

A whole school approach to managing discipline among learners in selected secondary schools in the Mafikeng area

by

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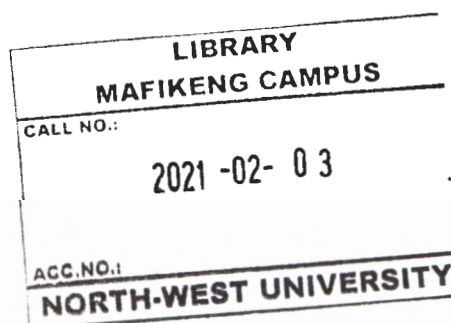
A dissertation submitted to the Faculty of Education in fulfilment of the
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the North-West University

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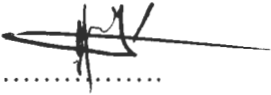
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DECLARATION

I, C.N. Afong, declare that the dissertation entitled “**A whole school approach to managing discipline among learners in selected secondary schools in the Mafikeng area**”, hereby submitted for the degree Master of Education in Education Management, has not previously been submitted by me for a degree at this or any other university. I declare that this is my work in design and execution and that all materials contained herein have been duly acknowledged.

Signature.....

Date

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May the Almighty continue to bless you in your kind spirit for the greater good of all humanity.

DEDICATION

I dedicate this study to all those who value discipline as an indispensable instrument in the education of learners for a better future.

ABSTRACT

Schools and other educational institutions are constantly faced with disruptive behaviours displayed by learners in all spheres of society. Maintaining discipline nowadays, is a difficult task. Indiscipline remains controversial in terms of the implementation of disciplinary action, leaving principals, educators and parents perplexed regarding a suitable strategy to use to curb acts of indiscipline in schools.

In this study, discipline is considered as the function of all stakeholders in education, in partnership with principals and educators. Everybody thus, has the responsibility and capacity to make a positive contribution towards solving indiscipline. A quantitative research approach was adopted in this study to provide answers to the research questions. The aim of the study was to explore the nature of a whole school approach to managing discipline among learners in secondary schools, understand the nature of indiscipline in schools, the causes of indiscipline in secondary schools in general, the nature of the whole school approach to discipline, approaches used to deal with indiscipline in secondary schools and strategies to bring together role players to effectively manage discipline in schools.

Data was collected through structured questionnaires administered to learners, educators, principals and parents. Participants were requested to express their views on how to manage discipline among learners in secondary schools. Data was analysed using descriptive statistics to generate frequencies, percentages and mean scores. Results obtained from principals, educators, learners and parents revealed the various acts of indiscipline in schools, classrooms, and the school as a whole. Among the prevalent acts of indiscipline reported, principals highlighted possession and use of drugs, learners found guilty in the court of law, and bullying as the most prevalent forms of indiscipline in schools. Teachers maintained that possession and use of drugs as well as bullying were the two most frequent acts of indiscipline while learners reported acts of indiscipline in classrooms (such as copying of homework among learners); an indication of their failure to follow a particular code of conduct such as not doing a particular activity (such as class activities).

From the results, indiscipline in schools could be attributed to the influence of the media, overcrowded classrooms, lack of commitment by educators and failure by parents to set a standard for learners. From the results obtained, indiscipline is not rife in schools around Mafikeng Area. It is, therefore, recommended that all stakeholders come on board to refocus on new methods and strategies of disciplining learners in schools using the whole school

approach in the selected secondary schools in Mafikeng Area Office, North West Province, South Africa. This method could be used as a benchmark to curb indiscipline in South African schools.

Key words: Whole school approach, learner's indiscipline, self-discipline, self-control, punishment, management

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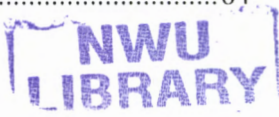
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LIST OF ABBREVIATIONS AND ACRONYMS

ATCP:	Alternative to Corporal Punishment
DoE:	Department of Education
PTA:	Parent Teacher Association
RCL:	Representative Council of Learners
SACE:	South African Council for Educators
SASA:	South African Schools Act
SGB:	School Governing Body
SMT:	Senior Management Team
HOD:	Head of Department

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CHAPTER ONE: ORIENTATION

1.1 INTRODUCTION AND BACKGROUND

Learner indiscipline is a major concern for educators, principals and parents. More than ever before, educators are confronted with unacceptable behaviour and threatening situations from learners (Western Cape Education Department, 2007). According to Steyn, Wolhuter and Van der Walt (2003:230), the deterioration in learner behaviour seems to be a worldwide phenomenon. In some South African schools, indiscipline is observed where learners come to school late, neglect their home-work, bunk classes, carry knives and guns to school, abuse drugs on the school premises, threaten and fight both educators and learners and use vulgar words (Mkhize, 2002:1). Indiscipline is a reality in schools and such situation can no longer be tolerated as it leads to poor performance in schools (Mestry & Khumalo, 2012: 98).

Rossouw (2003:413) maintains there is a serious decline in school discipline in recent years. De Wet (2007) and Masitsa (2008) argue that indiscipline among learners is on the increase while learners' academic performance is on the decline. Principals and educators, however, have the power to summarily expel a misbehaving learner from school. According to Mkhize (2002:2), many black schools were caught up in the political battles of the 70's and 80's, where schools were used as battlegrounds by contesting political groups during the struggle. Learners were encouraged by political groups to defy the authority of principals and educators and to disobey school rules because principals and educators were viewed as perpetrators of the apartheid regime. This led to principals and educators losing their grip on discipline in the school.

Post-1994, discipline in schools has deteriorated further with the banning of corporal punishment. Erasmus (2009:2) posits that there is a direct link between the banning of corporal punishment and the deterioration of discipline in schools. Corporal punishment was the means of enforcing discipline in schools and its banning left educators with nothing to discipline learners effectively (Smit, 2013:346). In fact, principals and educators have complained about the banning of corporal punishment while many continue to use it in spite of its banning (Erasmus, 2009: 40). Many educators and parents, still believe that corporal punishment is an effective deterrent to learner misbehaviour. In addition, the new democratic environment with its emphasis on learners' rights, has further placed educators in a quandary in maintaining discipline in schools. It is not uncommon for learners to resist admonition on the pretext that

they are standing up for their rights. The emphasis has been on learners' rights without equally emphasising their responsibilities.

