of all educational participants – with parental involvement notably selected as being of particular importance – is crucial to effective education (Wolhuter & Steyn, 2003:536; *cf.* 2.3.3.3).

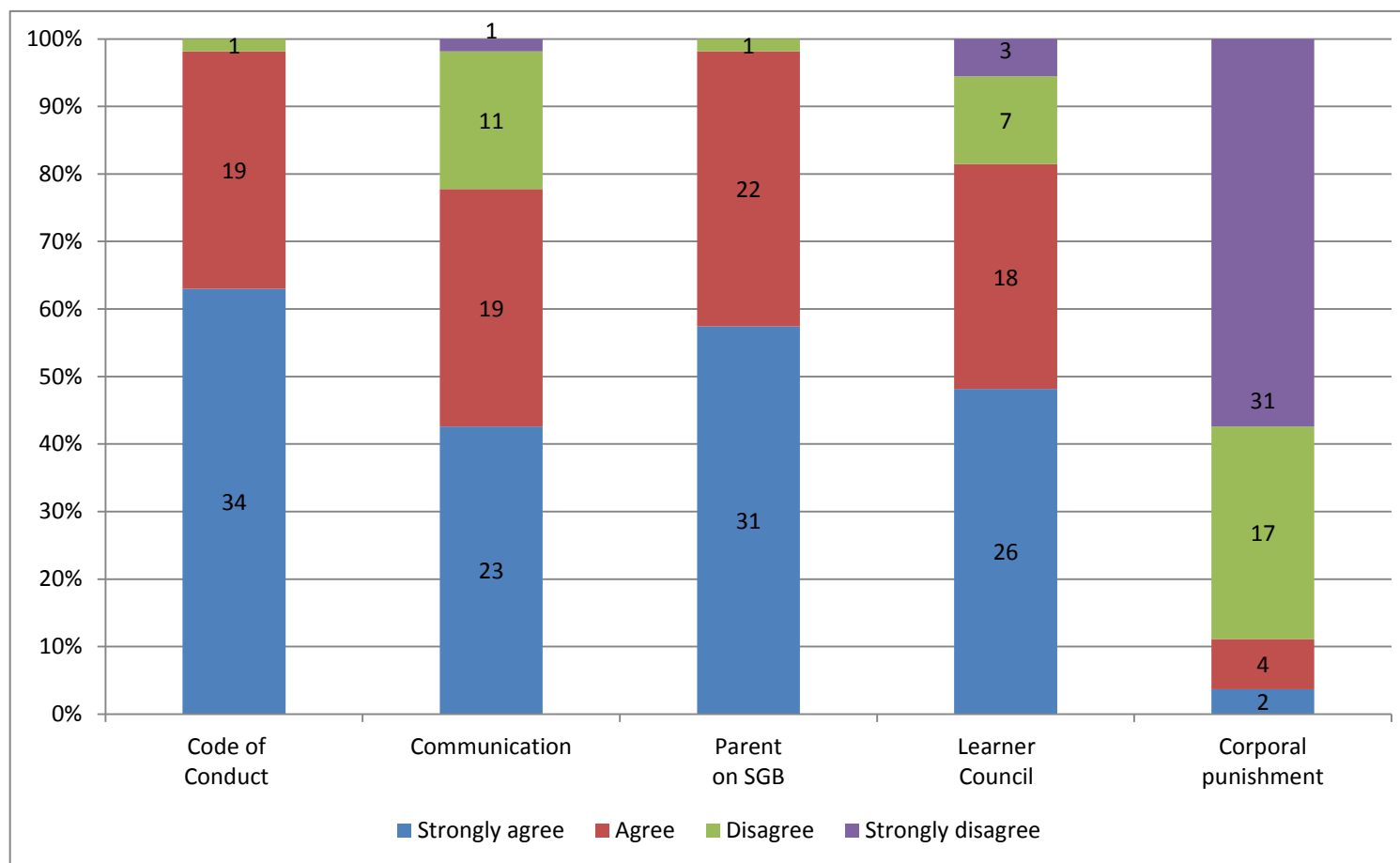
4.8.4.2 Aspects that indicate positive school management - Educators

The table below, Table 4.67, points out the responses of educators in Section F of the questionnaires: F1 – F3 & F5 – F6 (*cf.* Appendix H).

Table 4.67: Aspects that indicate positive school management – Educators

The following managerial aspects are visible at our school		Strongly agree		Agree		Disagree		Strongly disagree		Total	
		f	%	f	%	f	%	f	%	f	%
F1	Our school has a Code of Conduct (school rules)	34	63	19	35.2	1	1.9	0	0	54	100.0
F2	There is enough communication between parents/caregivers and the school	23	42.6	19	35.2	11	20.4	1	1.9	54	100.0
F3	There is parent/caregiver representation on the School Governing Body (SGB)	31	57.4	22	40.7	1	1.9	0	0.0	54	100.0
F5	There is a Learner Representative Council (prefects) at our school	26	48.1	18	33.3	7	13.0	3	5.6	54	100.0
F6	Corporal punishment is used at our school	2	3.7	4	7.4	17	31.5	31	57.4	54	100.0

Figure 4.37: Aspects that indicate positive school management – Educators



Section 8 of the Schools Act (84 of 1996) clearly states that every school must have a Code of Conduct (*cf.* 2.1). To manage and govern effectively and efficiently the School Governing Body must also have the facility to implement these rules in the school situation and implement them in cases of learner misconduct by means of a specific disciplinary course stipulated in the school's Code of Conduct, as referred to in the Guidelines for Codes of Conduct (*cf.* 2.4.3.1.2; SA, 1998; Joubert & Squelch, 2005:26).

34 (63%) educator participants *strongly agreed* that their **school had a Code of Conduct**. 19 (35.25) educator participants *agreed* and one (1.9%) *disagreed*. Section 4(m) of the National Educational Policy Act (27 of 1996) insists on community participation in the development of an educational policy. Interested parties must be involved in all aspects of the educational system (*cf.* 2.4.3.1; Oosthuizen & De Waal, 2008a:63-64; Oosthuizen & De Waal, 2008b:2). Parental involvement is selected as being of particular importance (*cf.* 2.3.3.3; Wolhuter & Steyn, 2003:536).

23 (42.6%) educator participants strongly agreed that **there is enough communication between parents/caregivers and the school**. 19 (35.2%) *agreed* with this statement, 11 (20.1%) *disagreed* and 1 (1.9%) *strongly disagreed*. A majority of educator participants, 53 (77.8%), *strongly agreed* or *agreed* that they feel communication with parents is enough.

31 (57.4%) educator participants *strongly agreed* that there is **parent/caregiver representation** on the School Governing Body. 22 (40.7%) educators *agreed* and 1 (1.9%) *disagreed*.

26 (48.1%) educator participants strongly agreed that there is a **Learner Representative Council** at their schools. 18 (33.3%) educator participants *agreed* with this statement, 7 (13%) *disagreed* and 3 (5.6%) educator participants *strongly disagreed*.

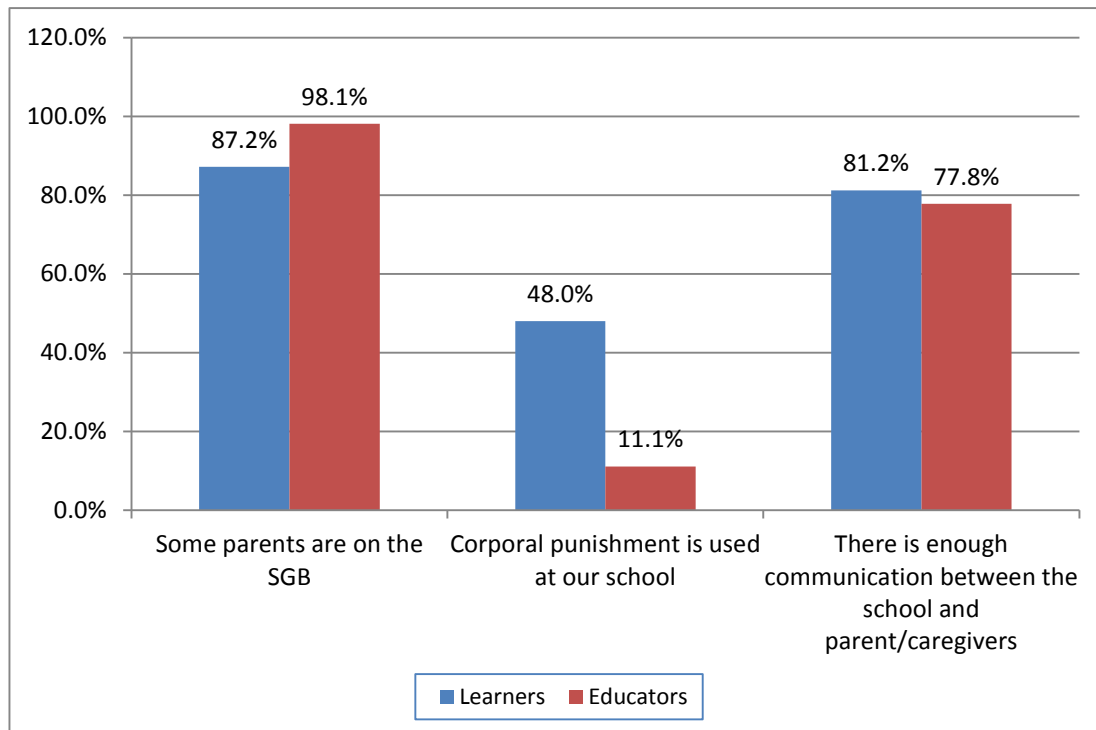
The Abolition of Corporal Punishment, Act 33 of 1997, cancelled all laws that had authorized corporal punishment before, and while being tabled as such, it gave rise specifically to the sections in the Schools Act (84 of 1996; sec.10 & 10A) that ban not only corporal punishment, but also initiation practices from schools/hostels. Yet 2 (3.7%) educator participants *strongly agreed* and 4 (7.4%) *agreed* that **corporal punishment is used at their schools**. This 11.1% is 11% too much on breaking the law. The majority comprised the 17 (31.5%) who *disagreed* and the 31 (57.4%) educator participants who *strongly disagreed* with this statement.

4.8.4.3 Differences and correlations in Section F1-F4 concerning positive school management: Learners and educators

In an effort to establish shared perceptions and experiences of the effectiveness and experiences of school rules, it was important to determine the extent of positive school management.

Table 4.66 and Table 4.67 were used to draw the comparisons between participating learner and educator responses.

Figure 4.38: Comparison between learners and educators concerning positive management responses



Both learner and educator participants indicated in the majority that there was parent/caregiver representation on the **School Governing Body**. Parents/caregivers have been given unprecedented involvement in school affairs via representation on the School Governing Body (Morrell, 2001:292; *cf.* 2.4.3). 87.2% of the participating learners (Table 4.67) and 98.1% of the participating educators (Table 4.68) agreed or strongly agreed that some parents/caregivers form part of the School Governing Body. It is reassuring to see that both learners and educators are aware of the parents/caregivers' responsibility to form part of the School Governing Body. The difference between the learner and educator responses could be attributed to the fact that learners reported more honestly on the true events, whereas educators are inclined to give the *ideal* response.

The data supports the literature that some parents/caregivers are represented on the School Governing Body.

As mentioned above (*cf.* 4.8.4.2), the Abolition of Corporal Punishment gave rise specifically to the Schools Act's prohibition (84 of 1996; sec.10 & 10A; *cf.* 2.4.2.3.2). 48% learner participants indicated that corporal punishment still occurred at schools, whereas 11.1% of the educator participants indicated this fact. There is a huge discrepancy between the learner and educator responses: 36.9%. The researcher is hesitant, but convinced that learners are more honest in their responses. While the fact of corporal punishment is disconcerting, the learners' honesty is commendable.

Communication between the school and the parents/caregivers is paramount for the success of the school because the parents/caregivers are the most influential system known to influence the learner (Steyn *et al.*, 2003:229).

81.2% of the learner participants indicated that the school and parents/caregivers communicated often and adequately. 77.8% of the educator participants were in agreement.

4.9 QUANTITATIVE DATA ANALYSIS – SECTION G

Learner questionnaire

Section G was divided into 17 sub-divisions, G1-G17 (*cf.* Appendix G), which all aimed at determining the effectiveness of disciplinary methods used at schools. By using a factor analysis (*cf.* 3.5) of the learner data, the following two factors were identified.

A factor analysis was used on all the items in Section G of the learner responses and two sensible factors were derived. The same factors were used for the educator response: the educator participants were too few to do a factor analysis.

Table 4.68: Explained variance by two-factor model – Section G

	Original Eigen-values		
FACTOR	Total	% variance	Cumulative %
1	2.881	26.190	26.190
2	1.393	12.663	38.854

From this table it becomes clear that the **two** factors explained **39%** of the total variance.

Table 4.69: Component matrix – Section E

Factor	1	2
G1	0.522	
G2		0.685
G3		0.736
G4	0.612	
G5	0.491	
G7	0.707	
G9	0.735	
G10	0.595	
G11	0.599	

In the next table, every factor is expounded in detail and thereafter discussed separately.

**Table 4.70: Factors identified from the participating learner responses –
Section G**

Factor G1: Positive educator actions		
Items	Learners	Educators
	Discipline is most successful when educators ...	Methods to create discipline in my class:
G1	...are strict with the learners	Being strict with learner
G4	...have a discussion with parents/caregivers of naughty learners	Talking to the parents/caregivers of the misbehaving learners
G5	...send learners for detention	Giving detention
G7* [G8 educators]	...motivate the learners	Motivating the learners
G9	...prepare well for their classes	Preparing for each day
G10	...keep a record of a learner's bad behaviour	Keeping a record of a learner's bad behaviour
G11	...reward learners who behave themselves well	Rewarding positive learner actions/behaviour
Factor G2: Harsh disciplinary measures		
G2	...give the naughty learners a hiding	Using corporal punishment
G3	...take away privileges from learners	Denying learners their privileges

The rating continuum for Section G was:

1 = Hopeless

2 = Unsuccessful

3 = Successful

4 = Very successful

4.9.1 Factor G1: Positive educator actions

Factor G1 grouped questions relating to the perceptions and experiences concerning the effectiveness of methods of enforcing discipline.

Table 4.71: Learners' perceptions on effectiveness of disciplinary methods at schools

		Hopeless		Unsuccessful		Successful		Very successful		Total	
Discipline is most successful when educators...		f	%	f	%	f	%	f	%	f	%
G1	...are strict with learners	71	16.9	46	10.6	152	36.1	152	36.1	421	100
G4	...have a discussion with parents/caregivers of naughty learners	56	13.3	36	8.6	162	38.5	167	39.7	421	100
G5	...send learners for detention	79	18.8	68	16.2	107	25.4	167	39.7	421	100
G7	...motivate the learners	48	11.4	48	11.4	123	29.2	202	48.0	421	100
G9	...prepare well for their classes every day	31	7.4	34	8.1	141	33.5	215	51.1	421	100
G10	...keep a record of a learner's bad behaviour	51	12.1	51	12.1	142	33.7	177	42.0	421	100
G11	...reward learners who behave themselves well	49	11.6	32	7.6	105	24.9	235	55.8	421	100

Table 4.72: Educators' perceptions on effectiveness of disciplinary methods at schools

		Very ineffective		Ineffective		Effective		Very effective		Total	
Methods to create discipline in my classroom:		f	%	f	%	f	%	f	%	f	%
G1	Being strict with learners	3	5.6	5	9.3	24	44.4	22	40.7	54	100
G4	Talking to the parents/caregivers of the misbehaving learners	1	1.9	2	3.7	33	61.1	18	33.3	54	100
G5	Giving detention	4	7.4	17	31.5	26	48.1	7	13	54	100
G8	Motivating the learners	1	1.9	2	3.7	24	44.4	27	50	54	100
G9	Preparing for each day	1	1.9	0	0	18	33.3	35	64.8	54	100
G10	Keeping a record of a learner's bad behaviour	1	1.9	4	7.4	31	57.4	18	33.3	54	100
G11	Rewarding positive learner actions/behaviour.	2	3.7	1	1.9	24	44.4	27	50	54	100

Figure 4.39: Learner response – success of disciplinary methods used at our school