According to Nthebe (2006:105), principals are expected to shoulder the entire scope of discipline without assistance from other stakeholders. Most often, disciplinary action is left in the hands of the principal, the School Management Team (SMT) and the School Governing Body (SGB). In fact, Mestry and Khumalo (2012:99) consider the principal, the SMT and educators as the most visible front in the disciplinary process. Principals and educators are faced with challenges and have to deal with a variety of socio-cultural issues such as dysfunctional families, high crime waves and drugs (Bechuke & Debeila, 2012:241) in addition to maintaining discipline in schools. The South African Schools Act (SA, 1996) states that a school must have a democratically elected School Governing Body (SGB) comprising of parents, educators, non-teaching staff, the principal and learners (in Grade 8-12 in secondary schools). Managing discipline should, therefore, be carried out by all these stakeholders. This will create an effective and conducive environment in which learners are educationally and morally brought up with a sense of responsibility.

Different studies have tried to come up with solutions to the challenge of indiscipline. The role of the principal in maintaining a safe environment was investigated by Kiumi (2012:51) and Ekpoh & Bassey (2011:153) while Mestry & Khumalo (2012:98) examined the role of SGBs in maintaining discipline within schools. Most of these studies focused on specific aspects in managing indiscipline in schools. In this study, discipline is viewed as the function of all stakeholders in education, in partnership with principals and educators. In this way, everybody has the responsibility and capacity to make a positive contribution towards solving the challenge of indiscipline.

The contribution of stakeholders in managing indiscipline among secondary school learners is examined in this study. Managing indiscipline should be a collective effort in which stakeholders collaborate in bringing indiscipline in line with the values of a progressive society. Yahaya, Ramli, Hashim, Ibrahim, Rahma & Yahaya (2009:660) suggest that since we are part of a society and our behaviour reflects our current values, everybody should be involved in managing discipline in schools.

1.2 PROBLEM STATEMENT

Indiscipline in schools is a reality that can neither be ignored nor wished away as educators and learners alike, are victims of psychological and physical violence (Moyo, Khewu & Bayaga

(2014:3). According to Marais & Meier (2010:42), most educators in South Africa are increasingly distressed and frustrated about disciplinary problems. What worries most educators and parents is the fact that disciplinary problems in schools bring about inefficiency in learning outcomes and lead to poor results (Mestry & Khumalo, 2012: 98). Schools are mandated to cultivate learners and maintain a sound conducive environment with rules and regulations that govern the conduct and to instil discipline in learners in line with society's ethos (Kiumi, 2012:51). In an environment where indiscipline thrives, schools can hardly achieve this noble objective. Therefore, drastic measures have to be taken to bring back order and discipline in schools.

Indiscipline remains controversial when it comes to the implementation of disciplinary action. Principals and educators are perplexed regarding suitable measures to take in curbing indiscipline. Moreover, the South African Schools Act (SA, 1996a) is not explicit on disciplinary measures that educators should adopt in schools (Maphosa & Shuma, 2010). This is supported by Mestry & Khumalo (2012:99) who maintain that educators, principals, administrators and parents are searching for new ways to strengthen their schools against indiscipline.

Mncube (2009:95) posits that some SGBs, which should design a code of conduct for learners, are plagued by low participation in school activities due to the low educational level of members, transport and work commitments, difficulties in attending school meetings and language barriers. These factors inhibit SGBs to actively and fully participate when implementing discipline and, consequently, indiscipline continues to be the order of the day in most schools. Schools still struggle to manage indiscipline and are continuously plagued by a breakdown in discipline. This is because some principals and SGB members are incapable of dealing with disciplinary problems (Erasmus, 2009: 39).

The prevalence of indiscipline in the school forms the basis of the rationale of this study. The researcher is motivated by the desire to bring order in schools and reduce or eradicate acts of indiscipline. The research proposes that if all stakeholders in the school are involved in controlling and dealing indiscipline then indiscipline in schools will be lowered to allow educative teaching to take place in a safe environment. This will also lead to an improvement in the academic achievement of learners. Ultimately the rationale of the study is to improve the academic achievement of learners.

The main research question asked in this study was: What is the nature of a whole school approach in managing discipline among learners in secondary schools?

The subsidiary questions were as follows:

- What is the nature of indiscipline in schools?
- What are the causes of indiscipline of learners in secondary schools in general?
- What is the nature of a whole school approach to discipline?
- What are the approaches applied in dealing with indiscipline in secondary schools? and
- What strategies could be used to bring together role players to manage discipline effectively in schools?

1.3 AIM AND OBJECTIVES OF THE STUDY

The main aim of the study was to investigate the nature of a whole school approach in managing indiscipline among learners in secondary schools. In line with the above aim, the following objectives were identified:

- To establish the nature of indiscipline in schools;
- To investigate the causes of indiscipline in secondary schools through a literature study;
- To determine the nature of a whole school approach to discipline through a literature study;
- To investigate the nature of indiscipline in schools and how stakeholders deal with indiscipline; and
- To suggest strategies that can bring together all role players in the maintenance of discipline in secondary schools in Mafikeng.

1.4 RESEARCH DESIGN AND METHODOLOGY

This section deals with the research design and methodology used in conducting the study. The research paradigm, research method, population and sampling, data collection strategies and data analysis are also discussed in this section.

1.4.1 Research design

A research design addresses important issues relating to the project such as location of the study, purpose, type of investigation, unit of analysis in line with fixed, standard arrangements

of research conditions and methods that have their own coherence and logic in order to answer possible questions (Schumacher & McMillan, 2001:66). Williams (2005:395) asserts that research design is not just about gathering facts without a purpose or presenting information or data without interpretation. Research design, however; varies from simple to complex depending on the nature of the study and the specific hypotheses formulated for testing (Khalid, Haimhilman & Kumar, 2012:19).

1.4.2 Research paradigm

A research paradigm is an all-inclusive system of interconnected practice and philosophy that defines the nature of the investigation for researchers along three elements of ontology, epistemology and methodology (Terre Blanche, Durrheim & Keely, 2006: 6). A paradigm is a very important component of a research (Mackenzie & Knipe, 2006:194) since it describes perceptions and the way research should be carried out based on a specific philosophy and its assumptions. It influences the choice of the research design and methodology and the way the research is conducted.