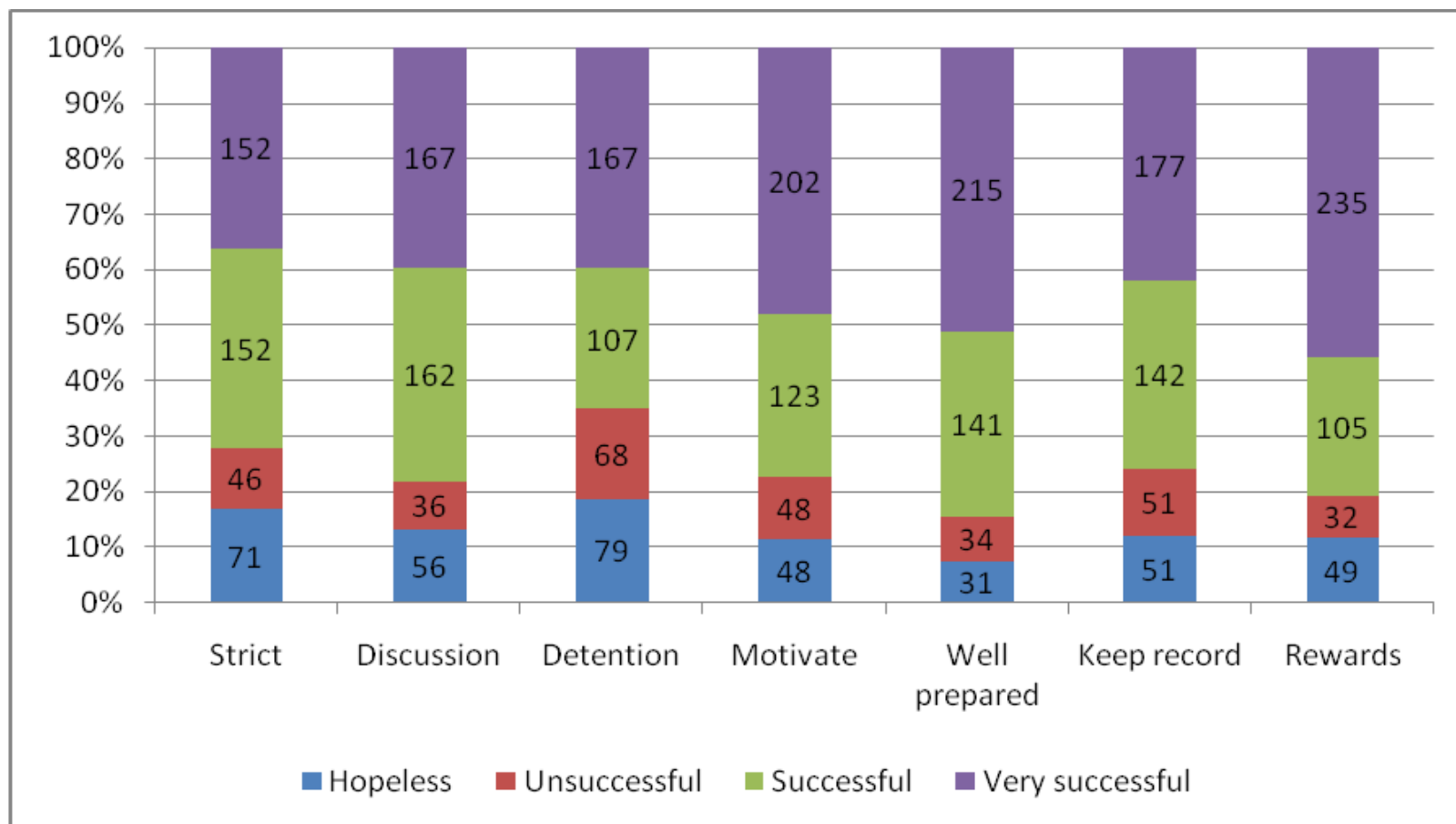
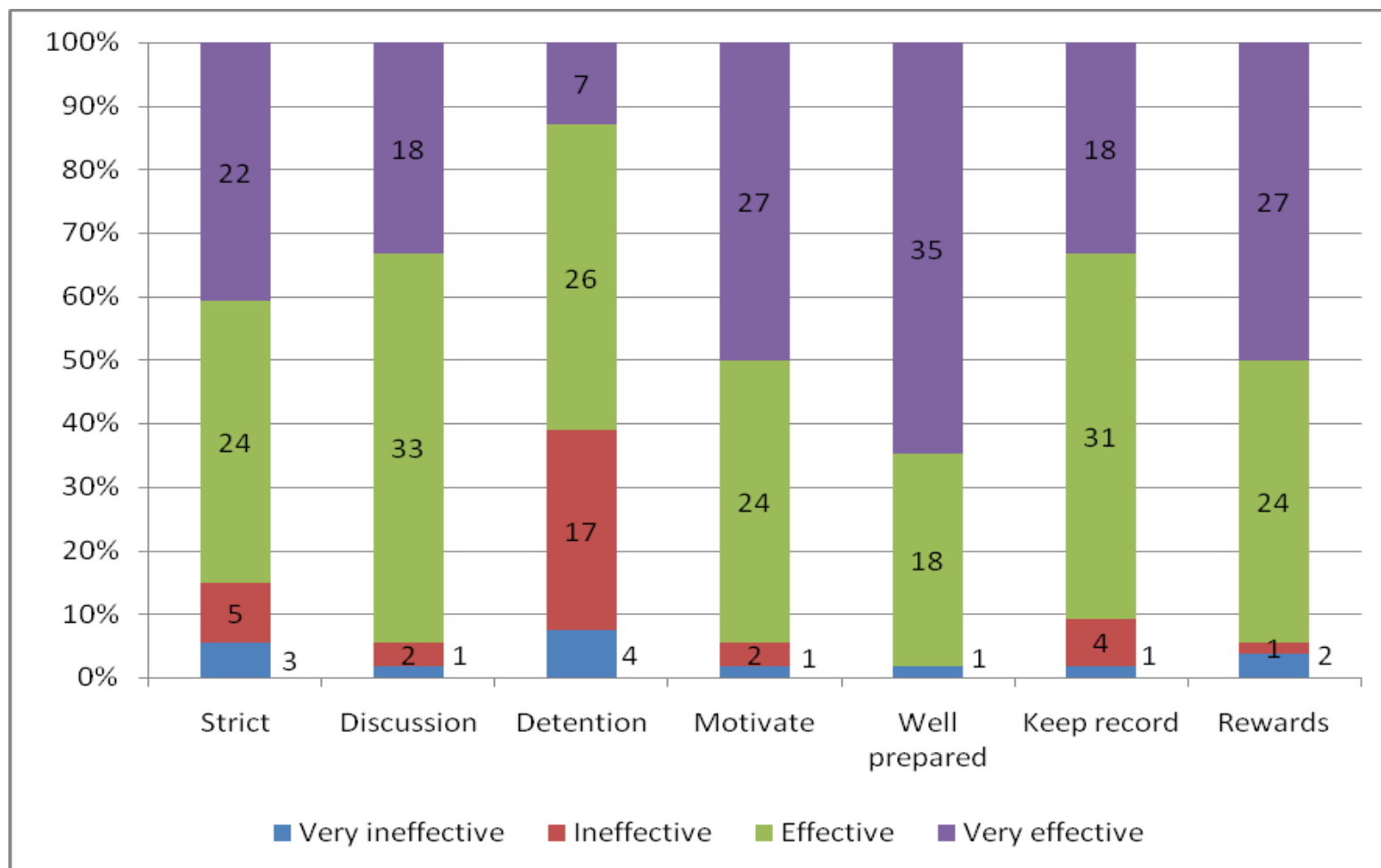


Figure 4.40: Educator response – methods to create discipline in my classroom



Being strict with learners

Judge Mitchell stated, in the case of *Williams* (cf. 2.4.2.3.3; 545A), that schools have important lessons to teach learners with regard to discipline and the acceptance of figures of authority. 71 (16.9%) of the learner participants indicated that **being strict with learners** was a *hopeless* disciplinary method. 46 (10.6%) learner participants indicated that it was *unsuccessful*, 152 (36.1%) participating learners indicated that it was *successful* and 152 (36.1%) participating learners indicated that it was *very successful*. 3 (5.6%) educator participants indicated that being strict with learners was *very ineffective*, 5 (9.3%) educator participants indicated that it was *ineffective*, 24 (44.4%) participating educators indicated that it was *effective* and 22 (40.7%) educator participants indicated that it was *very effective*. The data indicates that being strict with learners is an effective disciplinary method and thus might imply that it is commonly used by educators. This is supported by Coombs-Richardson and Meisgeier (2001:4) and Oosthuizen and De Waal (2008b:1; cf. 2.1) where they write about the fact that an attitude of order and safety needs to prevail before effective learning can take place.

Talking with the parents/caregivers of the misbehaving child

Once again, as said before, the most direct and perhaps the most influential system known to influence the learner is that of the parents/caregivers (cf. 2.3.3.3; Steyn et al., 2003:229). 56 (13.3%) learner participants indicated that **having a discussion with parents/caregivers of naughty learners** was a hopeless method to create discipline in the classroom. 36 (8.6%) learner participants indicated that it was *unsuccessful*, 162 (38.5%) participating learners indicated that it was *successful* and 167 (39.7%) participating learners indicated that it was *very successful*. 1 (1.9%) educator participant rated this method of creating discipline as *very ineffective*, 2 (3.7%) educator participants indicated that it was *ineffective*. 33 (61.1%) educator participants indicated that talking to the parents/caregivers of the misbehaving learner was an *effective* method of

creating discipline and 18 (33.3%) educator participants indicated that it was *very effective*. The data supports the literature that having a discussion with the parents of a misbehaving learner is a successful method of ensuring a disciplined classroom.

Giving detention

Learner discipline and managing learner discipline are fundamental to successful teaching and learning (cf. 2.4.3; Blandford, 1998:9). Van der Bank (cf. 2.4.3.1; 2000:310-315) argues that it is important to find disciplinary measures that promote and preserve a well-disciplined school environment and, at the same time, rule out and punish improper conduct through a process that also encourages offenders to improve their behaviour. 78 (18.8%) learner participants indicated that **sending a learner for detention** was a *hopeless* method to create discipline in the classroom. 68 (16.2%) learner participants indicated that it was an *unsuccessful* method to maintain discipline, 107 (25.4%) learner participants indicated that it was a *successful* method of creating discipline and 167 (32.8%) participating learners indicated that it was *very successful*. 4 (7.4%) educator participants indicated that meting out detention was a *very ineffective* method of creating discipline in their classrooms. 17 (31.5%) educator participants indicated that it was an *ineffective* method of maintaining discipline, 26 (48.1%) indicated that it was *effective*, and 7 (13%) participating educators indicated that it was a *very effective* method of creating discipline in their classrooms.

65.1% of the learner participants indicated that sending a learner to detention was an effective way of dealing with misconduct. Educator participants attested with 61.1% to the effectiveness of detention in dealing with misconduct.

Motivating the learners

Supportive discipline is focused at encouraging appropriate and proper behaviour and is a positive behaviour management arrangement that should lead to

developing learners' self-discipline and control (cf. 2.3.2.1; Joubert & Squelch, 2005:2). 48 (11.4%) learner participants indicated that to **motivate the learners** was a *hopeless* method of creating discipline in a classroom, 48 (11.4%) learner participants indicated that it was *unsuccessful*, 123 (29.2%) participating learners indicated that it was *successful* and 202 (48%) indicated that it was *very successful*. 1 (1.9%) educator participant indicated that to motivate learners was a *very ineffective* method to create discipline in the classrooms. 2 (3.7%) indicated that it was *ineffective*, 24 (44.4%) participating educators indicated that it was an *effective* method and 27 (50%) participating educators indicated that it was *very effective*. The data from the learner and educator responses supports the literature in that motivating learners is an effective way of creating discipline in a classroom. 77.2% of the learner participants indicated that to motivate learners was *effective*, compared to 90.4% of the participating educators. There was a marked difference of 13.2% between the two responses. This could be attributed to the fact that educators had received training in disciplinary principles, and are therefore giving this answer as part of a conditioned response. The difference may also stem from the smaller sample of educators.

Preparing for each day

Oosthuizen and Van Staden (2007:363; cf. 2.3.3.1), in referring to the Elton Report (Department of Education & Science and the Welsh Office, 1989:67), found a correlation between an educator's knowledge and constructive learner conduct. 31 (7.4%) learner participants indicated that it is a *hopeless* method of creating discipline in the classroom if the educator relies on **preparing well for their classes every day**. 48 (11.4%) participating learners indicated that it was *unsuccessful*, 123 (29.2%) participating learners indicated that it was *successful* and 202 (48%) participating learners indicated that it was *very successful*. 1 (1.9%) educator participant indicated that it was a *very ineffective* method of creating a disciplined classroom, but 18 (33.3%) educator participants indicated that it was an *effective* method of creating discipline and 35 (64.8%) participating educators agreed that it was *very effective*. In sum: 84.6% learner participants

and 98.1% educator participants agreed with this. The data supports the literature, in that both the majority of learner and educator participants agreed that preparing well for classes every day is constructive to a positive learning environment. A possible reason for the notable 20.9% difference in the response of the learners and educators could be that the educators would not willingly admit to their not preparing for classes every day, which could possibly impact negatively on them.

Keeping a record of learner's bad behaviour

51 (12.1%) learner participants indicated that it was a hopeless method of creating discipline in classrooms if the educator **kept a record of a learner's bad behaviour**. 51 (12.1%) learner participants indicated that it was *unsuccessful*, 142 (33.7%) learner participants indicated that it was *successful* and 177 (42%) participating learners indicated that it was a *very successful* method of creating discipline. 1 (1.9%) educator participant indicated that this was *very ineffective*. 4 (7.4%) educator participants indicated that it was *ineffective*, 31 (57.4%) indicated that it was *effective* and 18 (33.3%) participating educators indicated that it was *very effective*.

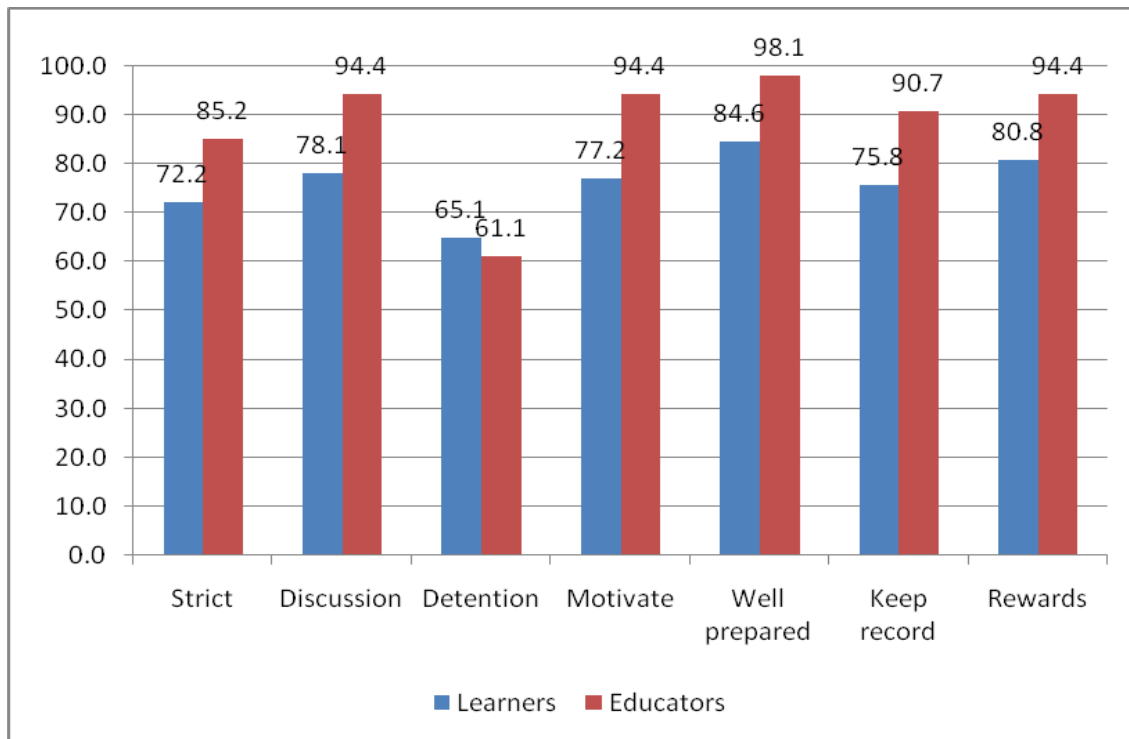
De Klerk-Luttig and Heystek (2007:5; cf. 2.3.4.2) state that discipline at school is influenced by the significance of the relationship between educators and learners. This is in line with both the learner and educator responses in that keeping record is an effective method of creating a disciplined environment. 75.7% of learner participants indicated that to keep record of learner's bad behaviour is an *effective* way of dealing with bad behaviour. 90.7% of the educator participants indicated that to keep record of the bad behaviour of learners was an *effective* way of dealing with the bad behaviour of learners. A possible reason for the notable difference between the learner and educator responses (15%) could be that educators are indicating the *ideal* response rather than the honest reality.

Rewarding positive learner actions/behaviour

49 (11.6%) learner participants indicated that it was hopeless if discipline is reliant on **rewards for learners who behave themselves well**. 32 (7.6%) learner participants indicated that it was an *unsuccessful* method of maintaining discipline, 105 (24.9%) participating learners indicated that it is *successful* and 235 (55.8%) participating learners indicated that it was *very successful*. 2 (3.7%) educator participants indicated that it was a *very ineffective* method of creating discipline in a classroom, 1 (1.9%) indicated that it was an *ineffective* method of creating discipline. 24 (44.4%) indicated that it was an *effective* method and 27 (50%) educator participants indicated that it was a *very effective* method of creating discipline. Learners and educators were in agreement that an effective means of creating positive discipline is to reward positive learner actions/behaviour. These responses support the literature in that a Code of Conduct furthers suitable and constructive behaviour and sets standards for positive discipline, while discipline emphasizes the correctness of appropriate behaviour (*cf.* 2.4.3.1; Oosthuizen & Roos, 2005:38). 80.7% of the learner participants indicated that rewards for learners who behave themselves is an effective means of dealing with bad behaviour, whereas 94.4% of the educator participants were in agreement concerning this aspect. A possible reason for the difference between learner and educator responses (13.7%) could be that educators are professionals and are aware of motivators for proper behaviour, whereas learners might still be unsure.

When one considers the methods of positive educator actions as a whole, one could argue that positive educator discipline is very effective and successful. Educators should consider what positive disciplinary measures they could develop or enhance in creating classrooms that are positive and conducive to the teaching and learning environment.

Figure 4.41: Comparison between learners and educators on the methods to create discipline in class



Effective methods to create a disciplined classroom are indicated in Figure 4.41. The researcher combined methods that learner participants indicated as being successful and very successful. From this it is clear that learners ranked effective methods in the following order:

- Educators who prepare for each day (84.6%)
- Educators rewarding positive behaviour (80.7%)
- Educators talking to the parent/caregivers of the misbehaving learner (78.2%)
- Educators motivating the learners (77.2%)
- Educators keeping record of a learner's bad behaviour (75.7%)
- Educators being strict with learners (72.2%)
- Educators giving detention (65.1%).

The researcher combined methods that educator participants indicated as being effective and very effective. From this it is clear that educators ranked effective methods in the following order:

- Preparing for each day (98.1%)
- Rewarding positive behaviour (94.4%)
- Talking to the parent/caregivers of the misbehaving learner (94.4%)
- Motivating the learners (94.4%)
- Keeping record of the learner's bad behaviour (90.7%)
- Being strict with learners (85.1%)
- Giving detention (61.1%).

Participating learners and educators indicated the single very effective method to create discipline in the classroom as being prepared for each day. Of the methods indicated here, giving detention is the least effective according to both learners and educators. Interesting that educators and learners have identical rank order.