A positivistic paradigm was used in this study. This paradigm holds a deterministic philosophy in which causes probably determine effects or outcomes (Creswell, 2009:7). Post-positivism is considered as an empirical explanatory approach that maintains belief in observation (Racher & Robinson, 2002:465). It uses scientific methods to investigate and write about human experiences by keeping the research free from values, passion, politics and the ideology of the researcher. Hence, it is geared towards the need to identify and assess the causes that influence the outcome of the case of indiscipline among learners. Creswell (2009:7) maintains that positivist researchers begin with a theory, collect data that either supports or refutes the theory. A survey was adopted in this study. The purpose was to allow the researcher to search for trends and patterns used by school principals in handling indiscipline.

1.4.3 Quantitative research approach

A quantitative research approach was used in conducting this study. A quantitative research approach relies on deductive reasoning and makes use of a variety of quantitative analysis techniques that range from providing simple descriptive statistical relationships among variables through complex statistical modelling. Quantitative research calls for research designs where the focus of the research is to describe, explain and predict phenomena (Khalid *et al.*, 2012:16) from the educational perspective. Castella (2010:5) states that the goal of a

quantitative research is to collect facts on human behaviour, which when accumulated, will provide verification and elaboration on a theory that will allow scientists to state cause and predict human behaviour. In a quantitative research, different phenomena are observed for the purpose of describing and explaining the phenomena that those observations reflect by collecting numerical data that are analysed using mathematically-based methods in order to establish a statistical relationship among variables (Khalid *et al.*, 2012:16).

1.5 RESEARCH METHODOLOGY

1.5.1 Population and sampling

The population of this study consisted of learners, educators and principals from 22 secondary schools within the Mafikeng Area Office. 10 of these schools were randomly selected. A sample is a proportion of a population or the element of the population considered for actual inclusion in a study (De Vos, Strydom, Fouche & Delport, 2005: 146). The sample was selected using stratified random sampling. According to Struwig & Stead (2001: 112), stratified random sampling is the selection of respondents according to a pre-determined number of respondents from each stratum. The sampled respondents represent the ideas of the stratum. From each of the ten schools, the school principal, 3 parents, 5 educators and 3 learners serving in the SGB (N= 120), were selected in order to obtain the richest possible source of information to answer the research questions (Maree, 2010: 79). The selection of the population was limited because of time constraints, limited funds and difficulties in terms of access. More educators were involved in the study because they bear the brunt of disciplinary problems and could, therefore, provide better quality responses and in-depth information.

1.5.2 Research instrument

One of the main primary data collection instrument used in educational research is a questionnaire. Educational policies and research use questionnaires to obtain responses to specific research questions and the data is usually intended to provide answers to issues raised (UNESCO, 2005: 7). Questionnaires were the main instrument used to collect data for the study. The questionnaire items were derived from the literature study. As stipulated by Bird (2009: 1307), questionnaires are well-established tools within social science research for acquiring information on the social characteristics of participants. According to De Vos *et al.* (2002: 172), the basic objective of a questionnaire is to obtain facts and opinions about the phenomenon from people who are informed on a particular issue. Marshall & Rossman (2006:



125) maintain that in using questionnaires, researchers rely totally on the honesty and accuracy of the responses of participants. Scheyvens & Storey (2003: 39) argue questionnaires should begin with the basic and least intrusive questions and progress to the more complex and sensitive ones. Hence, a structured questionnaire was administered to learners, educators, principals and parents requesting their views and perceptions on how to manage discipline among learners in schools.

1.5.3 Data collection procedures

The researcher personally administered the questionnaires from one school to another after obtaining permission to do so from the Area Manager, the principals and educators. The researcher requested permission from the principal to issue out the questionnaires to teachers in the school. For the SGB parent component, the researcher requested the principal to issue copies of the questionnaire to their children to complete at home and the collection was done after completion. The researcher requested the principal to assign a head of department or teacher to distribute and collect the questionnaires from Grade 12 learners. The researcher and the principals agreed on a date and time for the collection of all completed questionnaires.

1.5.4 Data analysis

Data collected was analysed using descriptive statistics such as frequency tables, percentages and mean scores. Inferential statistics consisting of a t-test was used to compare responses from rural and urban schools, males and females, educators and learners as well as the principal and educators of the same school. Data was analysed to find out if there were statistically and practically significant differences between the said categories of respondents. Data was interpreted in accordance with significance and in relation to the whole school approach to indiscipline in schools.

1.6 ETHICAL CONSIDERATIONS

According to Briggs and Coleman (2007: 245), it is vitally important for respondents to know their rights when participating in research. Respondents need to make informed decisions and be in a position to make such informed decisions. The researcher ensured that all participants were aware of the aim and objectives of the study, the consequences of their participation and possibilities of publishing the results of the study. The researcher requested permission from the Department of Education, school principals and all respondents before requesting them to participate in the study. Permission was also sought from the parents of learners and learners

themselves. The researcher assured respondents that they needed not to disclose their names or the names of their schools and to preserve their anonymity. The researcher assured respondents that they were free to withdraw from the study at any time (before, during or after the research). Although respondents were requested to complete the informed consent form, the researcher informed them that no connection was to be made between their responses and the informed consent form. The researcher ensured that respondents were not harmed or made to feel uncomfortable. In addition, the researcher submitted the proposal to the North-West University's Ethical Committee for approval to confirm that the study addressed ethical issues of research.

1.7 SIGNIFICANCE OF THE STUDY

Discipline in a school, should always start with the initiating phase by the school manager (considered to be the school head). At this stage, the school manager should come up with the idea of discipline, and with his immediate team members, staff, evaluate such proposal. The principal and staff of the school should define discipline, carryout feasibility studies and provide the entire scope of discipline to all stakeholders (learners, SGB members and the Department of Education). If this feat is achieved, the result of this study will hopefully reveal areas of weaknesses regarding the management of discipline in schools. Thus, measures would be taken and policies implemented in terms of providing viable guidelines to address disciplinary problems experienced in some schools in Ngaka Modiri Molema District. This study will benefit stakeholders in the following ways:

- Results obtained in this study will be used by principals to assist and sensitise educators on the importance of proper and improper discipline in schools. Furthermore, principals will be able to make informed decisions with regard to school discipline;
- Recommendations advanced in the study would assist educators to consider the school as a conducive environment for, thus leading to the achievement of their objectives as educators;
- SGB members and parents of learners will benefit from the study as learners in targeted schools will grow up as responsible citizens due to the discipline received from schools. Parents will be proud and have no regrets in educating their children;
- The study will assist learners to achieve their dreams (passing their exams) and moving forward to greater heights, thus breaking the bounds of indiscipline (which is the cause of failure among learners).

The aim of every research is to bring success to the organisation concerned. Thus, the findings of this study will, hopefully, assist educators and stakeholders in secondary schools in terms of highlighting issues of discipline in schools. This will assist in the creation of policies that will be beneficial to stakeholders.

1.8 ORGANISATION OF THE STUDY

Chapter 1 is the general orientation of the study.

Chapter 2 focuses on theoretical considerations and the nature of the whole school approach to indiscipline.

Chapter 3 provides the research design and methodology used in conducting the study.

Chapter 4 is the presentation of data and interpretation of results.

Chapter 5 provides the summary, findings and recommendations of the study.

1.9 SUMMARY OF CHAPTER

This chapter has provided the general orientation of the study, the introduction and background, the problem statement, research questions and the aim and objectives of the study. The research design and methodology used in conducting the study were explained, including the research paradigm, the quantitative approach, population and sampling, the research instrument used, data collection procedures and data analysis. Ethical considerations and the significance of the study were also discussed in this chapter. The next chapter presents the theoretical considerations and the nature of the whole school approach to discipline.

CHAPTER TWO: THEORETICAL CONSIDERATIONS AND THE NATURE OF THE WHOLE SCHOOL APPROACH TO INDISCIPLINE

2.1 INTRODUCTION

The purpose of this chapter is to explain the nature of indiscipline from a theoretical point of view. An explanation is provided of discipline and indiscipline, self-discipline, self-control, punishment and management. The chapter also provides insights on the manifestations of indiscipline in schools and a classification of acts of indiscipline.

Currently, one of the most prominent factors influencing the learning environment in South African schools is the conduct of learners. In an education system that is still struggling to create a culture of teaching and learning, acts of misbehaviour can jeopardise every well-intended efforts to restore or create such culture (Maphosa & Mammen, 2011: 185). The causes of indiscipline in secondary schools are also discussed in this chapter as it is essential for principals and educators to have a proper understanding of the nature and causes of indiscipline in order to deal with it successfully and enable schools to achieve their goals (Simoforosa & Rosemary, 2014:83). Efforts to deal with indiscipline are also discussed and a theoretical background of approaches to indiscipline provided.

2.2 DEFINING DISCIPLINE AND RELATED CONCEPTS

This section provides an explanation of discipline and indiscipline as core concepts underpinning this study. Discipline, self-discipline, self-control and punishment are also discussed in order to clarify the meaning of indiscipline and differentiate it from other concepts.

2.2.1. Discipline

Discipline refers to a situation where one in authority emphasises the development of self-discipline, independence and maturity in dealing with learners (Volschenk, 2007: 1). According to Hornby (2007: 30), discipline is a practice of training people to obey rules and regulations. Nakpodia (2010: 145) maintains that discipline means to instruct a person to follow a particular code of conduct. Discipline is not a phenomenon but self-consciousness which is instilled by providing clear guidelines and limitations through consistent behaviour and performance (De Waaf, 2011:178). De Waal (2011:177) further maintains that discipline implies “the existence of productive, remedial, rights-based educative practices”. According to Adesina (1980: 108), discipline is to teach learners to respect the school’s authorities, observe

the school's laws and regulations and to maintain an established standard of behaviour. Hence, school administrators and teachers should inculcate discipline in students. School discipline is an essential element in school administration. In the light of the above, Nthebe (2006:30), citing Rogers (1988), suggests the following three ways of discipline:

- Preventative discipline is aimed at ensuring basic rights, sets clear rules and specifies consequences;
- Corrective discipline is actions carried out by the teacher to correct disruptive behaviour; and
- Supportive discipline ensures that correction is received fairly and positive relationships are established between the teacher and the culprit.

Nakpodia (2010: 146) admits that discipline should be regarded as a mode of life in accordance with laid down rules of the society, which all members must conform to. In this study, discipline means to teach learners to obey rules and regulations and if they do not comply, to punish or rebuke them.

Sometimes, one talks about a disciplined person, using the concept discipline as an adjective. According to the Concise Oxford Dictionary, a disciplined person is one who shows a controlled form of behaviour. This implies that he/she conforms to a standardised form of behaviour as envisaged in rules and regulations accepted by society.

2.2.2. Indiscipline

Disruptive behaviours in most South African schools have been reported widely (Mestry & Khumalo, 2012: 101). Thompson (2002:7) conducted a comprehensive study on discipline in primary and secondary schools in South Africa and found that there is a breakdown of discipline in schools. Mabeba and Prinsloo (2000: 35) also believe that the present situation in South African schools shows that lack of discipline among secondary school learners has led to a continuation of unsuccessful learning and teaching. Similarly, numerous researchers (Oosthuizen, Roux & Van der Walt, 2003:373; Joubert, De Waal & Rossouw, 2004:84) consider learner discipline as one of the concerns expressed by different stakeholders in the educational milieu.

Indiscipline means disregard of rules and regulations and the failure to train that person to exercise controlled behaviour. An undisciplined person exhibits uncontrolled behaviour that

does not conform to rules and regulations. Amado and Freire (2009: 86) consider indiscipline as incidents of a disruptive nature that affect the functioning of the classroom. However, indiscipline may include conflicts that take on proportions of violence. This study focuses mainly on indiscipline as a form of a disruption in schools and classrooms.