Factor G2 next discusses the perceptions concerning harsh disciplinary measures.

4.9.2 Factor G2: Harsh disciplinary measures

Factor G2 grouped questions relating to the perceptions and experiences concerning the effectiveness of methods of enforcing discipline, as indicated by the learner responses.

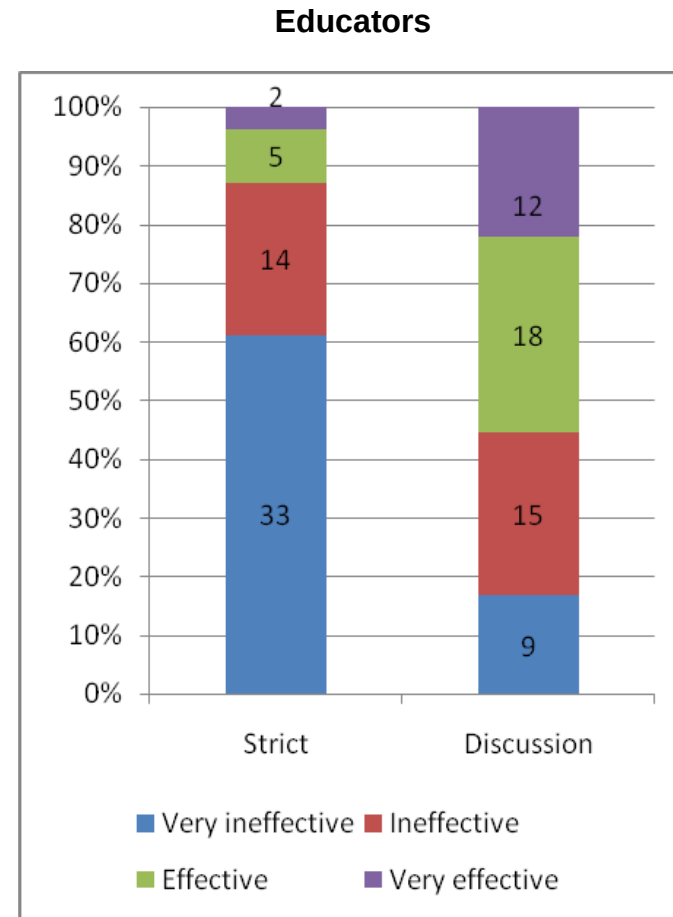
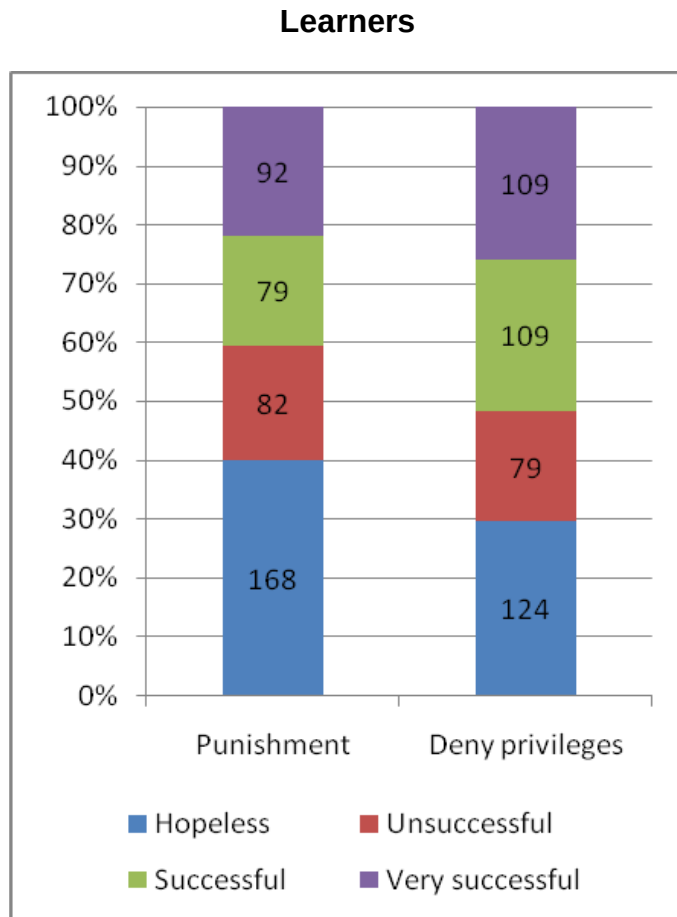
Table 4.73: Learners' perceptions on harsh disciplinary measures

	Hopeless		Unsuccessful		Successful		Very successful		Total	
Discipline is most successful when educators...	f	%	f	%	f	%	f	%	f	%
G2 ...give the naughty learners a hiding	168	39.9	82	19.5	79	18.8	92	21.9	421	100
G3 ...take away privileges from learners	124	29.5	79	18.8	109	25.9	109	25.9	421	100

Table 4.74: Educators' perceptions on harsh disciplinary measures

	Very ineffective		Ineffective		Effective		Very effective		Total	
Methods to create discipline in my classroom:	f	%	f	%	f	%	f	%	f	%
G2 Using corporal punishment	33	61.1	14	25.9	5	9.3	2	3.7	54	100
G3 Denying learners their privileges	9	16.7	15	27.8	18	33.3	12	22.2%	54	100

Figure 4.42: Harsh disciplinary measures



168 (39.9%) learner participants indicated that it was *hopeless* as a method of successful discipline if the educator gave the **naughty learners a hiding**. 82 (19.5%) learner participants indicated that it was *unsuccessful*, 79 (18.8%) learner participants indicated that it was *successful* and 92 (21.9%) learner participants indicated that it was *very successful* to give learners who are naughty a hiding.

59.9% of the participating learners indicated that it is an *ineffective* means of maintaining discipline, whereas 40.7% indicated that this is an *effective* means to ensure a disciplined environment. The researcher senses that learners are not aware that corporal punishment is an illegal means of maintaining discipline. If they are aware of this, why do they still accept it as a means of maintaining and controlling a disciplined environment? Could it be that learners regard corporal punishment as effective?

33 (61.1%) of the educator participants indicated that it is *very ineffective* to use corporal punishment as a mean to create discipline. 14 (25.9%) educator participants indicated that it is *ineffective*, while 5 (9.3%) of them indicated that it is effective and 2 (3.7%) indicated that it is *very effective*.

Considering the responses of learners and educators, the data supports the literature. What is interesting to note is that 40.7% of the participating learners indicated that corporal punishment is an effective method of creating a disciplined classroom. Are the learners then admitting to the fact that they will only obey if this is the disciplinary method? Morrell (2001:293; *cf.* 2.3.2.1) mentions the fact that corporal punishment is an accepted means to ensure learners' proper edification, because it still exists as a generally accepted method to enforce discipline in the domestic environment. Only 7 (13%) educator participants indicated its effectiveness in maintaining discipline in the classroom.

In the case of *Williams* (*cf.* 2.4.2.3.3), it appears that denying privileges to learners who exhibit misconduct at school does not infringe on their right to equality and dignity. Judge Mitchell stated that by conceding learners certain

privileges as a way in which to prize positive behaviour, schools can educate their learners in this way with great success.

124 (29.5%) learner participants indicated that to **take away privileges from learners** was a *hopeless* method of creating discipline. 79 (18.8%) learner participants indicated that it was *unsuccessful*, 109 (25.9%) indicated that it was *successful* and 109 (25.9%) indicated that it was *very successful*. 48.3% of the participating learners therefore indicated that taking away privileges was either successful or very successful. However, 42.6% indicated that it was *ineffective*. This response indicates an approximately 50%-50% outcome: either the learner participants were not sure of the answer to this statement, or half the schools involved in this study were convinced that it was an effective means of dealing with learners and the other half was not convinced of its effectiveness.

9 (16.7%) educator participants indicated that denying learners their privileges is *very ineffective*. 15 (27.8%) indicated that it is *ineffective*. 18 (33.3%) indicated that it is *effective* and 12 (22.2%) educator participants indicated that it is *very effective*. 51.8% of the learner participants therefore indicated that it is a successful or very successful method of creating discipline in classrooms, compared to the 55.5% educator response.

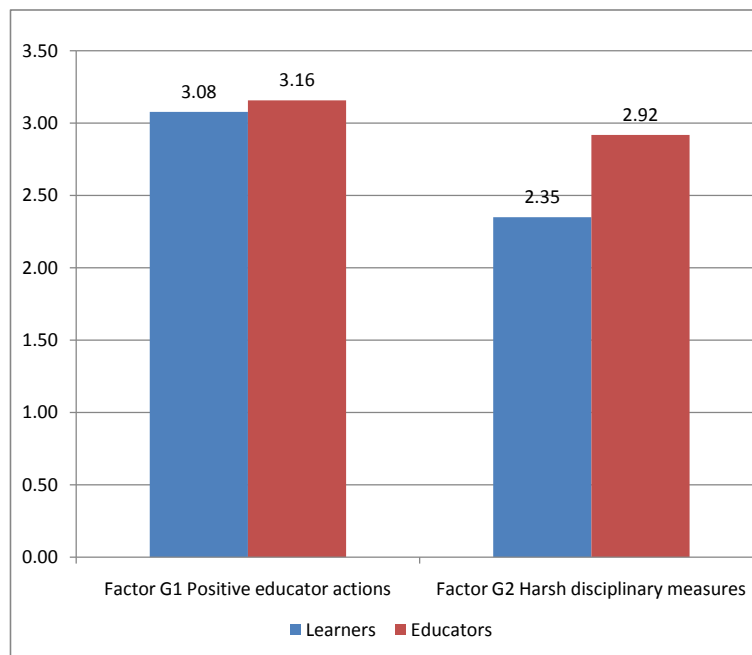
From the data above one can deduce that corporal punishment and the taking away of privileges are both successful ways of creating a disciplined teaching environment. The researcher is inclined to wonder how educators still get away with harsh disciplinary measures to maintain discipline. Could it be that those disciplinary measures are still used in their respective households, and are therefore still widely accepted as means to create discipline?

4.9.3 Differences between learners and educators concerning the factors in Section G

The table below, Table 4.75, points out the differences between the responses of the educators and learners concerning Section G of the questionnaires.

Table 4.75: Differences between learners and educators – Section G

Factor	Learners			Educators			T-value	p-value	Cohen's D	Effect size
	n	mean	std dev	n	mean	std dev				
G1	421	3.08	0.64	54	3.16	0.44	-1.193	0.24	-	-
G2	421	2.35	0.90	54	2.92	0.38	2.489	0.02	0.63	Medium



* Statistically significant on a 5% level of significance.

4.9.3.1 Differences in factor G1

There was a small difference between educator and learner responses concerning factor G1. The learners' mean was 3.078 and the educators' mean was 3.158, This indicated that the educators and learners felt more or less the same concerning the various statements (*cf.* Table 4.74 & Table 4.75). Factor G1 grouped the statements that indicated the **positive educator actions** together, which would help create discipline in classrooms.

An aim of this dissertation was to ascertain the shared perceptions and experiences of the participating learners and educators on the effectiveness of school rules (cf. 1.2).

The researcher will now discuss the different items that formed part of factor G1.

Seven out of ten participating learner participants indicated that discipline was most successful when educators are strict with learners (cf. Table 4.71). Eight out of ten participating educator participants indicated that being strict with learners is an effective or very effective method to create discipline in their classrooms. The researcher wanted to determine with factor G1 **to what extent the perceptions and experiences of learners and educators differ in the effectiveness of school rules** (cf. 1.2.2)

Seven out of ten participating learners indicated that discipline is most successful when educators have a discussion with the parents/caregivers of naughty learners (cf. Table 4.74). Nine out of ten educator participants (cf. Table 4.75) indicated that an effective or very effective method to maintain discipline in the classrooms of learners would be to talk to the parents/caregivers of the misbehaving learners. It would indicate that the role of the parents/caregivers as the most influential system known to influence the learner (cf. 2.3.3.3) is acknowledged by both learners and educators.

Six out of ten participating learners indicated that discipline is most successful when educators send learners for detention (cf. Table 4.72). Six out of ten participating educators indicated the same response (cf. Table 4.73). Both learner and educator participants therefore indicated that withholding privileges in the form of detention is an effective disciplinary method. This response supports the literature: the *Williams* case (2006:545A-B; cf. 2.4.2.3.3) refers to schools being able to educate their learners regarding positive behaviour with great success, when withholding certain privileges from learners.

Seven out of ten learner participants indicated that motivating learners is a successful method of creating a disciplined school environment. Nine out of

ten educator participants agreed that motivating learners is an effective or very effective method to create a disciplined classroom. The educators were therefore more convinced of the effectiveness of this method as method to create a disciplined classroom. Supportive discipline is focused at encouraging and motivating appropriate and proper behaviour and is positive behaviour management aimed at developing learners' self-discipline and control (*cf.* 2.3.2.1; Joubert & Squelch, 2005:2). The learner/educator responses thus support the literature.

The single method that is preferred by both learner participants and educator participants is that educators who prepare for their classes every day are more successful in creating positive discipline. Eight out of ten learner participants agreed and nine out of ten educators agreed to this. The researcher wishes to place great emphasis on this method as one that was derived from this study as the most successful at creating a disciplined classroom (*cf.* 1.2.2) **to formulate findings that are based on the data of the research.**

Seven out of ten learner and nine out of ten educator participants indicated that keeping record of learners' bad behaviour is an effective method of creating a disciplined classroom. Rossouw (2003:432; *cf.* 2.3.2.1) argues that discipline is an educator-focused activity whereby educators seek to lead, guide, manage and confront a learner about the behaviour that disturbs the rights of others. As pointed out by Oosthuizen *et al.* (2003:466; *cf.* 2.3.2.1), supportive discipline is aimed at ensuring that correction is achieved justly and re-establishing constructive relationships with disciplined learners. The data of both the learner and educator responses supports the literature in that keeping record is an effective method of creating a disciplined environment.

Eight out of ten learner and nine out of ten educator participants indicated that an effective and successful method to create discipline in the classroom is to reward positive behaviour. Positive discipline is described as comprising of techniques that do not cause any hurt, but recognize and advance learner's self-respect (*cf.* 2.2.3.2; Oosthuizen & Rossouw, 2003:56). The researcher

will emphasize the effectiveness of this method of creating a disciplined classroom in her recommendations.

4.9.3.2 Differences in factor G2

There was a medium difference between educators and learners concerning factor G2. The learners' mean was 3.078 and the educators' mean was 3.158. It was important for the researcher to determine how learners and educators perceived disciplinary methods (*cf.* Table 4.74 & Table 4.75). Factor G2 grouped the statements that indicated the **harsh disciplinary measures** together. An aim of this dissertation was to ascertain the shared perceptions and experiences of the participating learners and educators on the effectiveness of school rules (*cf.* 1.2). The p-value of 0.02 indicated that it is statistically

The researcher will now discuss the different items that formed part of factor G2.

Five of ten participating learners indicated that discipline is unsuccessful when educators give naughty learners a hiding (*cf.* Table 4.74). Eight out of ten participating educators indicated that using corporal punishment is an ineffective method to create discipline in their classrooms (*cf.* Table 4.75). The researcher wanted to determine with factor G1 **to what extent the perceptions and experiences of learners and educators differ in the effectiveness of school rules** (*cf.* 1.2.2). Of note is the 40.7% of the learner participants who indicated that they felt that corporal punishment is an acceptable method to create discipline in their classrooms, perhaps because they are being subjected to it in their own homes (*cf.* 2.3.2.1; Morrell; 2001:293).

Five out of ten participating learners indicated that discipline is successful when educators **take away privileges from learners** (*cf.* Table 4.73). Five out of ten educator participants (Table 4.74) indicated that an effective or very effective method to maintain discipline in the classrooms is when educators take away privileges from learners. These two responses were unexpected.

The researcher would have expected a strongly positive response. Both learner and educator participants indicated that to take away privileges was not an effective method of creating a positive disciplined environment as the other methods. As pointed out a few times before, In the *Williams* case (2006:545A-B; *cf.* 2.4.2.3.3), Judge Mitchell stated that when conceding learners certain privileges schools can educate their learners regarding positive behaviour with great success. In this case the data does not support the literature.

4.10 QUALITATIVE DATA ANALYSIS: LEARNER RESPONSE – SECTION H

Indicate your needs as a learner that could have a positive effect on dealing with and understanding the school rules (Code of Conduct) at your school.

The table below depicts learners' needs that could have a positive effect on dealing with school rules.

Table 4.76: Learners' responses on needs that could positively affect school rules

Theme	Response
School uniforms	Want to have freedom of expression – do not want school uniforms

Theme	Response
Clearly understanding school rules	• Communicate school rules more often. • Explain school rules – why must their hair be tied? • School rules should be clear • School rules should be communicated in language that learners understand. • Communicate school rules at assembly • School rules should prescribe proper behaviour. • School rules and behaviour should be prescribed for different situations. • School rules should also prescribe desired behaviour – what to do during exams. • School rules should be enforced fairly and consistently.
Punitive action	• Learners want an alternative to detention • Punish the misbehaving learners • Learners seek retribution • Detention makes them naughtier • Detention not effective • Corporal punishment should not be allowed
Learners' attitude	• Learners should respect school grounds • Learners should respect school rules and should be punished immediately
Learners' immediate needs	• Some learners are hungry – cannot behave • Stationery needs – would guarantee compliance • Learners need proper school uniforms

Theme	Response
Educator-learner relationship	• Separate learners who disrupt the class from learners who want to work • Learners feel that teachers are constantly busy with naughty learners – swearing at them and we feel bad about this • Teachers must not eat during school time – not tell jokes all the time, they should work • Teachers should try and work at having better relationships with us • Teachers must work better with other teachers • Teachers should care about the learners • Teachers must respect learners • Teachers must not be unfair • Teachers must not criticize or mock learners • Teachers must punish transgressions of school rules – must be constant with this • There should be rules for educators.
Gangs	• Gang activities make learners naughty
Learner participation	• Learners want to feel part of drawing up school rules
Positive behaviour	• Learners want to be rewarded for proper behaviour

From the mentioned table, one can clearly see that the interpretation of school rules is very important. School rules need to be communicated to learners more often, should be clear and should prescribe behaviour. All of these aspects are supported by the quantitative data.