2.2.3. Self-discipline

The notion of discipline has evolved from a view that focuses on what should be done and what should not be done by promoting self-discipline behaviour (Du Preez & Roux, 2010:14). Self-discipline is defined by Temitayo *et al.* (2013: 8) as “a willingness to accept rules and regulations laid down for guidance and the ability to act in accordance with what is expected of the individual by society”. An important part of the academic process is to assist learners to become aware of their rights and responsibilities. It is in this line that learner discipline is considered as one of the most complex problems confronting educators as student discipline is a pre-requisite to almost everything a school has to offer students (Nakpodia, 2010:144). However, the widespread breakdown in school discipline seems to be ubiquitous in this century as disciplinary issues remain the order of the day.

2.2.4. Self-control

Discipline has a purpose that extends beyond merely classroom control and responding to misbehaviour. The fundamental purpose of discipline and classroom management is the promotion of self-control. Self-control is seen as one aspect of the most important outcomes of education. Gootman (2000: 2) states that the caring teacher’s approach should be to help learners develop self-control. Wolfgang (2009: 108) maintains that planned discipline, especially the rules, needs to be directly taught to the class just as educators impart new knowledge in the subject area and this will encourage the development of self-control. A strong focus on self-control rather than on external control, takes away a lot of burden on the educator’s shoulders. Learners (considering the fact that they are still children) should be taught to do the right things. This goal is accomplished by setting limits, assigning responsibilities to learners, assisting them to develop confidence in their abilities and teaching them how to solve problems and make sound judgements as well as correcting misbehaviour (Gootman, 2000: 14). Mestry & Khumalo (2012: 96) recommend the promotion of positive discipline and self-discipline since research has proved that punitive approach does not lead to a change in a learner’s behaviour.

Learners who lack self-control, are unable to take control of their lives and are also unable to fulfil their own needs. Self-control is not an innate attribute but a learned one (Savage, 1999: 22). This is supported by the fact that developing self-discipline is one of the three components of comprehensive classroom and school-wide discipline (Bear, 2010: 307). The school can achieve a lot in curbing indiscipline by promoting self-control in the teaching of values that underpin self-control.

2.2.5. Punishment as a concept

Discipline and punishment are closely-related concepts because when one speaks of discipline, the concept of punishment immediately comes to mind. This idea is confirmed by Nthebe (2006: 30) who argues that discipline tends to be confused with punishment and that the two concepts are often wrongfully used interchangeably. However, the two concepts differ in meaning and application. Discipline implies the existence of productive, remedial, rights-based educative practices, while punishment is seen as retaliatory and unproductive practices (DoE, 2000:9). Punishment is defined as “intentional application of physical pain as a method of changing behaviour” (Iowa, 2003: 285).

The concept of punishment has the same meaning as retribution; aims at punishing the transgressor for his/her wrongdoing and serves as a deterrent for recurrence of such wrongdoing (Kerken, 1998: 125). Nakpodia (2010: 145) states that discipline implies self-control, restraint, and respect for self and others, inculcated in a person through teaching him/her to follow a particular code of conduct that provides clear guidelines and limitations. This implies that punishment aims at inflicting pain or suffering to the transgressor in order that the transgressor should not repeat the misdemeanour in future. In other words, punishment is used to change the behaviour of the individual so that he/she conforms to rules and regulations. According to Nthebe (2006: 31), punishment takes many forms, including but not limited to expulsion, suspension, corporal punishment, detention, sending learners home, withdrawal of privileges, time-out and assigning the culprit extra work.

Sometimes, punishment is so severe that it causes injury to the culprit. There are many anecdotes about parents hitting a child so severely that a child sustains injuries that land him/her in the hospital. Some parents would exclude the child from home and never give him/her food for a long period of time as part of punishment. Such incidents are also experienced in schools where teachers administer corporal punishment on learners to the point where they are unable to walk. Bechuke & Debeila (2013: 373) argue that punishment involves the hope on the part

of the inflictor that the behaviour of the culprit will change but also includes elements of retaliation and retribution. The inflictor, normally one who has authority over the transgressor, wants the transgressor to feel the pain for crossing the line. Severe punishment mentioned above contains elements of retaliation and retribution. It is, perhaps, the use of harsh punishment that can be cited as one of the reasons for the abolition of corporal punishment.

In the past, corporal punishment was sanctioned by law and encouraged in teacher training institutions (Department of Education, 2000:5). With the passage of time, the practice of corporal punishment became embedded and deeply-woven into the fabric of life of the South African society (Porteus, *et al.*, 2001:5). However, the tide turned when corporal punishment was outlawed in South African schools. With the banning of corporal punishment, educators feel incapacitated and helpless in dealing with learner indiscipline (Moyo, Khewu & Bayaga, 2014: 2). According to Oosthuizen (2007: 1), the abolition of corporal punishment left a definite vacuum in dealing with learner misconduct. Some teachers are currently turning back to corporal punishment in solving learner misconduct in schools. In agreement with this idea, Smit (2013:346) states that many teachers feel the banning of corporal punishment is the cause of the escalating indiscipline in schools. Educators believe that the banning of corporal punishment is directly linked to the increase of indiscipline in schools (Moyo, *et al.*, 2014: 2).

In view of the escalation of indiscipline with the banning of corporal punishment, educators apply forms of punishment that are non-corporal; however, such measures remain ineffective because the seriousness and extent of indiscipline continue unabated (Bechuke & Debeila (2013: 376). According to Moyo *et al.* (2014: 2), corporal punishment was replaced by Alternatives to Corporal Punishment (ATCP). The Department of Education published a booklet entitled “Alternatives to corporal punishment: the learning experience” and distributed copies to schools (Marais & Meier, 2010: 41). Moyo *et al.* (2014) maintain teachers have expressed their displeasure at the ATCP. Teachers argue the “strategy is ineffective, inadequate and a waste of time”. Maphosa and Shumba (2010:395) concur with the idea that learners take advantage of the situation knowing that “whatever punishment is given, will not equal the pain of corporal punishment”.

2.2.6. Management

According to Volschenk (2007:31), management in the teaching profession has mostly been referred to as planning, organising, controlling, directing personnel, deciding, motivating, coordinating, communicating, supervising, performing, innovating, creating and bargaining.

He further sees educators performing the role of managers because managing is an inherent feature of educating. Bound et al. (2007:107) are of the opinion that the organisation of the work of a manager focuses on activities such as planning, organising, leading and controlling to achieve organisational goals. This implies that school principals and educators manage discipline on a daily basis and apply the activities mentioned above on discipline as an area of management.

It is against this background that the concept of *loco parentis* gives educators the right to maintain authority (which includes discipline) and the obligation to exercise supervision over learners with the right to discipline and control. In effect, educators are given the right to punish students who contravene school laws (Nakpodia, 2010: 148). In some cases, the increased incidence of indiscipline in schools has compelled some educators to use corporal punishment despite the fact that it is forbidden. Porteus et al. (2001: 1) are of the view that although many educators disagree with the abolition of corporal punishment, they have to obey the law. Thus, it is imperative that educators understand the most democratic approach taken by SASA (RSA, 1996b) in the management of indiscipline in schools.

2.2.7. School

A school is “an organisation that has the primary function of presenting formal instruction, normally maintains a regular faculty and curriculum, normally has a regularly enrolled student body and has a place where its educational activities are carried out” (Silins, Zarins & Mulford (2002: 24). These authors propose the following characteristics of a school:

1. Presents formal instruction as its primary function;
2. Has a regularly scheduled curriculum;
3. Has a regular faculty of qualified educators;
4. Has a regularly enrolled student body; and
5. Has a place where educational activities are regularly carried out.

Discipline occurs within the school because the school has rules and regulations that mould the behaviour of individuals within it. School discipline is a necessary element of school management. Indiscipline is out of place in the school because the school is an organisation vested with the primary function of educating the child and reserves the power to control learners through the use of reasonable rules and regulations (Temitayo, Nayaya & Lukman,

2013: 1). The school, therefore, cannot function in an environment characterised by chaos and indiscipline. Rules and regulations in the school ensure the smooth-running of educative events and provide a safe and secure environment in which teaching and learning can take place. Schools are places that provide productive and useful school leavers (Asiyai, 2012: 40). Schools serve the community in which they are situated by transmitting the norms, values and beliefs to the younger generation. In agreement with the above statement, the SACE Report (SACE, 2011: 4) maintains that a school is seen as a mechanism to develop future citizens and as a place for the preparation of the young for the role they are to play in society. It is argued in the literature that no school can achieve its aims in an environment where indiscipline is the order of the day.

According to Zulu, Urbani, Van der Merwe & Van der Walt (2004: 171), a safe school has the following characteristics (which have not been met in South African schools in the last three decades):

- Learners can learn, develop and enjoy themselves and where teachers can teach free from threats of violence and crime;
- Human rights are respected and a culture of teaching and learning is developed;
- Parents are welcome for the exchange of ideas about learning and development; and
- The community can be involved in supporting and taking joint responsibility for interaction with teachers and school governing bodies.

2.3 THEORETICAL PREMISE OF THE STUDY

This study is based on the theoretical aspects underpinning a democratic environment ushered by the Constitution (SA, 1996b) in South Africa. A derivative of the democratic theory is the stakeholder theory. The stakeholder theory was, in fact, developed for business by Freeman in his famous book entitled “Strategic Management: A stakeholder approach in 1984” (Bryson, 2004). Today, however, it is used in a variety of situations, including profit and non-profit organisations (Mainardes, Alvares & Raposo, 2010). The major tenet of the stakeholder theory is that any person or group of persons, who have an interest in the organisation, should be considered by management in its decisions on the operations of the organisation. This means that the importance of meeting the demands of stakeholders should be assessed by management in order to achieve the objectives of the organisation (Roberts, 1992: 598).

A stakeholder is regarded as “any group or individual which can affect or is affected by an organisation” (Roberts, 1992: 597). According to Bryson (2004), a stakeholder is “any person or organisation that can place a claim on the organisation’s attention, resources or outputs, or is affected by that output”. Stakeholders are defined by their legitimate interest in the organisation, whether the organisation recognises this interest or not, and that their interest has value for the corporation (Donaldson & Preston, 1995: 81). Identification of stakeholders is strategically important for the future welfare of the corporation. It is assumed that there is a relationship between the progress of the organisation and the use of the stakeholder theory.

It seems the South African Schools Act (SA, 1996a) captures the tenets of the stakeholder theory by stipulating that the School Governing Body (SGB) should consist of principals, parents, learners, educators and non-teaching staff. These stakeholders have an interest in the school and benefit from the outputs of the school. However, the stakeholder theory holds that not only immediate stakeholders should be considered but that a wider net must be cast in order to include a broad spectrum of stakeholders. In a school, this implies that the wider community, organisations within the community, individuals who from time to time come in touch with the school and government departments, should be considered as stakeholders.

In a school, stakeholders work in cooperation with one another and are involved in the governance of the school. The stakeholder participation theory is used in this study as the basis for dealing with indiscipline in the school hence, the whole school approach incorporated in the title of this study.

The whole school approach in managing discipline is in line with the stakeholder theory in that it stipulates that everybody in society should be involved. Burton (2003: 3) considers the school as an entity consisting of several interdependent components, namely, learners, educators, principal, SMT, SGB, and parents or caregivers. These components interact and exist within the greater system of the home and community. It is only by involving all these components that indiscipline can ultimately be reduced or eradicated in schools. In terms of section 8 of the South African Schools Act (SA, 1996a), the SGB is responsible for adopting a code of conduct for learners. This code of conduct aims at establishing a disciplined environment that enhances teaching and learning in line with national needs. Idu and Oluḡbade (2011: 730) opine that learner indiscipline is the result of parental influence, educators’ attitudes, government activities and peer-group influence. Therefore, curbing indiscipline among learners should be the responsibility of everyone.

Implementation of the provisions of the South African Schools Act is hampered by a low participation of SGB members in maintaining discipline. Mncube (2009: 5) states that the low participation of SGB members in maintaining discipline among learners is as a result of their low educational level, difficulties in attending meetings and language barriers, among others. Consequently, indiscipline continues to be the order of the day in most schools. Without the assistance of the parent component of the SGB, principals and educators are faced with an uphill task in putting a stop to indiscipline.

Another factor that hampers the implementation of disciplinary measures is the fact that in a secondary school, educators are organised according to subjects or learning areas where the right hand does not know what the left hand is doing. Each teacher individually manages discipline in his/her own way and this results in inconsistent application of disciplinary measures and duplication of efforts. As a result, learners become confused as to the expectations of educators regarding discipline. In the whole school approach, the school employs a high degree of coordination in efforts to manage discipline.