4.11 SUMMARY

In Chapter Four, the researcher constructed the data analysis of this quantitative study (*cf.* 4.5). The quantitative data was collected from questionnaires that were distributed among Grade 6 and 7 learners and their educators (*cf.* 3.4). The research was done at schools from the smaller Metsimaholo district that formed part of the greater Fezile Dabi district. The quantitative statistical analysis was done by the statistical department of the North West University.

The researcher collected biographical information concerning learners (*cf.* 4.3.1) and educators (*cf.* 4.3.2). The reliability of the self-developed and administered questionnaire was measured through the Cronbach alpha coefficient (*cf.* Tables 4.23 & 4.24) and the inter-item correlations. Section C aimed at determining the participating learners' perceptions on the value and characteristics of their Code of Conduct. The researcher compared the participating learner response with the participating educator response for Section C, by making use of frequencies. The researcher determined, with the help of factor analysis, two factors for Section D (*cf.* Table 4.47) and three factors for Section E (*cf.* Table 4.53). In Section F, the researcher determined one factor with the help of factor analysis (*cf.* Table 4.66) and compared learner and educator responses for the items that did not form part of the factor analysis (*cf.* 4.8). In Section G, the researcher determined two factors (*cf.* Table 4.67) with the help of factor analysis. The researcher indicated the statistical difference with regard to the factors in Section D, E, F and G. The researcher developed themes for Section H (*cf.* Table 4.76).

In the following chapter, Chapter Five, the focus of the researcher will be directed at the findings and recommendations of this study.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter firstly provides a summary of the previous four by disclosing their key elements. The researcher highlights findings that were identified in the literature study (*cf.* Chapter Two) and the empirical quantitative study (*cf.* Chapter Four). The researcher also supplies conclusions that have a bearing on the aim of this study (*cf.* 1.2) and provides recommendations on government level; school management level; educator level; and parent/caregiver level. These recommendations aim to convey findings that could lead to the enhancement of Education Law.

5.2 SUMMARY OF THIS STUDY

Effective school rules and the perceptions thereof within a South African legal framework are of the utmost importance. The current situations at schools require a closer look at the determinants that influence the perceptions and experiences that learners and educators share on the effectiveness of school rules. The aim of this study, ultimately, was to make findings and recommendations that are based on the data of the research, aiming at supporting schools in drawing up effective school rules.

The overview of this study indicates the main aspects of the previous chapters.

5.2.1 Chapter One

The researcher provided an orientation of the planned research study. Firstly, an overview of the relevant literature was given in order to confirm and verify the research problem (*cf.* 1.1). This was done by describing the current background and situation South African educators and learners find themselves in. The aim and objectives of the study were affirmed (*cf.* 1.2) and they were divided into the primary research aim (*cf.* 1.2.1) and the research

objective (*cf.* 1.2.2). The theoretical framework of the study (*cf.* 1.3) was also discussed.

Furthermore, the research methodology (*cf.* 1.4) was described and the research method (*cf.* 1.4.1) and the research design (*cf.* 1.4.2) on which the study was grounded were indicated.

The research design included the validity of the research design (*cf.* 1.4.2.1). The strategy of inquiry was discussed (*cf.* 1.4.2.2). The measuring instrument that was used for this study was a questionnaire. The use of the data collection instrument, the questionnaire (*cf.* 1.4.2.2.1), was motivated by referring to the reliability and validity of the research instrument (*cf.* 1.4.2.2.1.1). The researcher described the population and sampling procedures (*cf.* 1.4.2.3.1). The data collection procedures (*cf.* 1.4.2.4) and data analysis and interpretation (*cf.* 1.4.2.3.1) were also indicated. The researcher paid attention to significant, relevant ethical aspects (*cf.* 1.4.3) and she discussed these under the sub-headings of informed consent (*cf.* 1.4.3.1), protection from harm (*cf.* 1.4.3.2) and privacy, confidentiality and anonymity (*cf.* 1.4.3.3).

The contribution of the study (*cf.* 1.5) was pointed out and the possible challenges were indicated (*cf.* 1.6). Finally, the researcher provided the reader with the division of the chapters of this dissertation (*cf.* 1.7).

5.2.2 Chapter Two

Chapter Two comprised the literature study. The introduction provided a view of discipline against a changing background (*cf.* 2.1). It further focused on a brief historical background of discipline and how it was enforced (*cf.* 2.2). This became relevant and significant as it helped to understand and clarify current problems. The nature of discipline was described (*cf.* 2.3) and a point of departure was provided (*cf.* 2.3.1). It was elaborated by paying attention to discipline in theory (*cf.* 2.3.2) and disciplinary models (*cf.* 2.3.2.2) specifically. Thereafter external factors (*cf.* 2.3.3) and internal factors (*cf.* 2.3.4) that influence learner behaviour were addressed, with four specific internal factors being identified as determinants of learner conduct (*cf.* 2.3.4.1). Perspectives

on values and convictions as determinants of learner conduct were also addressed (*cf.* 2.3.4.2).

The importance of the South African legal framework was discussed (*cf.* 2.4). The South African constitutional background was described (*cf.* 2.4.2), pointing out its supremacy, specifically (*cf.* 2.4.2.1). The democratic values (*cf.* 2.4.2.2) such as human dignity (*cf.* 2.4.2.2.1); equality (*cf.* 2.4.2.2.2) and the promotion of human rights (*cf.* 2.4.2.2.3) were highlighted as important factors in guaranteeing everyone's fundamental rights.

With regard to the fundamental rights significant to learner discipline (*cf.* 2.4.2.3), the right to freedom of religion (*cf.* 2.4.2.3.1), learner-specific rights (*cf.* 2.4.2.3.2), the right to education (*cf.* 2.4.2.3.3), the right to freedom of expression and cultural rights (*cf.* 2.4.2.3.4), the right to fair administrative action (*cf.* 2.4.2.3.5), privacy (*cf.* 2.4.2.3.4.6), the right to administrative action (*cf.* 2.4.2.3.7) and the role of the limitation clause (*cf.* 2.4.2.3.8) were discussed.

The Schools Act was discussed as part of the legal framework (*cf.* 2.4.3) and issues with regard to the public School Governing Bodies and legal Codes of Conduct (*cf.* 2.4.3.1) were highlighted. The requirements for establishing a Code of Conduct (*cf.* 2.4.3.1.1) and the requirements for enforcing a Code of Conduct (*cf.* 2.4.3.1.2) were referred to.

Other subordinate legislation that forms part of the legal framework, such as the Regulation for Safety Measures (*cf.* 2.4.4), the National Policy on the Management of Drug Abuse by Learners (*cf.* 2.4.5) and the Promotion of Administrative Justice Act (*cf.* 2.4.7), were considered.

The relevancy of international and foreign law (*cf.* 2.5) – with special reference to the Universal Declaration of Human Rights (*cf.* 2.5.1), the Declaration of the Rights of the Child (*cf.* 2.5.2) and the Convention on the Rights of the Child (*cf.* 2.5.3) – was highlighted.

5.2.3 Chapter Three

The researcher provided a detailed methodological exposition of the process followed in order to complete this multi-strategy study. In the introduction (*cf.* 3.1) to the chapter, the researcher explained the chapter outline. The researcher then revisited the choice that was made regarding the paradigmatic view taken in the study (*cf.* 3.2).

After this, a detailed explanation of the research design (*cf.* 3.3) was given dealing with the strategies followed in the collection of data, as well as the analysis of the data. A discussion of the motivation for using a quantitative design (*cf.* 3.2.1) followed. The research design chosen for this study was motivated (*cf.* 3.3.3) and the quantitative research design and validity discussed (*cf.* 3.3.3.1). Strategies of inquiry (*cf.* 3.3.4) and distinctions between different strategies were also discussed (*cf.* 3.3.4.2). The data-collection method was elaborated upon (*cf.* 3.4.1), followed by issues of reliability in the pilot study (*cf.* 3.4.1.1) and validity of the questionnaires (*cf.* 3.4.1.2). An indication of the data analysis (*cf.* 3.5) was followed by the ethical concerns (*cf.* 3.6). This chapter concluded with feedback on the research challenges that were foreseen (*cf.* 3.7).

5.2.4 Chapter Four

In Chapter Four, the researcher of this dissertation constructed the data analysis of this quantitative study (*cf.* 4.5). The quantitative data were collected from questionnaires that were distributed to Grade 6 and 7 learners and their educators (*cf.* 3.4). The research was done at schools from the smaller Metsimaholo district that formed part of the greater Fezile Dabi district. The quantitative statistical analysis was done by the statistical department of the North-West University, Vaal Triangle Campus.

The researcher collected biographical information of learners (*cf.* 4.3.1) and educators (*cf.* 4.3.2). The reliability of the self-developed and administered questionnaire was measured through the Cronbach alpha coefficient (*cf.* Tables 4.23 & 4.24) and is supported by inter-item correlations. Section C aimed at finding out the participating learners' perceptions on the value and

characteristics of their Code of Conduct. The researcher compared the participating learner response with the participating educator response for Section C by making use of frequencies. The researcher determined, with the help of factor analysis, two factors for Section D (*cf.* Table 4.47) and three factors for Section E (*cf.* Table 4.53). In Section F, the researcher determined one factor with the help of factor analysis (*cf.* Table 4.67) and compared learner and educator responses for the items that did not form part of the factor analysis (*cf.* 4.8). In Section G, the researcher determined two factors (*cf.* Table 4.68) with the help of factor analysis. The researcher indicated the mean frequency distribution comparisons with regard to the factors in Section D, E, F and G. The researcher developed themes for Section H (*cf.* Table 4.77).

5.3 FINDINGS

Each of the findings is discussed conceptually against the backdrop of the corresponding sections of the questionnaires.

5.3.1 Findings from the biographical information of the participants

The following findings were derived from the biographical information of the participants (*cf.* 4.3).

Language of instruction

A large portion of the participants did not receive education in their mother tongue and this could be problematic when educators need to communicate school rules and proper conduct to learners.

From the study, it was indicated that 45.7% of the participating learners' mother tongue was Sesotho (*cf.* 4.3.1.5), but only 7.4% indicated that their language of instruction was Sesotho. While only 27.6% of the learner participants indicated that their mother tongue was English, an overwhelming 77.6% indicated that their language of instruction was English.

Age and experience of educators

Age could also be a determining factor in perceptions regarding the contributing factors. Educators could evaluate current behaviour in light of the way in which they were disciplined themselves. Concerning teaching experience, it is evident that educators with the most teaching experience (21+ years) are not necessarily familiar with the new national curriculum or contemporary approaches concerning the handling of learner discipline (*cf.* 4.3.2.4). This group of participating educators (41+ years) enjoyed the largest representation of 76% (*cf.* 4.3.2.2). The younger participating educators (26-30 years) who had between 6 and 10 years' teaching experience had more knowledge of the new curriculum and modern approach to discipline. Yet they do not necessarily stay in the education profession.

Qualifications of educators

From the statistics it became evident that the educators, who are currently in the profession, are not sufficiently trained. 42.6% of these participants had only an education diploma (*cf.* Table 4.16).

Concerning education law, 48.1% had no training in it. 25.9% of the participating educators had it as a subject and 7.4% had it as a module in Education Management studies. Less than 5.6% of the participating educators had an Honours Degree with Education Law and none had a Master's in Education Law. An Education Law seminar was not attended by anyone of the participating educators. Education Law is an area that needs attention and educator and learners would benefit from it greatly.

5.3.2 Findings concerning the research questions

The researcher made findings from the quantitative data analysis (*cf.* 4.4). The researcher made the following findings concerning the aim of this study from the literature study (*cf.* Chapter Two) and the quantitative data analysis.

5.3.2.1 Research question 1: What do effective school rules comprise of?

A set of school rules is a requirement at every school to guarantee and enhance effective educational training (Oosthuizen, 2005:35; *cf.* 2.3.2.1). From the literature study the following findings were established:

Effective school rules:

- encourage the philosophy of human rights which is, in addition, characterized by individuality, originality and creativity (*cf.* 2.4.2.2.1);
- must take into consideration the Constitution (1996; *cf.* 2.4.2), the relevant sections from the Schools Act (84 of 1996; *cf.* 2.4.3); the regulations concerning safety at public schools (SA, 2006; *cf.* 2.4.4), the policy on managing learners' drug-abuse (SA, 2006; *cf.* 2.4.5) and advancing fair administrative actions (3/2000: *cf.* 2.4.6);
- form a tool to ensure high levels of safety and discipline at schools and aims to deliver positive results without any disruptions (*cf.* 2.3.2);
- act as a legal document that empowers the School Governing Body to regulate school discipline and promote a disciplined and purposeful environment for quality teaching and learning;
- aim to act pro-actively, rather than reactively, when it comes to a disciplinary approach (*cf.* 2.3.2.1): they indicate the positive behaviour schools are interested in constructing in learners;
- must be drafted and adopted in the correct manner, setting out the disciplinary rules applicable to all learners and formulating measures for punishment in cases of misconduct (Visser, 2000:150-151; *cf.* 2.4.3.1.1);
- contain disciplinary warnings, and other measures of punishment must be included in a Code of Conduct – including the more serious forms of misconduct that would warrant suspension and expulsion (*cf.* 2.4.3.1.2);

- are value-driven (*cf.* 2.3.3.1). According to Rossouw (2003:430), the most successful schools appear to be those that have developed a constructive environment based upon a sense of neighbourhood and mutual values;
- require educational partnerships with all the role players co-operating in trust and sharing resources and expertise (*cf.* 2.4.3.2); and
- bear in mind the internal factors that influence learner behaviour (*cf.* 2.3.4) – physical condition and development, cognitive development, affective development and social development (*cf.* 2.3.4.1).

The literature concerning what effective school rules comprise of was represented in the questionnaire under Section C, D, E, F and H (for the learner questionnaire). The researcher reported her findings based on the quantitative data (*cf.* 5.5).

5.3.2.2 Research question 2: Which perceptions and experiences do learners and educators share concerning the effectiveness of school rules?

The empirical data were scrutinized to determine to what extent the participating learners and educators were in agreement on the effectiveness of school rules.

5.3.2.2.1 The value and characteristics of school rules

The empirical data indicated that school rules increase the effectiveness of school administration. Both learner and educator participants indicated that they were in accordance when they indicated that school rules increase the effectiveness of school administration (*cf.* 4.5.1; Figure 4.18).

Learner and educator participants indicated that school rules forced educators to conform strictly according to them (*cf.* 4.5.1; Figure 4.18).

The most popular way to communicate the school rules, according to the participants, was during assembly (*cf.* 4.5.1; Figure 4.22). School rules were

also communicated effectively to learners by putting them up in the classroom.

Moreover, school rules were communicated to new learners on enrolment (*cf.* 4.5.1; Figure 4.24).

5.3.2.2.2 The nature of school rules

Participating learners and educators indicated that school rules should not only be enforced in problem situations (*cf.* 4.6.1; Figure 4.27). The empirical data concluded that learner participation is required for drawing up school rules and that these rules should indicate the punishment for each wrongdoing (*cf.* 4.6.2; Figure 4.28).

5.3.2.2.3 Reasons for learner misbehaviour

Negative aspects at home influencing learners to make themselves guilty of learner misconduct include gang activities that make victims of learners (*cf.* 4.7.1; Figure 4.56). Child abuse in the community was one of the aspects that were indicated by both educators and learners. The most significant negative community factor indicated by both learner and educator participants was the high level of poverty (*cf.* 4.7.2; Figure 4.57).

5.3.2.2.4 Managerial and educator aspects of school rules

Negative educator characteristics

Both learner and educator participants were in agreement with the least negative educator characteristic being that educators come to school unprepared (*cf.* 4.8.1; Table 4.63 & 4.64). The participants also ranked educators coming to school unprepared relatively low.

Positive school management

The extent of positive management was indicated by both learner and educator participants in the fact the some parents/caregivers served on the School Governing Body. Both learners and educators indicated that there was enough communication between the school and parents/caregivers.

However, a low frequency percentage was indicated for learner representation on the School Governing Body (*cf.* 4.8.4.3; Figure 4.37).

5.3.2.2.5 Effective disciplinary methods

A disciplinary method that was deemed successful by both learners and educator participants was that educators were strict with learners. Very effective was also (1) rewarding learners who behaved themselves and (2) motivating learners (*cf.* 4.9.1; Table 4.72 & 4.73).

5.3.2.3 Research question 3: To what extent do the perceptions and experiences of learners and educators differ on the effectiveness of school rules?

The empirical data were scrutinized to determine to what extent the participating learners and educators differed on their view of the effectiveness of school rules.

5.3.2.3.1 The value and characteristics of school rules

In an effort to scrutinize ideas such as values, customs and convictions, it quickly becomes obvious that there is hardly any conformity concerning their providing workable definitions (Ferreira *et al.*, 2007:64; *cf.* 2.3.4.2).

Influence of school rules

The empirical findings indicated that the learner participants had the least confidence in the influence of school rules concerning an explanation of **why certain behaviour is unwanted**. Six out of ten of the participating learners and nine out of ten of the participating educators indicated that school rules provided explanations why certain behaviour was unwanted (*cf.* 4.5.3, Figure 4.19). Figure 4.19 points out that the biggest difference between the learner and educator responses lay in the aspect of the influence of school rules. According to the ranking, most educators and learners indicated explaining school rules as the worst characteristic of effectiveness.

In the researcher's opinion, It could be that learners see school rules as an effort to control unwanted behaviour, whereas educators find that school rules explain the unwanted behaviour. Learners would perhaps benefit from a Code of Behaviour and not from school rules that focus only on the unwanted behaviour. Learners should be made aware of the age-appropriate responsibilities they are expected to fulfil.