Educators, accustomed to authoritarian approaches to discipline, find it difficult to change to humanistic approaches to discipline. Educators using the authoritarian approach believe in punitive disciplinary measures under the false premise that when a learner is punished for misbehaviour, the behaviour will decrease and that the desirable behaviour can be increased through the use of rewards (Erasmus, 2009: 23). According to Mkhize (2002: 26), the authoritarian teacher is the sole ruler in class, who cannot be challenged, criticised or questioned. Such a teacher tends to be very directive, control-oriented and punishment-oriented. In contrast, the teacher using the humanistic approach reaches out to learners in a warm personal manner, caring and respecting learners as people.

2.4 MANIFESTATION OF INDISCIPLINE IN SECONDARY SCHOOLS

Schools today, face a number of challenges with the occurrence of indiscipline topping the list of challenges in educating learners (Lassenet *al.*, 2006: 701). This is seen in the mass communication media in South Africa that carries reports on violence in all its forms on almost a daily basis (Van der Westhuizen & Maree, 2008: 44). In some parts of the United Kingdom, the rates of absenteeism, vandalism and delinquency are above average. More worrisome are the reported cases of the high incidence of drug and drug-related crimes that has caused some parts of Britain to be described as 'no-go areas' (Reid, 2000:40). According to Danso (2010: 5), high rates of indiscipline occur in educational institutions, for example, drug abuse, rape.

armed robbery, abortion and even murder. A comparative study of incidents of serious disciplinary problems between South Africa and selected countries confirm that indiscipline is rife in many countries, including Brazil, England, Turkey, Singapore, Malaysia, China, Australia and New Zealand (Wolhuter & Russo, 2013).

Elsewhere on the African continent, similar research indicates an increase in learner indiscipline. Temitayo *et al.* (2013: 7) confirm that in Nigeria, the incidence of high absenteeism, truancy, laziness, substance abuse and subversion of assessment achievements, are on the increase. These authors also maintain that serious transgressions occur in Nigerian schools, for example, assault on teachers by students, verbal abuse, offensive language, sexual and other forms of harassment, threats and intimidation. A study by Magwa and Ngara (2014: 80) revealed that in Zimbabwean schools, "many cases of indiscipline abound". These cases include truancy, fighting, shouting, snatching other learners' property, bullying, cheating, viewing pornographic materials and threatening educators.

It appears the study of indiscipline in South Africa has taken centre stage, judging by the number of studies conducted in this area. Maphosa & Mammen (2011: 185) argue that there has been a sharp increase in the number of cases of indiscipline in schools. Examples of studies on discipline include Maphosa & Shumba (2010); Masekoameng (2010); Moyo, Khewu & Bayaga (2014); Jacobs (2014); De Wet (2014); & Mkhize (2002). The main concern in these studies is how to effectively deal with indiscipline for educative activities to successfully take place.



From the fore-going discussion, it is clear that indiscipline takes many forms. For purposes of discussion, it seems relevant to classify such cases of indiscipline in schools. Concerning its manifestation, Amado & Freire (2009:86) believe that the major situations are framed in what they point out as the first level of indiscipline. These are incidents of disruptive nature whose disturbance affects good classroom functioning. The second level consists of incidents of conflict among peers and conflicts between educator-learner relationships. If indiscipline persists among learners within a classroom, it may reach the third level which refers to acts of great magnitude affecting individuals or the whole school, including criminal acts such as violence, murder, rape, destruction of property and vandalism. Legislation in various provinces in South Africa classifies these acts as "serious misconduct" (Gauteng Department of Education, 2001; & Western Cape Education Department, 2007). The classification of

indiscipline adopted in this study follows the Western Cape Education Department's (2007) Guide to learner discipline, which identifies four levels of indiscipline.

2.4.1 Level 1 indiscipline

The following forms of behaviour are observed at this level:

- Copying of homework;
- Late arrival for class, lines, assemblies, meetings;
- Talking in class, lines, and assemblies or during announcements;
- Not following reasonable instructions, e.g. does not work in class;
- School books are neglected;
- General untidiness;
- Leaving the classroom without permission; and
- Vandalism (including littering).

Surely, the above list is far from being exhaustive. However, it serves the purpose of providing examples of indiscipline at this level and increases the understanding of the educator with regard to such behaviours. These infringements are common in schools and occur on a daily basis in the classroom. Such infringements may be seen as a nuisance in the orderly development of a lesson. According to Marais & Meier (2010: 43), behaviour such as name calling, talking out of turn, humming and calling out loud, are common in classrooms and may be referred to as surface behaviours because they do not result from deep-seated personal problems but are normal developmental behaviours of children. However, these behaviours are harmful to the education of the individual perpetrating it and to other learners in the classroom (Maphosa & Mammen, 2011: 186). This contention is supported by Simofofosa & Rosemary (2014: 81) who argue that “when students misbehave, they learn less and keep their peers from learning”.

Other forms of indiscipline occur only to the individual without affecting others. Masekoameng (2010: 12) alludes to unintentional behaviour that, nevertheless, constitutes indiscipline. These behaviours are referred to as off-task behaviour by Marais & Meier (2010: 44) and include fidgeting, doodling, inattention, day-dreaming and tardiness. Indiscipline also affects teachers as they spend more time on disciplinary problems than on teaching time. Teachers should

control the behaviour of learners because such acts of indiscipline are precursors to more serious indiscipline.

2.4.2 Level 2 indiscipline

The following are level 2 acts of indiscipline:

- Serious disruption of class;
- Racist, sexist and discriminatory comments and behaviour;
- Possession and distribution of pornographic, racist and sexist material, or viewing and/or downloading of such on any computer or cell phone;
- Fraud (falsification of documents, cheating in examinations);
- Vandalism: graffiti, writing on desks, breaking of windows;
- Fighting and causing injuries;
- Gambling;
- Smoking cigarettes and possession of cigarettes; and
- Refusal to submit to corrective measures.