People/bodies involved in drawing up school rules

From the literature it is expected that all role players in the school community have to be suitably elected to form part of the School Governing Body (Schools Act, 84 of 1996:sec.23, 28 & 29; cf. 2.4.3.1). The School Governing Body is also responsible for adopting a Code of Conduct. A disturbing fact that the empirical findings pointed out was that educators, especially, indicated that parents/caregivers were not as involved in drawing up the Code of Conduct as they should be. Four out of ten of the participating learners and two out of ten of the participating educators indicated that **parents/caregivers are involved in drawing up school rules**. Although there was a big difference in the higher frequency of learners compared to the educators, it is still unacceptable that parents/caregivers had such a small say in the setting and drawing up of the school rules.

In the researcher's opinion there is an explanation why parents/caregivers are reluctant to take part in the drawing up of school rules. Perhaps they trust principals and educators to such an extent that they believe they are fully capable of drawing up a Code of Conduct that would be effective.

Learner participation is a prerequisite for the drawing up of the Code of Conduct as stipulated in the Guidelines for Codes of Conduct (SA, 1998). The empirical findings, however, indicated that one out of ten of the participating learners and three out of ten of the participating educators indicated that **other learners from the school are involved in drawing up school rules**. There was a big difference between the frequency percentages of the learners compared to that of the educators. Neither the

learner response nor the educator response indicated the desired response to this aspect.

In the researcher's opinion, learners could feel that they have little influence in their school rules, whereas educators are more positive when considering the response. Schools must make a greater effort in including the learners in the drawing up of school rules.

Most meaningful characteristic

The Code of Conduct was not effectively and efficiently revised. The literature indicated that the Code of Conduct should be revised annually and a period for revision must be given to all role players (Joubert & Squelch, 2005:34; *cf.* 2.4.3.1.1). One out of ten of the participating learners and three out of ten of the participating educators indicated that **school rules are revised regularly**. This is not the desired practice, and school principals and the School Governing Body must take heed.

The reason for the higher educator frequency percentage could be attributed to the possibility that educators might give the ideal response, while learners are inclined to give a true account of the events.

A Code of Conduct needs to describe the desired acceptable conduct, but also needs to point out the punitive measures that will be taken by the school in cases of transgression (Oosthuizen *et al.*, 2003:471; *cf.* 2.4.3.1.2). Both the learner and educator responses indicated that the school rules were lacking in this regard.

Four out of ten of the participating learners and two out of ten of the participating educators indicated that **school rules are clear-cut**. In the researcher's opinion, the reason why the educators are inclined to indicate a lower frequency percentage could be that, because they are constantly involved with learners in teaching-learning relationships, conduct that would test them and provide a challenge would be more apparent to them.

Two out of ten learner participants and one out of ten of the participating educators indicated that **school rules should be drawn up in consultation with the learners**. Although the literature indicated it as a prerequisite that learners should be involved in drawing up school rules (*cf.* 2.4.3.1.1), it is a major concern to see that the frequency percentage for both learners and educators is low. Even more disconcerting is the fact that the educators indicated such a low agreement with this very important aspect.

It could be that, because so many educators themselves were subjected to a schooling career without their input in school rule issues, they are inclined to undervalue the input of learners in the Code of Conduct. The majority of the learner participants who formed part of this study were between 11 and 14 years. They are more inclined to be dependent on the input and lead from the adults with whom they come into contact, so that they tend to undervalue their own involvement in the drawing up of their school rules.

Characteristic that describes school rules the best

In terms of the Promotion of Administrative Justice Act (3 of 2000; *cf.* 2.4.6), administrative action should be fair and resolute with regard to disciplinary matters (Oosthuizen *et al.*, 2004:64). Two out of ten of the participating learners and six out of ten educator participants indicated that the characteristic that describes their school rules best is that they **indicate fair procedure**. It is clear that learners and educators were divided in their response to this aspect.

The researcher is left with the opinion that educators are not sensitive enough with regard to the importance of treating learners fairly.

Educators are obliged to give learners guidelines concerning school rules. Seven out of ten of the participating learners and eight out of ten of the participating educators indicated that they were **provided guidelines concerning school rules**. Although the frequency percentage of the learner and educator participants was not low, it is an aspect that needs constant consideration.

5.3.2.3.2 The nature of school discipline

Learners at South African schools need to develop into moral, educated people who can fulfil their roles as citizens who act responsibly and accountably in a democratic society (De-Klerk-Luttig & Heystek, 2007:5; cf. 2.3.4.2).

Authority of school rules

Learners are unaware that school rules underscore principles that are significant in influencing civil society. Six out of ten of the participating learners and five out of ten of the participating educators indicated that **school rules are binding within school grounds**. Learners should be made aware that the democratic values that are supposedly underscoring school rules are relevant to the rules guiding society too. Seven out of ten of the participating learners and three out of ten of the participating educators indicated that **school rules are binding within school hours**. It seems that learners are unaware of the importance of their conduct after school hours and that the Code of Conduct is actually a code that prescribes conduct and behaviour everywhere. Again, it would be sensible for schools to create within a Code of Conduct a Code of Behaviour too.

5.3.2.3.3 Reasons for learner misconduct

Learner and educator participants differed in their reasons for learner misconduct.

Negative aspects at home

The literature indicated that problems that influence the behaviour of learners are problems with regard to learning, the situation at home, victimization and trauma (Porteus *et al.*, 2002:39). Although learners and educator participants were in accordance when considering the negative effect that violence at home had, the extent to which they agreed was different. Eight out of ten of the participating learners and ten out of ten of the participating educators were

convinced that **violence at home** was a negative aspect that gave reason for learner misconduct.

From a learner's perception, lack of parental/caregiver interest is the most prevalent reason for disciplinary problems (Wolhuter & Oosthuizen, 2003:454). Seven out of ten of the participating learners indicated that their **parents/caregivers do not give support**. Ten out of ten of the educator participants indicated that parents/caregivers who do not give support give reason for learners not behaving.

The reason that educators would indicate a higher frequency percentage could be that they, through their training and knowledge of learner misbehaviour, understand the influence of parental/caregiver support on the behaviour of learners.

The literature indicated that negative interaction or behaviour from parents/caregivers could contribute to the misbehaviour of learners (*cf.* 2.3.3.3). Educators acknowledge the influence of the parents/caregivers on the construction of a disciplinary framework for learners and indicated this as being the most crucial element. Seven out of ten of the participating learners indicated that parents/caregivers **do not discipline the learners** and ten out of ten of the educator participants indicated that parents/caregivers who do not discipline learners give effect to learner misbehaviour.

A possible reason for learners misbehaving is the fact that parents/caregivers show a lack of respect. Van Wyk (2001:198; *cf.* 2.3.3.3) states that parents/caregivers add-on to the development of disciplinary problems by either forgetting to provide them with satisfactory social skills or by even supporting and/or duplicating undesirable conduct. Six out of ten of the participating learners and nine out of ten of the educator participants indicated that **parents/caregivers show a lack of respect** and that this is a reason for learners misbehaving.

Negative parental/caregiver aspects

The literature indicated that parental involvement at home and at school is crucial in maintaining discipline (*cf.* 2.3.3.3). Although learner and educator participants were in accordance when they identified parents/caregivers who work long hours as a contributing factor for misbehaviour of learners, a higher frequency percentage was indicated by the educators. Seven out of ten of the participating learners and nine out of ten of the participating educators indicated that **parents/caregivers work long hours**.

Because of their training and experience, educators could be regarded as experts on the reasons for learner misbehaviour. When educators attribute a higher precedence for parents/caregivers working long hours as contributing factor of learners misbehaving, it should therefore be taken seriously.

According to the literature it is clear that behavioural problems stem from practical problems that learners encounter (Porteus *et al.*, 2002:39; *cf.* 2.3.4.1). These behavioural problems include victimization and trauma of learners who feel that they are misunderstood. The majority of learner and educator participants agreed that a learner with one parent/caregiver gave cause for behavioural problems. Six out of ten of the participating learners and nine out of ten of the participating educators identified a negative parental/caregiver aspect that could cause learners to misbehave as **families with one parent/caregiver**.

Seven out of ten of the participating learners and nine out of ten of the educator participants indicated **divorced parents/caregivers** as a negative parental/caregiver aspect that influenced the behaviour of learners negatively. A possible reason for the higher frequency percentage of the educators could be that educators, because of their training and experience, are more aware of the negative influence divorced parents has on the behaviour of the learners.

Negative educator characteristics

Concerning the empirical findings, one of the possible reasons why learners misbehave is because **educators do not point out boundaries for learners**. 44.4% of the learner participants and 22.3% of the educator participants indicated that the reason for their misbehaving was because the educator did not point out boundaries for the learners. It raises concern to note that not all educators realize the importance of setting boundaries for learners in the classroom situation.

Educators cannot keep discipline in their classes

A percentage of 43.2% of the participating learners agreed with this statement. A higher frequency percentage was reported for the educator participants (63%). The lower frequency percentage of the learners could indicate that they are not fully aware of the importance of the ability of the **educator to keep discipline in his/her classroom** and the effect it has on learner behaviour.

Teachers experience problems with the curriculum

24.7% of the participating learners and 48.2% of the participating educators indicated that learners' misbehaviour in class could be attributed to **educators' inability to cope with the curriculum**.

The biographical information showed that 42.6% of the participating educators had only an education diploma (*cf.* Table 4.16). With regard to knowledge of the curriculum, the findings showed the participating educators with only 0-10 years' experience (*cf.* 4.3.2.4) yet consequently having more knowledge of the curriculum, as being in the minority.

The difference in the response of the two groups could be explained as the educators themselves are aware of their disposition and lack of knowledge. The participating learners could also be unaware of the deficiency and uncertainty of the educators with regard to the curriculum.

Corporal punishment

The empirical findings indicated that the learner response and educator response were dissimilar when it came to **corporal punishment**. 48% of the participating learners indicated that corporal punishment was a negative educator aspect that was still exercised at school. 11.1% of the participating educators indicated that corporal punishment was still administered at school. Corporal punishment has been prohibited, and educators who still administer it could be charged with assault, according to section 8 of the Schools Act (84 of 1996).

It would appear that educators are not as truthful when they indicated the prevalence of corporal punishment at their schools in fear of being implicated. Corporal punishment is not an uncommon practice at schools, and according to the findings, it is still a disciplinary method commonly used.

5.3.2.3.4 Successful and unsuccessful disciplinary measures

According to the literature, the pro-active approach in the development of positive discipline would lead to the development of acceptable behaviour that would improve a positive learning environment (*cf.* 2.3.2.2).

Successful disciplinary measures

From the empirical research, 78.2% of the participating learners indicated that **talking to parents/caregivers** was a successful disciplinary measure. Educator participants were even more convinced, with 94.4% indicating that talking to parents/caregivers was a positive disciplinary measure.

Harsh disciplinary measures

59.4% of the participating learners indicated that **giving a hiding** was an unsuccessful disciplinary measure. 94.4% of the participating educators indicated that giving a hiding to naughty learners was ineffective. This is surprising, considering that 48% of the participating learners indicated that corporal punishment was still being administered at their schools. It would seem that educators are not completely truthful when asked about corporal

punishment: 11% of the participating educators indicated that corporal punishment was administered at their schools. It could be that educators are reluctant to admit to corporal punishment being administered at school, because it is prohibited by law (84 of 1996:sec.8). It is common cause that parents/caregivers still use corporal punishment as a means to discipline learners at their homes; therefore it is conceivable that some educators may still find it difficult to find alternative disciplinary methods.

5.3.2.4 Research question 4: What role do learners play in drawing up and amending school rules (cf. Appendix G & H: C3 (g); C4 (f); D6 & G9)?

From the quantitative data, the researcher deduced that participating learners were not fully involved in the drawing up of school rules, although the learner and educator participants indicated that it was important to include their input. Learners should take part in decision-making matters and have the right to voice their opinion (SA, 1998:sec. 5.1(b) & 4.1). This fosters responsibility as opposed to blind obedience (Van Dyk, in Roos, 2003b:511). The fact that learners are denied input in school rules could be contributing to learners struggling to abide by the Code of Conduct as they do not take the responsibility thereof.

The quantitative data (cf. Figure 4.20) indicated that 14% of the participating learners were involved in developing school rules. 27.8% of the participating educators indicated that the learners participated in the developing of school rules.

23.8% of the participating learners indicated that the most important characteristic of school rules was that school rules should be drawn up in consultation with the learners. It was the second most important characteristic for the participating learners. Educator participants ranked it only the 4th most meaningful characteristic.

It was interesting to note that although learners were predominantly not included in the formulation of school rules, educators seem more convinced that they should form part of the establishing of school rules process. The

reason could be that educators try to give the *ideal* response rather than what happens in reality. Learners appear to be more truthful in their response.

From Figure 4.23, the participating learners had to indicate the one characteristic that described the participating learner's school rules the best. The least indicated aspect was that it was drawn up in consultation with the learners (5%). Of the participating educators, 1.9% indicated that school rules were drawn up in consultation with the learners. Clearly, from the empirical data it seems that school rules are lacking when it comes to the inclusion of learner participation of school rules.

5.3.2.5 Research question 5: Which findings can the researcher formulate from the completed data analysis and interpretation?

Educators could be lacking in understanding the current disciplinary approaches. Educators indicated that the majority of them (76%) were 41 years and older. According to the literature, educators use and enforce discipline based on how disciplinary methods were applied to them (*cf.* 2.3.2.1).

The School Governing Body, the principal and the educators need to establish clear, yet fair consequences for unacceptable behaviour. Participating learners indicated that there was not fair conduct when dealing with disciplinary matters (*cf.* 4.5.3).

Participating learners indicated that school rules should provide explanation why certain behaviour was unwanted (*cf.* 4.5.3; Figure 4.19). Participating educators indicated that the school rules should be revised regularly.

The importance of communicating school rules should not be underestimated. The Code of Conduct should be communicated to learners at the school assembly, put up in classrooms and written in the school prospectus, as these methods are deemed very successful (*cf.* 4.5.3; Figure 4.22).

All the partners who have an interest in school affairs must have representation on the School Governing Body. The School Governing Body

should make an increased effort to include learners in drawing up and amending school rules.

5.3.2.6 Research question 6: What are the recommendations that could support schools in drawing up effective school rules?

- Implement a Code of Behaviour.
- Educators should be fair in dealing with disciplinary issues.
- A Code of Conduct must be adopted by the Governing Body of the school. This document deals with learner discipline, both positive and negative, and prescribes disciplinary measures for learner misconduct. In essence, it governs learner behaviour and interrelationships at school and must sensitize learners towards a human rights culture.
- At school level, involvement of all role-players (principals, educators, parents/caregivers, learners and community) once again appears to be the crucial factor, with parental/caregiver involvement worthy of being singled out as being of special importance.
- The Code of Conduct should reflect the behavioural expectations as outlined in the Bill of Rights and Education Law.
- Values need to be instilled in the hearts and minds of the educators, learners and their parents/caregivers. Schools should teach values and how they need to be applied in various situations.
- Learners should be taught about their right to equality and dignity, and attention should be drawn to the fact that a right accompanies a responsibility: each person has the responsibility to ensure that he/she protects the rights of other people, by respecting their dignity and not discriminating against them unfairly in any way.
- Schools should be proactive and make use of preventative disciplinary measures, which entails the creation of a healthy environment, as well as teaching the correct attitudes. Reactive measures may then be used to

maintain a healthy situation by admonishing and punishing the perpetrators

5.3.2.7 Recommendations for departmental structures

Educators need assistance in their dealings with discipline. It would improve the effectiveness of the learning environment if educators are provided with seminars or short courses on Education Law and the interpretation of relevant legislation and subordinate legislation. From the data (*cf.* Table 4.16) it was evident that not many participating educators had the necessary knowledge when dealing with issues such as human rights in education and disciplinary procedures and processes.

5.3.2.8 Recommendations at school management level

It is clear to the researcher of this dissertation that principals are the instructional leaders of their schools and they effectively define and communicate the mission of the school participants and convey a mission of what the school should and will be. This is of particular importance on the terrain of school discipline and school rules. In general, the school principal is expected to ensure that discipline is upheld within the school context (*cf.* 2.3.2.1: Steyn *et al.*, 2003:228).

5.3.2.9 Recommendations for educators

Professional and personal support services need to be available for educators at their schools. Educators need assistance if they are unsure of aspects such as the curriculum, the proper conduct when dealing with disciplinary issues and learner-educator relationships. Universities could also consider introducing short courses dealing with learner behaviour and contemporary approaches when dealing with school discipline.

In the literature study, it was mentioned that educators struggle to deal with disciplinary issues – they tend to favour punitive measures when they attempt to settle disciplinary problems (*cf.* 2.3.3.1; Almog, 2005:4; Cameron &

Sheppard, 2006:17) even if this method proves to be ineffective (Jackson & Panyon, 2002:31; Marshall, 2005:51).

- Sound discipline is enhanced by these important features:
 - ✓ A lively teaching and learning culture
 - ✓ Learners who think highly of their educators
 - ✓ A learning and teaching environment that is defined by educationally sound principles
 - ✓ Educators and learners in a relationship of authority and of mutual respect
- Educators must empower themselves with proper knowledge of the Constitution, the Schools Act, as well as all relevant education regulations and policies that are available.

5.3.2.10 Recommendations for parents/caregivers

In an attempt to enable educators to act pro-actively before learners make themselves guilty of bad behaviour, all the role players such as the educators, the School Governing Body and parents/caregivers should participate in describing desired behaviour and conduct. The reason is that they are all significant partners at school level, with parental involvement notably being selected as being of particular importance (*cf.* 2.3.3.3; Wolhuter & Steyn, 2003:536).

5.4 LIMITATIONS OF THE STUDY

While conducting the research, the researcher identified the following limitations:

- A better response rate concerning the educator questionnaire could have influenced the study positively (*cf.* 4.4).

- A larger number of educator participants would have been valuable (*cf.* 4.4).
- A document analysis of the Codes of Conduct of different schools would have added value to the study. With these documents, the researcher could have verified learner and educator responses from the official documents.

5.5 RECOMMENDATIONS FOR FURTHER STUDIES

The following subject matter could serve as objective for further studies:

- Legal requirements for maintaining discipline as prerequisite for effective teaching-learning.
- The role of School Management Teams in providing school discipline support.
- The effect of a learner Code of Conduct as instrument for providing obligatory behaviour.
- The role of sound learner-educator relationships in school discipline.
- The role that principals play in the establishment of a positive disciplinary milieu.

5.6 CONTRIBUTION OF THIS STUDY

Public schools, especially, are reliant on effective disciplinary systems that are based on sound legal principles. This study, although at a basic level, aimed at determining the perceptions of the participating learners and educators (*cf.* 1.5) in order to reach a better understanding of the effectiveness, or the lack thereof, of school rules.

5.7 CONCLUSION

One of the biggest issues that South African educators are currently faced with is the inability to put into effect disciplinary efforts. Educators often blame

parents/caregivers for not disciplining learners. Educators often use retaliating methods, such as corporal punishment and unfair expulsion, in a desperate attempt to maintain discipline. Punitive disciplinary measures are often chosen above preventative disciplinary methods, and are thus often unsuccessful. The current prevalence of misconduct needs a proactive and moral, constitutional reactive management of classroom discipline. Educators should be made aware of modern crises that learners are faced with, such as gang activities and the eminent danger that modern technology could hold.

Preventative systems could, at first glance, seem ineffective, but will contribute to a culture of positive behaviour at school. Educational organizations, school management and the School Governing Body need to assist educators in the adoption of such measures. Educators need to be encouraged and assisted in achieving a clear goal for discipline at schools.

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APPENDIX A

ETHICAL CLEARANCE



Private Bag X1290, Potchefstroom
South Africa 2520

Tel: 018 299-4852
Web: <http://www.nwu.ac.za>

ETHICS APPROVAL OF PROJECT

This is to certify that the next project was approved by the NWU Ethics Committee:

Project title :

CREATING successful public schooling within a legal milieu.

Student/Projectleader : Prof. Elda De Waal

Ethics number: NWU-0068-11-A9

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Expiry date: 2016/08/30

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project.

Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

The formal ethics approval certificate will follow shortly.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Halgryn', written over a horizontal line.

HM Halgryn
NWU Research Ethics Secretariate

APPENDIX B

ASKING FOR RESEARCH PERMISSION: FREE STATE PROVINCE

FREE STATE PROVINCE



FS460C

Ref no: 16/4/1/.....

APPLICATION FORM TO REGISTER RESEARCH PROJECTS IN THE FREE STATE DEPARTMENT OF EDUCATION

- ❖ Please complete all the sections of this form that are applicable to you. If any section is not applicable please indicate this by writing N/A.
- ❖ If there are too few lines in any of the sections please attach the additional information as an addendum.
- ❖ Attach all the required documentation so that your application can be processed.

Send the application to:

Director: Quality Assurance
Room 401
Syfrets Building
Free State Department of Education
Private Bag X20565
Bloemfontein
9300.

Tel: 4048750/4048658

Fax: 447 7318

1 Title (eg Mr, Ms, Dr, Prof):

M	s		

2 Initials and surname:

M		D	i	r	k	s									

3 Telephone: Home:

				-								

Work:

0	1	6		-	9	7	6	-	0	5	3	4

Cell:

0	8	2		-	4	1	1		2	8	2	5

Fax:

0	1	6		-	9	7	6	-	0	5	3	6

E-Mail

monica.dirks@vodamail.co.za

4 Home Address:

1	7		J	o	u	b	e	r	t		S	t	r		
V	a	n	d	e	r	b	i	j	l	p	a	r	k		

5 Postal Address:

P	O		B	o	x		1	2	0	3	2				
L	U	M	I	E	R	E									
												1	9	0	5

6.1 Name of tertiary institution/research institute

North West University

6.2 Occupation:

Teacher

6.3 Place of employment:

Sasolburg High School

7 Name of course:

MEd (Educational Law)

8 Name of supervisor/promoter:

Dr E de Waal

Please attach a **letter from your supervisor** confirming that you have registered for the course you are following.

9 Title of research project:

Educators and learners' perceptions and experiences regarding the effectiveness of school rules

10 Concise explanation of the research topic:

This study will focus on the perceptions and experiences of educators and learners with regard to the effectiveness of the Code of Conduct (school rules).

Following from the above, the questions that will be addressed in this study are as follow:

- What do effective school rules comprise of?
- Which perceptions and experiences do educators and learners share on the effectiveness of school rules?
- Which findings and recommendations can be made to support schools in drawing up effective school rules?

11 Application value that the research may have for the Free State Education Department:

This study aims to understand the perceptions of educators and learners, and aims to discover the impact it has on school rules. It aims to discover our true motive for school

rules. Effective school rules will ensure proper teaching and learning and thus extend value to our communities.

12.1 The full particulars of the group with whom the research is to be undertaken:

The population used in this study comprises of learners and educators currently involved in public, primary schools in the Metsimaholo (Sasolburg) district, in the Northern Free State. A variety of schools from diverse socio-economic areas will be used in this study. This district comprises of mainly an industrialized urban setting as well as a rural area. The researcher will use the Grade 6 and 7 learners of these schools trusting that their emotional and cognitive development are of equal standard.

12.2 List of schools/Directorates in the Department/Officials:

Fonteine, Noord, Credo, AJ Jacobs, Leeuwspruit, Bofula Tshepe, Isaac Mhlambi, Jeanette, Theba-Setjhaba.

12.3 Grades:

Educators – that would range from the age of 22 and above.

Learners - Grade 6 and 7

12.4 Age and gender groups:

Male and females learners, between the age of 12 – 14 years of age. Male and female educators.

12.5 Language groups:

All learners from these grades that are involved, irrespective of the language group. If they are able to understand and complete the questionnaire, they will be asked to provide their response.

Willing educators – irrespective of their language group.

12.6 Numbers to be involved in the research project:

The researcher will select 4 (n = 4) primary schools, split on a 50/50 basis for former Model C-schools and those from previously disadvantaged communities. Learners who will participate will be four hundred and fifty (n = 450), implying that hundred and fifteen learners in each school will be requested to complete the questionnaire. Educators will be sixty four (n = 64), implying that sixteen educators per school will be asked to complete the questionnaire.

- 13 Full particulars of how information will be obtained e.g. questionnaires, interviews, standardized tests. **Please include copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.**

Questionnaires

- 14 The **starting and completion dates** of the research project: (Please bear in mind that research is usually not allowed to be conducted in the schools during the fourth term.)

I have registered for this degree in 2008 and aim of completing it end of 2011.

- 15 Will the research be conducted **during or after school hours**?

As arranged with school principal.

- 16 If it is necessary to use school hours for the research project, **how much time** will be needed?

Depend on the school principals' opinion, it could involve 30 – 45 minutes.

- 17 **How much time will be spent on the research project** by individual educators and/or learners?

Questionnaires: 20 – 30 minutes

- 18 **Have you included:**

18.1	A letter from your supervisor confirming your registration for the course you are following?	Yes/No
18.2	A draft of the letter that will be sent to the principals requesting permission to conduct research in their schools?	Yes/No
18.3	A draft of the letter that will be sent to parents requesting permission for their children to participate in the research project?..(If applicable)	Yes/No
18.4	Copies of questionnaires that you wish to distribute?	Yes/No

I confirm that all the information given on this form is correct.


SIGNATURE (MONICA DIRKS)

DATE

Free State Department of Education

Dear Sir/Madam

MONICA DIRKS – CONFIRMATION OF POSTGRADUATE STUDY

This is a letter of confirmation regarding the postgraduate research of Ms M Dirks who is one of my Masters students in Education Law.

1. She is one of our registered postgraduate students: student number 10733418.
2. She plans to hand in during November of this year. However, if anything should hinder this intention, she will hand in the final document in May 2012.
3. She is making sound progress at the moment.

Rest assured of our heartfelt thanks for your attention in this regard.

Yours sincerely

Prof Elda de Waal

Education Law

APPENDIX C

RESEARCH PERMISSION: FREE STATE PROVINCE



education

Department of
Education
FREE STATE PROVINCE

Enquiries: MC Khatite
Reference no. : 16/4/1/02-2011

Tel: 051 404 9275
Fax: 051 404 9274

2011-03-10

Ms LJ Mabote
Director: Fezile Dabi Education District
Private Bag X2007
SASOLBURG
9570

Dear Ms Mabote

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT

Please find attached copy of the letter giving **Ms. M. Dirks** permission to conduct research in sampled schools in the Fezile Dabi Education District. Ms Dirks is an educator at Sasolburg High School and is studying for Masters in Educational Law with the University of North West.

Yours sincerely



F. SELLO
DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Directorate: Strategic Planning, Policy & Research; Old CNA Building, Maitland Street, Private Bag X20565,
Bloemfontein, 9300 – Tel: 051 404 9287 / 9275; Fax: 051 404 9274 – E-mail: research@edu.fs.gov.za

www.fs.gov.za



education

Department of
Education
FREE STATE PROVINCE

Enquiries: MC Khutla
Reference: 16/4/1/02-2011

Tel: 051 404 9275
Fax: 051 447 9274
E-mail: research@edu.fs.gov.za

2011 – 03 – 10

Ms. M DIRKS
Vanderbijlpark
PO Box 12032
Lumiere
1905

Dear Ms. M Dirks

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **Educators and learners' perceptions and experience regarding the effectiveness of school rules.**
3. Your research project has been registered with the Free State Education Department.
4. Approval is granted under the following conditions:-
 - 4.1 The Grade 6 - 7 learners participate voluntarily in the project.
 - 4.2 The name of the school and participants involved remain confidential.
 - 4.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.
 - 4.4 This letter is shown to all participating persons.
 - 4.5 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.
 - 4.6 Findings and recommendations are presented to relevant officials in the Department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. **You are requested to confirm acceptance of the above conditions in writing to:**

**The Head: Education, for attention: DIRECTOR: STRATEGIC PLANNING, POLICY
AND RESEARCH, Old CNA Building, Private Bag X20565, BLOEMFONTEIN, 9301**

We wish you every success with your research.

Yours sincerely

FR SELLO

DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Directorate: Strategic Planning, Policy & Research ; Room 301 Old CNA Building; Maitland street – Private Bag X20565, Bloemfontein, 300
Tel: 051 404 9207/ Fax: 051 404 9274 E-mail: research@edu.fs.gov.za

PO Box 12032
LUMIER
1905
2011-05-03

DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH
Old CNA Building
Private Bag X20565
BLOEMFONTEIN
9301

Dear Mr. FR Sello

ACCEPTANCE OF CONDITIONS OF RESEARCH PROJECT

With reference to the registration of research letter that was sent to me dated 10 March 2011 (reference: 16/4/02-2011), I would like to confirm the acceptance of the conditions set by the Free State Department of Education.

Thank you very much for your speedy response to my request.

Yours sincerely



Monica Dirks
082 411 2825

APPENDIX D

LETTER TO THE PRINCIPALS



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

P.O. BOX 12032
Lumier
1905
January 2011

The Principal

Dear Sir/Madam

RÉ: MASTERS RESEARCH

I am currently busy with a Master's-degree at the North-West University, Vaal Triangle Faculty. My interest lies in finding out what the perceptions of educators and learners are on the effectiveness of the school rules at their schools. The relevance of my research is dependent on involving learners in Grades 6 and 7 and their educators. Permission to conduct my research has been obtained from the Free State Province Quality Assurance Directorate.

I am aware of the fundamental rights of both learners and educators, and am focused on taking their rights to safety/security and dignity into special consideration.

This letter is a polite request, asking for your assistance in being allowed to administer a questionnaire to Grade 6/Grade 7 learners and another questionnaire to the educators at your school. Obviously I would contact you to confirm dates and times that would suit the school best.

As researcher, I would like to assure you of the fact that your school's participation will remain anonymous. The data will be handled only by me, my study leader and my statistical consultant.

Thank you very much for your time and consideration of this important matter.

Monica Dirks

016 976 0534 (school)

Cell 082 411 2825

Prof Elda de Waal

016 910 3077

Cell 072 480 7971

APPENDIX E

LETTER TO THE PARENTS/CAREGIVERS



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

P.O. BOX 12032
Lumier
1905
January 2011

Dear Parent/Caregiver

I am currently busy with a Master's-degree at the North-West University, Vaal Triangle Faculty. My interest lies in finding out what the perceptions of educators and learners are on the effectiveness of the school rules at their schools. The relevance of my research is dependent on involving learners in Grades 6 and 7. I am aware of the fundamental rights of children and am focused on taking their rights to safety/security and dignity into special consideration.

My research is aimed at determining the viewpoints of educators and Grades 6 and 7 learners at public primary schools in the Fezile Dabi district regarding the effectiveness of their school's rules. This district is concerned about increasing the levels of public school discipline and my dissertation is intent on adding value to the official efforts of the Free State Department of Education .

This letter is a polite request: Would you please give your permission for your Grade 6/Grade 7 learner or learners, ...(Name/s of learner/s) to complete the questionnaire that I have developed?

For your attention, the following aspects will be regarded as of the utmost importance:

- Learners will not have to disclose their names or other personal information.
- Learners will be able to withdraw from the research at any time.
- Learners will be invited to take part in the research as volunteers.
- Learners' fundamental rights will be protected throughout the research process.

If you agree to allow the Grade 6/Grade 7 children under your care to complete my learner questionnaire, please just complete the block below.

Thank you very much for your time and consideration of this important matter.

Monica Dirks

Prof Elda de Waal

Cell 082 411 2825

Cell 072 480 7971

I, ..., (full name of parent/caretaker) hereby give my permission for the Grade 6/Grade 7 children under my care to be part of the research and to complete the learner questionnaire. I am aware of the fact that Monica Dirks will value the rights of her learner participants at all times.

Signature _____ Date _____



Posbus 12032
Lumier
1905
Januarie 2011

Liewe Ouer/Versorger

Ek is tans besig met 'n Meestersgraad aan die Noordwes-Universiteit, Vaaldriehoekkapmus. Ek stel daarin belang om vas te stel wat onderwysers en leerlinge se persepsies is van die doeltreffendheid van die skoolreëls aan hul skole. Die toepaslikheid van my navorsing is afhanklik van die betrokkenheid van leerlinge in Graad 6 en 7. Ek is bewus van die fundamentele regte van kinders en is daarop ongestel om hul reg op veiligheid/sekuriteit/menswaardigheid in ag te neem.

My navorsing mik daarop om die menings van onderwysers en Graad 6 en 7-leerlinge aan openbare laerskole in die Fezile Dabi-distrik ten opsigte van die doeltreffendheid van skoolreëls te bepaal. Hierdie distrik is daarmee gemoeid om die vlakke van openbare skoordisipliene te verhoog en my verhandeling is daarop ingestel om waarde toe te voeg tot die amptelike pogings van die Vrystaatse Onderwysdepartement.

Hierdie brief is 'n beleefde versoek: Sal u asseblief verlof toestaan dat u Graad 6/7-leerder/s,

.....(naam/name van leerder/s) die vraelys wat ek opgestel het, mag voltooi?

Vir u inligting: die volgende aspekte sal met noukeurigheid gehanteer word:

- Leerlinge hoef nie hul name of ander persoonlike besonderhede in te vul nie.
- Leerlinge mag hulle op enige tydstip aan die navorsing onttrek.
- Leerlinge sal uitgenooi word om as vrywilligers deel te neem.
- Leerlinge se fundamentele regte sal dwarsdeur die navorsingsproses beskerm word.

Indien u toestem dat die Graad 6/7-kindere onder u sorg my leerlingvraelys mag beantwoord, voltooi asseblief onderstaande paragraaf.

Baie dankie vir u tyd en die oorweging van hierdie belangrike saak.

Monica Dirks

Selfoon 082 411 2825

Prof Elda de Waal

Selfoon 072 480 7971

Ek, ..., (ouer/versorger se volle naam) verleen hiermee toestemming dat die Graad 6/7-leerlinge in my sorg mag deelneem aan die vraelys. Eks bewus daarvan dat Monica Dirks die regte van die leerlinge in ag sal neem.

Handtekening _____ Datum _____

APPENDIX F

LETTER TO THE LEARNERS

P.O. BOX 12032
Lumier
1905
January 2011

Dear Learner

I am busy with a Master's-degree at the North-West University, Vaal Triangle Faculty. I need your help to share information with me so that I can complete my study. This letter will give you the information you need in order to understand your involvement.

The relevance of my research is dependent on involving learners in Grades 6 and 7. I am aware of the fundamental rights of children and am focused on taking your rights to safety/security and dignity into special consideration.

My research wants to determine your views as Grade 6 and 7 learners at a public primary school in the Fezile Dabi district regarding the effectiveness of your school's rules.

Will you please take part in my research and complete my questionnaire?

- Do not write down your name on the questionnaire.
- You are free to withdraw at any time.
- Please take part as a volunteer.
- Your fundamental rights will be protected.

If you agree to take part in my questionnaire, please just complete the block below.

Thank you a lot for your time.

Monica Dirks

Cell 082 411 2825

Study leader: Prof Elda de Waal

Cell 072 480 7971

I, ..., (full name of learner) have read this letter and understand my role as participant in the research. I agree to participate.

Signature _____ Date _____



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAALDRIEHOEKKAMPUS

P.O. BOX 12032
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Monica Dirks

Cell 082 411 2825

Study leader: Prof Elda de Waal

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Signature _____ Date _____

APPENDIX G

LEARNER QUESTIONNAIRE



LEARNER QUESTIONNAIRE

EDUCATORS AND LEARNERS' PERCEPTIONS AND EXPERIENCES REGARDING THE EFFECTIVENESS OF SCHOOL RULES

Dear Learner

I am busy with a Masters-degree at the North-West University, Vaal Triangle Campus. Your help in filling in this questionnaire will be highly appreciated. When answering the questions, please try to keep to the facts as the aim is to gather information about the way you feel about and the success of your school rules.

Thank you for your time, effort and cooperation.

Monica Dirks

INSTRUCTIONS

1. You are kindly asked to answer all the questions to the best of your ability.
2. Do not write your name on the document.
3. Please answer the questions on your own.
4. Kindly read this questionnaire very carefully and then make your choice either by **marking a cross (X)** or by finishing the last part of the questions in writing.

SECTION A BIOGRAPHICAL DATA

- A1. Your age years
- A2. Your gender ☐ Male ☐ Female
- A3. Your grade

SECTION B SCHOOL DEMOGRAPHIC DATA

- B1. Your main language ☐ Afrikaans ☐ English ☐ Setswana ☐ isiXhosa
- Other language
- B2. Area of your school ☐ Rural Area ☐ Township ☐ City
- B3. Distance from home to school ☐ Closer than 5 km ☐ Further than 5 km

B4. My **family** has... (Mark only the most appropriate choice)

both parents/caregivers and brother(s)/sister(s).

both parents/caregivers, no brother/sister.

my mother and brother(s)/sister(s).

my father and brother(s)/sister(s).

me as **parent/caregiver** and brother(s)/sister(s).

B5. Choose **the correct answer** and mark with a cross (x).

My **father/male caregiver** is employed

My **mother/female** is employed

Both my parents/caregivers are employed

Yes	No
Yes	No
Yes	No

B6 **Language** of **Instruction** at school

Afrikaans	English	Setswana	isiXhosa

Other language _____

B7 **Composition** of my school

Mixed	Girls only	Boys only

SECTION C THE VALUE AND CHARACTERISTICS OF OUR SCHOOL RULES

C1. **How important** do you think the following **advantages** of introducing **school rules** are?

School rules ...		Very important	Moderately important	Hardly important	Not important at all
(a)	give guidelines for carrying out school management decisions.	1	2	3	4
(b)	provide for the equal treatment of learners who have done wrong.	1	2	3	4
(c)	increase the success of the school administration .	1	2	3	4

(d)	make the stress of decision-making less serious for the teacher.	1	2	3	4
(e)	help the teacher in successful classroom management .	1	2	3	4
(f)	give guidelines for teacher-learner relationships .	1	2	3	4
(g)	give guidelines for disciplined learner behaviour .	1	2	3	4

C2. How strongly do you **agree/disagree** with the following statements about **the influence of school rules**?

School rules ...		Strongly agree	Agree	Disagree	Strongly disagree	No opinion
(a)	hardly ever give explanations .	1	2	3	4	
(b)	let teachers act strictly according to the rules.	1	2	3	4	
(c)	help to get rid of disciplinary problems at school.	1	2	3	4	
(d)	are seen by teachers as good enough for their purpose.	1	2	3	4	
(e)	are respected by learners.	1	2	3	4	

C3. Indicate if the **following people take part** in drawing up your **school rules**:

		Yes	No	Unsure
(a)	School Management Team (principal and his team)	1	2	3
(b)	Our teachers	1	2	3
(c)	The executive committee	1	2	3
(d)	Our parents/caregivers	1	2	3
(e)	The School Governing Body (SGB)	1	2	3
(f)	The Representative Council of Learners (prefects)	1	2	3
(g)	Other learners of our school	1	2	3

C4. Which **ONE** of the following guidelines do you consider as the **MOST meaningful** characteristic of school rules in general? (**Mark only one**)

- (a) School rules should **indicate fair procedures**.
- (b) School rules should be **reworked** on a **regular** basis.
- (c) Learners should **understand** school rules.
- (d) School rules should **stipulate** the **school uniform**.
- (e) School rules should **indicate strict punishment**.
- (f) **Learners** should be **included** in drawing up school rules.

C5. Indicate **how often** school rules are brought to the **attention** of the **learners** through the following ways.

		Always	Sometimes	Seldom	Never
(a)	Written in the school prospectus	1	2	3	4

(b)	Written in the school study guides	1	2	3	4

(c)	Written in the school magazine	1	2	3	4

(d)	Put up in the classroom	1	2	3	4

(e)	Put up on the school notice board	1	2	3	4

(f)	During our school assembly	1	2	3	4

C6. Indicate which **ONE** of the following characteristics describes **YOUR school rules BEST**: (**Mark only one**)

- (a) Our school rules indicate **fair procedures**.
- (b) Our school rules are **revised regularly**.
- (c) Our school rules are **clear**.
- (d) Our school rules **stipulate** the **school uniform**.
- (e) Our school rules **indicate strict punishment**.
- (f) Our school rules were put together by **including** the **learners**.

C7. Indicate **when** your **school rules** are given to you as **the learners**:

		Always	Sometimes	Seldom	Never
(a)	At the beginning of each year	1	2	3	4
(b)	To new learners when they come in	1	2	3	4
(c)	Every now and then	1	2	3	4
(d)	Before school trips	1	2	3	4

C8. Are you given **help** about your school rules?

Yes	No

C9. If you are given **help** with regard to your school rules, please point out if each of these aspects are **discussed** with you:

(a)	How to understand school rules.	Yes	No
(b)	Which punishment goes with which bad behaviour .	Yes	No
(c)	What to do if you feel uncertain .	Yes	No

C10. How **strongly** do you **agree/disagree** that the following **people** take **part** in **investigating** the **bad behaviour** of a learner at your school?

		Strongly agree	Agree	Disagree	Strongly disagree
(a)	Principal	1	2	3	4
(b)	Principal and the learner who is said to have broken the school rule	1	2	3	4
(c)	Principal, learner and disciplinary committee	1	2	3	4
(d)	Principal, learner, disciplinary committee and the parent/caretaker	1	2	3	4
(e)	School Governing Body (SGB) chairperson	1	2	3	4
(f)	The teacher involved in the incident	1	2	3	4
(g)	Other learners who like the accused learner	1	2	3	4
(h)	School Governing Body member who works with learner discipline	1	2	3	4
(i)	An expert from the community who acts as chairperson	1	2	3	4

SECTION D THE NATURE OF SCHOOL RULES

Show how **strongly** you **agree/disagree** with each of the following statements:

School rules can be described in the following ways:		Strongly agree	Agree	Disagree	Strongly disagree
D1	School rules are a form of law .	1	2	3	4
D2	School rules have a legal basis .	1	2	3	4
D3	School rules count only in the school grounds .	1	2	3	4
D4	School rules count only during school hours .	1	2	3	4
D5	School rules count only during official school activities .	1	2	3	4
D6	Learners should take part in drawing up school rules.	1	2	3	4
D7	Parents/caregivers should take part in enforcing school rules.	1	2	3	4
D8	School rules count only when there are problems .	1	2	3	4
D9	The learners should know the punishment for each mistake.	1	2	3	4

SECTION E REASONS FOR LEARNER MISBEHAVIOUR AT OUR SCHOOL

Show how **strongly** you **agree/disagree** that each of the following statements can be the **reason why learners behave badly** in your class:

Reasons for learner misconduct in my classes:		Strongly agree	Agree	Disagree	Strongly disagree
E1	Violence in our community .	1	2	3	4
E2	The high levels of poverty .	1	2	3	4
E3	Parents/caregivers have to work long hours .	1	2	3	4
E4	Gang activities make victims of learners.	1	2	3	4
E5	Violence happens in homes .	1	2	3	4
E6	Families have only one parent/caregiver .	1	2	3	4
E7	Parents/caregivers do not give learners support .	1	2	3	4

	Reasons for learner misconduct in my classes:	Strongly agree	Agree	Disagree	Strongly disagree
E8	Many parents/caregivers are separated or divorced .	1	2	3	4
E9	Child abuse in our community.	1	2	3	4
E10	Parents/caregivers do not discipline learners at home .	1	2	3	4
E11	Many parents/caregivers do not respect the school.	1	2	3	4

SECTION F OUR SCHOOL RULES: MANAGEMENT AND EDUCATOR ASPECTS

Show how **strongly** you **agree/disagree** with each of the following statements about aspects that indicate positive **school management**:

	The following aspects are visible at my school:	Strongly agree	Agree	Disagree	Strongly disagree
F1	Some parents/caregivers are on the School Governing Body .	1	2	3	4
F2	Some of our learners sit on the School Governing Body .	1	2	3	4
F3	Our teachers still give the naughty learners a hiding	1	2	3	4
F4	The school contacts our parents/caregivers often .	1	2	3	4

Show how **strongly** you **agree/disagree** with each of the following statements regarding the **negative characteristics of teachers at your school**:

	At my school...	Strongly agree	Agree	Disagree	Strongly disagree
F5	teachers do not point out the limits for learners.	1	2	3	4
F6	teachers come to school unprepared .	1	2	3	4
F7	teachers cannot keep discipline .	1	2	3	4
F8	teachers have problems with the curriculum (subject content).	1	2	3	4
F9	teachers do not always keep discipline in their	1	2	3	4

At my school...		Strongly agree	Agree	Disagree	Strongly disagree
	classes.				
F10	teachers struggle with teacher-learner relationships .	1	2	3	4
F11	teachers are guilty of bad behaviour .	1	2	3	4
F12	uncertain teachers influence our discipline negatively .	1	2	3	4
F13	teachers do not talk to us about the school rules regularly .	1	2	3	4

SECTION G SUCCESS OF DISCIPLINARY METHODS USED AT OUR SCHOOL

Say **how good/bad** each one of the following **methods** is to create discipline in your classrooms:

Discipline is most successful when educators...		Hopeless	Unsuccessful	Successful	Very successful
G1	are strict with the learners.	1	2	3	4
G2	give the naughty learners a hiding .	1	2	3	4
G3	take away privileges from learners.	1	2	3	4
G4	have a discussion with parents/caregivers of naughty learners.	1	2	3	4
G5	send learners for detention .	1	2	3	4
G6	get learners to take part in writing class rules .	1	2	3	4
G7	motivate the learners.	1	2	3	4
G8	make angry faces at the learners.	1	2	3	4
G9	prepare well for their classes every day.	1	2	3	4
G10	keep a record of a learner's bad behaviour	1	2	3	4
G11	reward learners who behave themselves well	1	2	3	4

Discipline is most successful when educators...		Hopeless	Unsuccessful	Successful	Very successful
G12	are sarcastic with the naughty learners.	1	2	3	4
G13	have class rules .	1	2	3	4
G14	talk to naughty learners privately .	1	2	3	4
G15	solve problems as part of classroom activities.	1	2	3	4
G16	get learners to take care of school property/grounds .	1	2	3	4
G17	make threats to the learners.	1	2	3	4

SECTION H THE NEEDS OF LEARNERS THAT CAN HAVE A POSITIVE EFFECT ON UNDERSTANDING AND DEALING WITH SCHOOL RULES

Indicate your **needs as a learner** that could have a **positive** effect on **dealing with** and **understanding** the school rules (Code of Conduct) at your school.

Thank you for your kind participation!





LEERLINGE SE VRAELYS

ONDERWYSERS EN LEERLINGE SE PERSEPSIES EN ERVARINGS OOR DIE SUkses VAN SKOOLREËLS

Liewe Leerling

Ek werk aan 'n Meestersgraad aan die Noordwes-Universiteit, Vaaldriehoekkampus. Jou hulp deur die invul van hierdie vraelys sal hoog gewaardeer word. Wanneer jy die vrae beantwoord, moet jy asseblief by die feite bly, want die doel is om inligting te versamel oor hoe jy voel oor die sukses van julle skoolreëls en hoe jy dit ervaar.

Dankie vir jou tyd, moeite en samewerking.

Monica Dirks

OPDRAGTE

1. Jy word vriendelik gevra om al die vrae so goed moontlik te beantwoord.
2. Moenie jou naam skryf op die dokument nie.
3. Beantwoord die vrae asseblief self.
4. Lees asseblief elke vraag versigtig en kies dan jou antwoord deur 'n kruisie (X) te maak of die sin te voltooi.

AFDELING A BIOGRAFIESE FEITE

- A1. Jou ouderdom jaar
- A2. Jou geslag
- A3. Jou graad

AFDELING B DEMOGRAFIESE FEITE

- B1. Jou eerste taal
- Ander taal
- B2. Area van jou skool
- B3. Afstand van jou huis na jou skool

B4. Ons **gesin** bestaan uit... (Mark net die toepaslikste blokkie)

albei ouers/versorgers,
broer(s)/suster(s)

albei ouers/versorgers, geen
broer/suster nie

my ma en broer(s)/suster(s)

my pa en broer(s)/suster(s)

ek as die **ouer/versorger** met
broer(s)/suister(s)

B5. Kies **die regte antwoord** en merk dit met 'n kruisie (x):

My **pa/manlike versorger** werk

Ja	Nee

My **ma/vroulike versorger** werk

Ja	Nee

Albei my ouers/versorgers werk

Ja	Nee

B6. **Taal van onderrig** by my
skool

Afrikaans	English	Setswana	isiXhosa

Ander taal _____

B7. Samestelling van my skool

Gemeng	Net meisies	Net seuns

AFDELING C DIE WAARDE EN EIENSKAPPE VAN ONS SKOOLREËLS

C1. **Hoe belangrik**, dink jy, is die volgende **voordele** van die gebruik van **skoolreëls**?

Skoolreëls ...		Baie belangrik	Taamlik belangrik	Skaars belangrik	Glad nie belangrik nie
(a)	gee riglyne vir die uitvoer van skoolbestuursbesluite .	1	2	3	4
(b)	sorg vir gelyke behandeling van leerlinge wat oortree het.	1	2	3	4
(c)	vermeerder die sukses van die skooladministrasie .	1	2	3	4
(d)	maak die stres van onnies se besluitneming minder ernstig.	1	2	3	4

Skoolreëls ...		Baie belangrik	Taamlik belangrik	Skaars belangrik	Glad nie belangrik nie
(e)	help die onderwyser met sukcesvolle klaskamerbestuur .	1	2	3	4
(f)	gee riglyne vir onderwyser-leerling verhoudings .	1	2	3	4
(g)	gee riglyne vir gedisiplineerde leerlinggedrag.	1	2	3	4

C2. Hoe **sterk stem jy saam/verskil** jy met die volgende stellings oor **die invloed van skoolreëls**?

Skoolreëls ...		Stem sterk saam	Stem saam	Verskil	Verskil sterk	Geen mening nie
(a)	gee amper nooit verduidelikings nie.	1	2	3	4	
(b)	laat onnies streng volgens die reëls optree .	1	2	3	4	
(c)	verminder dissiplinêre probleme op skool.	1	2	3	4	
(d)	word deur onnies beskou as goed genoeg vir hul doel.	1	2	3	4	
(e)	word deur onnies gerespekteer .	1	2	3	4	

C3. Dui aan of die **volgende mense deelgeneem het** aan die opstel van julle **skoolreëls**:

		Ja	Nee	Onseker
(a)	Skoolbestuurspan (skoolhoof en sy span)	1	2	3
(b)	Ons onnies	1	2	3
(c)	Die uitvoerende komitee	1	2	3
(d)	Die ouers/versorgers	1	2	3
(e)	Die Skool se Beheerliggaam	1	2	3
(f)	Die Verteenwoordigende Leerlingraad (Prefekte)	1	2	3
(g)	Ander leerlinge van ons skool	1	2	3

C4. Watter **EEN** van die volgende riglyne sien jy as die **BETEKENISVOLSTE** kenmerk van skoolreëls oor die algemeen? (**Merk net een**)

- (a) Skoolreëls moet **regverdig prosedures** aandui.
- (b) Skoolreëls moet **gereeld hersien** word.
- (c) Leerlinge moet skoolreëls **verstaan**.
- (d) Skoolreëls moet die **skooldrag** aandui.
- (e) Skoolreëls moet **streng strawwe** aandui.
- (f) **Leerlinge** behoort **deel te wees** van die skryf van skoolreëls.

C5. Dui aan **hoe dikwels** skoolreëls onder die **leerlinge** se **aandag** gebring word op die volgende maniere:

		Altyd	Soms	Selde	Nooit
(a)	Geskryf in die skoolprospektus	1	2	3	4
(b)	Geskryf in die skool se studiegids	1	2	3	4
(c)	Geskryf in die skoolblad	1	2	3	4
(d)	Opgeplak in die klaskamer	1	2	3	4
(e)	Opgeplak teen kennisgewingborde	1	2	3	4
(f)	Mondeling tydens saalbyeenkoms	1	2	3	4

C6. Dui aan watter **EEN** van die volgende kenmerke **JOU** skoolreëls die **BESTE** beskryf (**Merk net een**)

- (a) Ons skoolreëls dui **regverdig prosedures** aan
- (b) Ons skoolreëls word **gereeld hersien**.
- (c) Ons skoolreëls is **duidelik**.
- (d) Ons skoolreëls **bepaal** die **skooldrag**.
- (e) Ons skoolreëls **dui streng strafmaatreëls** aan.
- (f) Ons skoolreëls is **opgestel** deur **leerlinge** te laat **deelneem**.

C7. Dui aan **wanneer** julle **skoolreëls** aan **die leerlinge** gegee word

		Altyd	Soms	Selde	Nooit
(a)	Aan die begin van elke jaar	1	2	3	4
(b)	Aan nuwe leerlinge wanneer hulle aankom	1	2	3	4
(c)	So elke nou-en-dan	1	2	3	4
(d)	Vóór skool-uitstappies	1	2	3	4

- C8. Kry jy **hulp** met julle skoolreëls?

Ja	Nee
- C9. As jy **hulp** kry met julle skoolreëls, dui aan of elk van hierdie aspekte met jou **bespreek** word:
- (a) Hoe om skoolreëls te **verstaan**.

Ja	Nee
- (b) Watter **straf** pas by watter **oortreding**.

Ja	Nee
- (c) Wat om te doen as jy **onseker** voel.

Ja	Nee

C10. Hoe **sterk stem jy saam/verskil** jy dat die volgende **mense deelneem** aan die poging om die **slegte gedrag van 'n leerling te ondersoek**?

		Stem sterk saam	Stem saam	Verskil	Verskil sterk
(a)	Skoolhoof	1	2	3	4
(b)	Skoolhoof en die leerling wat verdink word van die verbreking van skoolreëls	1	2	3	4
(c)	Skoolhoof, leerling en dissiplinêre komitee	1	2	3	4
(d)	Skoolhoof, leerling, dissiplinêre komitee en ouer/versorger	1	2	3	4
(e)	Skoolbeheerliggaam se voorsitter	1	2	3	4
(f)	Onderwyser betrokke by die insident	1	2	3	4
(g)	Ander leerlinge wat hou van die beskuldigde leerling	1	2	3	4
(h)	Skoolbeheerliggaamlid wat met leerlingdissipline werk	1	2	3	4
(i)	'n Ekspert uit die gemeenskap wat optree as voorsitter	1	2	3	4

AFDELING D DIE AARD VAN SKOOLREËLS

Dui aan hoe **sterk** jy **saamstem/verskil** met elkeen van die volgende stellings:

		Stem sterk saam	Stem saam	Verskil	Verskil sterk
	Skoolreëls kan op die volgende maniere beskryf word:				
D1	Skoolreëls is 'n soort wet .	1	2	3	4
D2	Skoolreëls het 'n wetlike basis.	1	2	3	4
D3	Skoolreëls geld net binne die skoolterrein .	1	2	3	4

	Skoolreëls kan op die volgende maniere beskryf word:	Stem sterk saam	Stem saam	Verskil	Verskil sterk
D4	Skoolreëls geld net gedurende skoolure.	1	2	3	4
D5	Skoolreëls geld net tydens amptelike skoolaktiwiteite.	1	2	3	4
D6	Leerlinge moet deelneem aan die opstel van skoolreëls.	1	2	3	4
D7	Ouers/versorgers moet deelneem aan die opstel van skoolreëls.	1	2	3	4
D8	Skoolreëls geld net in probleem-situasies.	1	2	3	4
D9	Die leerlinge behoort te weet watter straf by elke fout geld.	1	2	3	4

AFDELING E REDES VIR LEERLING-WANGEDRAG BY ONS SKOOL

Dui aan hoe **sterk** jy **saamstem/verskil** dat elkeen van die volgende stellings die **rede** kan wees **hoekom leerlinge hulle swak gedra** in jou klas:

	Redes vir leerling-wangedrag in my klasse:	Stem sterk saam	Stem saam	Verskil	Verskil sterk
E1	Geweld in die samelewing.	1	2	3	4
E2	Hoë vlakke van armoede.	1	2	3	4
E3	Ouers/versorgers moet lang ure werk.	1	2	3	4
E4	Bende-aktiwiteite maak leerlinge die slagoffers.	1	2	3	4
E5	Geweld vind in huise plaas.	1	2	3	4
E6	Baie gesinne het net een ouer/versorger.	1	2	3	4
E7	Ouers/versorgers gee nie aan leerlinge ondersteuning nie.	1	2	3	4
E8	Baie ouers/versorgers is uitemekaar of geskei.	1	2	3	4
E9	Kindermishandeling in die gemeenskap.	1	2	3	4
E10	Ouers/versorgers dissiplineer nie die leerlinge nie.	1	2	3	4
E11	Baie ouers/versorgers respekteer nie die skool nie.	1	2	3	4

SECTION F ONS SKOOLREËLS: BESTUURS- EN ONDERWYSERSASPEKTE

Dui aan in watter mate jy saamstem/verskil met elk van die volgende stellings oor aspekte wat wys op **positiewe skoolbestuur**:

		Stem sterk saam	Stem saam	Verskil	Verskil sterk
F1	Van ons ouers/versorgers is deel van die Skoolbeheerliggaam .	1	2	3	4
F2	Sommige leerlinge is deel van die Skoolbeheerliggaam	1	2	3	4
F3	Ons onnies gee stoute leerlinge pak slae .	1	2	3	4
F4	Die skool skakel gereeld met ons ouers/versorgers.	1	2	3	4

Dui aan in watter mate jy saamstem/verskil met elk van die volgende stellings oor aspekte wat wys op **negatiewe kenmerke van die meeste onnies**:

	Aan ons skool...	Stem sterk saam	Stem saam	Verskil	Verskil sterk
F5	stel onnies nie grense vir die leerlinge nie .	1	2	3	4
F6	kom die onnies onvoorbereid skool toe.	1	2	3	4
F7	kan die onnies nie dissipline toepas nie	1	2	3	4
F8	het die onnies probleme met die kurrikulum (inhoud van vakke).	1	2	3	4
F9	hou die onnies nie altyd dissipline in klasse nie .	1	2	3	4
F10	sukkel die onnies met onnie-leerling verhoudings .	1	2	3	4
F11	is die onnies skuldig aan swak gedrag .	1	2	3	4
F12	beïnvloed onnies wat onseker is ons dissipline negatief .	1	2	3	4
F13	praat die onnies nie gereeld met ons oor die skoolreëls nie .	1	2	3	4

AFDELING G

DIE SUKSES VAN DISSIPLINÊRE MAATREËLS AAN ONS

Dui aan **hoe goed/sleg** elk van die volgende **metodes** is om dissipline in jou klaskamers te skep:

Die dissipline is die suksesvolste wanneer die onnies...		Hopeloos	Onsuksesvol	Suksesvol	Baie suksesvol
G1	streng is met die leerlinge.	1	2	3	4
G2	stoute kinders pak gee.	1	2	3	4
G3	voorregte van leerlinge wegneem.	1	2	3	4
G4	met die ouers/versorgers van stoute leerlinge praat .	1	2	3	4
G5	leerlinge stuur vir detensie .	1	2	3	4
G6	leerlinge laat deelneem aan die skryf van klasreëls .	1	2	3	4
G7	die leerlinge motiveer .	1	2	3	4
G8	kwaai gesigte vir die leerlinge trek.	1	2	3	4
G9	goed voorberei vir klas elke dag	1	2	3	4
G10	rekord hou van leerling se slegte gedrag	1	2	3	4
G11	leerlinge wat hulle gedra 'n beloning gee.	1	2	3	4
G12	sarkasties is met stoute leerlinge .	1	2	3	4
G13	klasreëls het.	1	2	3	4
G14	privaat gesels met stoute leerlinge.	1	2	3	4
G15	die probleme oplos as deel van die klaskameraktiwiteit.	1	2	3	4
G16	die leerlinge kry om die skooleiendom/skoolterrein skoon te hou .	1	2	3	4
G17	die leerlinge dreig .	1	2	3	4

AFDELING H

DIE LEERLING SE BEHOEFTE WAT 'N POSITIEWE UITWERKING KAN HÊ OP DIE VERSTAAN EN HANTERING VAN SKOOLREËLS

Dui aan watter van jou **behoefte as leerling** 'n **positiewe** effek kan hê op die **verstaan** en **hantering** van jou skool se skoolreëls (Gedragkode).

Dankie vir jou vriendelike samewerking!



APPENDIX H

EDUCATOR QUESTIONNAIRE



EDUCATOR QUESTIONNAIRE

EDUCATORS AND LEARNERS' PERCEPTIONS AND EXPERIENCES REGARDING THE EFFECTIVENESS OF SCHOOL RULES

Dear Educator

I am currently busy with an MEd-degree at the North-West University, Vaal Triangle Faculty. Your help in completing this questionnaire would be highly appreciated. When answering the questionnaire items, please try to be as objective as possible, since the aim is to gather information concerning the perceptions and experiences with regard to the effectiveness of school rules.

Your time, effort and cooperation are held in high esteem.

Monica Dirks

INSTRUCTIONS

1. You are kindly requested to answer all the questions to the best of your ability.
2. Do not indicate your name on the document.
3. Please complete the questionnaire on your own.
4. Kindly read this questionnaire very carefully and then indicate your choice either by marking a cross (X) or completing the last part of the questions briefly in writing.

SECTION A BIOGRAPHICAL DATA

A1. Age	21-25 years	26-30 years	31-35 years	36-40 years	41-45 years	46-50 years	51+ years
A2. Gender	Male		Female				
A3. Teaching experience	0-5 years	6-10 years	11-15 years	16-20 years	21+ years		
A4. Highest qualification	Matric	Diploma	B- Degree	Honours	M- Degree	PhD	Other

A5. Your training in Education Law

A5.1	No training in Education Law	
A5.2	As a subject in Education Management studies	
A5.3	As a module in Education Management studies	
A5.4	Attending an Education Law seminar	
A5.5	Attending a course in Education Law	
A5.6	An honours degree with Education Law	
A5.7	A Masters in Education Law	

SECTION B SCHOOL DEMOGRAPHIC DATA

B1.	Medium of Instruction	Afrikaans	English	Setswana	isiXhosa
	Other language (please specify)				
B2.	School grading	P1	P2	P3	P4
B3.	Composition of school	Mixed	Girls only	Boys only	
B4.	Area of the school	Rural area	Township	City	

SECTION C THE VALUE AND CHARACTERISTICS OF OUR SCHOOL RULES

C1. How **important** do you regard the following **advantages** of introducing school rules?

School rules should...		Very important	Moderately important	Hardly important	Not important at all
(a)	...give guidelines for the implementation of management decisions.	1	2	3	4
(b)	...provide for the equal treatment of offenders.	1	2	3	4
(c)	...increase the effectiveness of the school administration .	1	2	3	4
(d)	...lighten the tension of decision-making for the educator.	1	2	3	4
(e)	...assist the educator in successful classroom management .	1	2	3	4

School rules should...		Very important	Moderately important	Hardly important	Not important at all
(f)	...support positive educator-learner relationships.	1	2	3	4
(g)	...give clear guidelines for disciplined learner behaviour.	1	2	3	4

C2. How strongly do you **agree/disagree** with the following statements concerning the **influence of school rules**?

School rules ...		Strongly agree	Agree	Disagree	Strongly disagree	No opinion
(a)	...provide explanations why certain behaviour is unwanted.	1	2	3	4	
(b)	... force educators to conform strictly according to them.	1	2	3	4	
(c)	... reduce disciplinary problems at school.	1	2	3	4	
(d)	...are regarded as satisfactory .	1	2	3	4	
(e)	are respected by educators.	1	2	3	4	

C3. Indicate whether the following **people or bodies** have **participated** in drawing up your school rules:

		Yes	No	Unsure
(a)	School Management Team	1	2	3
(b)	The staff members	1	2	3
(c)	The executive committee	1	2	3
(d)	The parents/caregivers	1	2	3
(e)	The School Governing Body	1	2	3
(f)	The Representative Council of Learners (prefects)	1	2	3
(g)	The learners of the school	1	2	3

C4. Which **ONE** of the following guidelines do you consider as the **MOST meaningful** characteristic of school rules in general? (**Mark only one**)

(a)	School rules should indicate fair procedures .	
(b)	School rules should be revised regularly .	
(c)	School rules should be clear-cut .	
(d)	School rules should take local circumstances into account.	
(e)	School rules should stipulate the school uniform .	
(f)	School rules should indicate strict punishments .	
(g)	School rules should be drawn up in consultation with learners .	

C5. Indicate **how often** school rules are brought to the attention of the learners through the following media:

		Always	Sometimes	Seldom	Never
(a)	Written in the school prospectus	1	2	3	4
(b)	Written in the school study guides	1	2	3	4
(c)	Written in the school magazine	1	2	3	4
(d)	Displayed in the classroom	1	2	3	4
(e)	Displayed on the notice board	1	2	3	4
(f)	Orally during assembly	1	2	3	4

C6. Indicate which **ONE** of the following characteristics describes **YOUR school rules BEST**: (**Mark only one**)

(a)	Our school rules indicate fair procedures .	
(b)	Our school rules are revised regularly .	
(c)	Our school rules are clear-cut .	
(d)	Our school rules take local circumstances into account.	
(e)	Our school rules stipulate the school uniform .	
(f)	Our school rules indicate strict punishment .	
(g)	Our school rules were drawn up in consultation with learners .	

C7. Indicate **when** your **school rules** are given to the **learners**:

		Always	Sometimes	Seldom	Never
(a)	At the start of the academic year	1	2	3	4
(b)	New learners on enrolment	1	2	3	4
(c)	Continuously	1	2	3	4
(d)	Before organized trips	1	2	3	4

C7.1 Indicate **when** the **school rules** are brought to the attention of all the **staff members**:

		Always	Sometimes	Seldom	Never
(a)	During general staff meetings	1	2	3	4
(b)	During special staff meetings	1	2	3	4
(c)	During subject meetings	1	2	3	4
(d)	By means of written policy documents	1	2	3	4

C8. Are you given **guidance** concerning school rules?

Yes	No

C9. If you are given **guidance** with regard to school rules, indicate whether **each of these aspects** is discussed with you:

(a)	Educational regulations	Yes	No
(b)	Departmental policies	Yes	No
(c)	Guidelines regarding the application of school rules	Yes	No
(d)	Possible legal consequences of misconduct/negligence	Yes	No

C10. How strongly do you **agree/disagree** that the following people or bodies are **involved in** the **investigation** of alleged serious contraventions of your school rules?

		Strongly agree	Agree	Disagree	Strongly disagree
	These persons are involved in investigations into learner misconduct:				
(a)	Principal	1	2	3	4
(b)	Principal and the learner who allegedly contravened the school rule	1	2	3	4
(c)	Principal, learner and disciplinary committee	1	2	3	4

These persons are involved in investigations into learner misconduct:		Strongly agree	Agree	Disagree	Strongly disagree
(d)	Principal, learner, disciplinary committee and the parent/guardian	1	2	3	4
(e)	School Governing Body chairperson	1	2	3	4
(f)	Educator involved in the incident	1	2	3	4
(g)	Fellow learners who like the accused learner	1	2	3	4
(h)	School Governing Body member appointed to address learner discipline	1	2	3	4
(i)	Expert from the community who acts as chairperson	1	2	3	4

C11. Indicate whether the **following sources** were **consulted** when your school rules were developed:

		Yes	No	Unsure
(a)	General legislation	1	2	3
(b)	Education legislation	1	2	3
(c)	Departmental manual	1	2	3
(d)	Departmental circulars	1	2	3

SECTION D THE NATURE OF SCHOOL RULES

Indicate the extent to which you **agree/disagree** with each of the following statements:

School rules have the following character:		Strongly agree	Agree	Disagree	Strongly disagree
D1	School rules are a form of legislation .	1	2	3	4
D2	School rules have a legal basis .	1	2	3	4
D3	School rules are binding only within the school grounds .	1	2	3	4
D4	School rules are binding only during school hours .	1	2	3	4
D5	School rules are binding only during official school activities .	1	2	3	4

School rules have the following character:		Strongly agree	Agree	Disagree	Strongly disagree
D6	School rules should be drawn up with learner participation .	1	2	3	4
D7	School rules should be enforced only in problem situations .	1	2	3	4
D8	School rules should indicate the punishment for each wrongdoing.	1	2	3	4

SECTION E REASONS FOR LEARNER MISBEHAVIOUR AT OUR SCHOOL

Indicate the extent to which you **agree/disagree** that each of the following statements can be the **reason for learner misconduct** in your class:

Reasons why learners misbehave in my classroom:		Strongly agree	Agree	Disagree	Strongly disagree
E1	Violence in the community .	1	2	3	4
E2	High levels of poverty .	1	2	3	4
E3	Parents/caregivers of the learners have to work long hours .	1	2	3	4
E4	Gang activities make victims of learners.	1	2	3	4
E5	Violence happens in homes .	1	2	3	4
E6	Families with only one parent/caregiver .	1	2	3	4
E7	A learner is the parent/caregiver of the household.	1	2	3	4
E8	Parents/caregivers do not give learners support .	1	2	3	4
E9	Many parents/caregivers are separated or divorced .	1	2	3	4
E10	Child abuse in the community.	1	2	3	4
E11	Parents/caregivers do not discipline the learners .	1	2	3	4
E12	Many parents/caregivers show a lack of respect towards the school.	1	2	3	4

SECTION F OUR SCHOOL RULES: MANAGEMENT AND EDUCATOR ASPECTS

Indicate the extent to which you **agree/disagree** with each of the following statements about aspects that indicate positive **school management**:

The following managerial aspects are visible at our school:		Strongly agree	Agree	Disagree	Strongly disagree
F1	Our school has a Code of Conduct (school rules).	1	2	3	4
F2	There is enough communication between parents/caregivers and the school.	1	2	3	4
F3	There is parent/caregiver representation on the School Governing Body (SGB).	1	2	3	4
F4	There is learner representation on the School Governing Body.	1	2	3	4
F5	There is a Learner Representative Council (prefects) at our school.	1	2	3	4
F6	Corporal punishment is used at our school.	1	2	3	4

Indicate the extent to which you **agree/disagree** with each of the following statements regarding the **negative characteristics of educators at your school**:

At our school...		Strongly agree	Agree	Disagree	Strongly disagree
F7	...educators do not set boundaries for learners.	1	2	3	4
F8	...educators come to school unprepared .	1	2	3	4
F9	... a few educators act as role models .	1	2	3	4
F10	...educators are not equipped to maintain discipline.	1	2	3	4
F11	...educators experience problems with the curriculum .	1	2	3	4
F12	...educators are not consistent with discipline.	1	2	3	4
F13	...educators struggle with educator-learner relationships.	1	2	3	4
F14	...educators are guilty of wrongdoings.	1	2	3	4
F15	... uncertain educators influence our discipline negatively .	1	2	3	4

At our school...		Strongly agree	Agree	Disagree	Strongly disagree
F16	...educators communicate the school rules regularly .	1	2	3	4

SECTION G EFFECTIVENESS OF DISCIPLINARY METHODS USED AT OUR SCHOOLS

Indicate the degree of **effectiveness** for each of the following **methods of enforcing discipline** in your classrooms:

Methods to create discipline in my classroom:		Very ineffective	Ineffective	Effective	Very effective
G1	Being strict with learners.	1	2	3	4
G2	Using corporal punishment .	1	2	3	4
G3	Denying learners their privileges .	1	2	3	4
G4	Talking to the parents/caregivers of the misbehaving learners.	1	2	3	4
G5	Giving detention .	1	2	3	4
G6	Giving extra homework .	1	2	3	4
G7	Getting learners to participate in writing class rules .	1	2	3	4
G8	Motivating the learners.	1	2	3	4
G9	Preparing for each day.	1	2	3	4
G10	Keeping a record of a learner's bad behaviour	1	2	3	4
G11	Rewarding positive learner actions/behaviour.	1	2	3	4
G12	Talking to misbehaving learners privately .	1	2	3	4

Thank you for your kind participation!