Some of the acts of indiscipline included under this category are, however, in the view of the researcher, more serious infringements such as fighting and causing injuries and gambling. Disrespect for the teacher may be added to the above list. This occurs when a learner stubbornly refuses to take instructions from the teacher, pushes past the teacher, argues with and challenges the teacher, walking out on the teacher and making rude remarks about the teacher (Masekoameng, 2010:23). Physical movement also causes disruption by swaying the attention of learners away from the task at hand. Examples of physical movement are: wandering about; visiting other learners; passing notes; sitting on the desk; and throwing objects around the classroom (Marais & Meier, 2010: 44). These behaviours usually occur when there is no supervision or a teacher present in class. However, in some cases, these happen when the teacher is in class but fails to control the class or simply does not care what the learners are up to. Graffiti and writing on desks may look innocent but learners may write obscene language on the wall and desk or generally make the wall or desk look bad. An environment of the school should look neat to encourage learners to learn.

2.4.3 Levels 3 and 4 indiscipline

Although the Western Cape Education Department (2007) differentiates between levels 3 and 4 indiscipline, the researcher deems it fit to combine them due to their close similarity and also because these acts border on and include criminal acts. This is in line with the classification of Amado & Freire (2009: 86) who distinguish only three levels of indiscipline. The following list of acts of indiscipline is derived from both levels 3 and 4:

- Burglary;
- Arson;
- Sexual abuse, sexual harassment and sexual misconduct;
- Assault of learners and teachers;
- Involvement in gang-related activities;
- Disruption of the school programme through rebellion and demonstrating without permission;
- Violence of whatever nature;
- Carrying and use of dangerous weapons;
- Possession and use of drugs;
- Learner found guilty in a crime court; and
- Bullying.

The above transgressions of the law are labelled serious acts of misconduct by the Gauteng Department of Education (2001) and the Western Cape Education Department (2007), and warrant expulsion or suspension of the culprit from school. Although these transgressions do not occur frequently, like level 1 transgressions, they catch the eye of the public and the media as incidents of great magnitude and significance. From the transgressions mentioned above, violence seems to attract both the attention of the researcher and the media. Violence is defined as “the intentional use of brute force or power aimed at harming another, including his/her relatives (2014:1-2). Violence encompasses psychological and emotional pain, manipulation, deprivation, physical violence (such as beating, kicking, punching) and sexual violence (including kissing, name-calling, touching in a sexual manner, grabbing, pinching, rape and unwanted sexual comments).

According to De Wet (2014: 490), the media raises the public's awareness about a problem thus, increasing the probability of selling the advertiser's products. De Wet (2014: 2) mentions the growing attention paid to school violence in a number of research studies carried out to investigate school violence and concludes that violence, is indeed, a problem in South Africa. The literature points to the portrayal of school violence in the media. Jacobs (2014: 3) decries the fact that the media is prone to reporting violence as an individual problem faced by the school, parent or perpetrators and not as a societal problem. The media also does not provide follow-up articles to show how the incident was dealt with, assuming that the solution to the problem lies with the individual or the school.

2.5 CAUSES OF INDISCIPLINE

The causes of indiscipline are discussed in this study in order to enable educators understand the root causes of indiscipline and how to effectively deal with such acts in schools (Maphosa & Mammen, 2011:83; Lochan, 2010:26). Often, educators are surprised by the behaviour of learners and ask themselves why learners behave the way they do. Perhaps, if the educator knew the source of the behaviour, he or she would be able to deal with such misconduct (Lochan, 2010:27). Since educators seldom understand the causes of indiscipline in schools, their only recourse is punishment. Educators are advised to deal with the root cause of misconduct in order to enable learners refrain from such acts in schools. Most of the time, educators deal with the behaviour itself without finding out its origin. No matter how hard educators try to understand and stop misconduct in schools, it remains a problem that most educators and other school employees have to deal with on a daily basis.

According to Oyetubo & Olaiya (2009: 46), acts of indiscipline in schools are not an unclear problem or phenomenon whose causes cannot be ascertained. In fact, scholars have conducted extensive studies on it and have been able to identify several factors that have led to its occurrence in institutions of learning (locally, nationally and internationally). Oyetubo & Olaiya (2009:47), propose seven likely causes of indiscipline in schools as follows:

- The idea of democracy with its emphasis on the rights and freedom of the individual;
- The "generation gap" in ideas, beliefs, and values about the nature of man, life and society. There is a wide difference of opinion in these matters between the two generations, that is, the young and the old;
- The high level of cleverness of young men and women compared to the old generation;

- The influence of the media (i.e. the newspaper, the radio and television) that carry regular reports about student's power against the authority;
- The failure of adults, both in society and at school, to set standards of good behaviours for young men and women to follow;
- The failure of many homes to provide basic and essential moral training in the upbringing of children and the failure of parents to set good examples; and
- The failure in communication between young men and women insisting on their rights and authorities who tend to see the issues involved simply from the "official" point of view.

Marais & Meier (2010:45) posit that there is an emerging tendency in research to consider the causes of indiscipline as "risk factors"; the presence of which is associated with the occurrence of indiscipline. The more risk factors are encountered, the greater the possibility of indiscipline occurring. These authors divide the risk factors into two categories as follows: factors related to the internal system such as the developmental stage of the learner, inexperience or ignorance, curiosity, need for belonging, need for recognition, need for power, control and anger release. Although Marais & Meier (2010) were referring to Foundation Phase learners, these risk factors are also present in adolescents in secondary schools. The second tier of causes of indiscipline is related to the external system, such as family factors, school-related factors and factors emanating from the society.

A comprehensive list of causes of indiscipline is likely to occupy the whole dissertation. therefore, only causes that are deemed to be important as cited by most commentators are discussed in this study.

2.5.1 Home factors

Yaduma & Abdulihamid (2007: 5) refer to the formation of different behaviours which children manifest at school. In some cases, both parents work and are away from home for long periods during the day and thus, fail to supervise their children. A phenomenon that is prevalent in Southern Africa, in general, and South Africa, in particular, is the fact that fathers are absent from homes as they work in cities (away from their homes). Their children grow up without a father-figure in the home. Children are likely to misbehave in single-parent households. Besides work, the scourge of HIV/AIDS has resulted in single-parent homes with children growing up without their biological parents. In cases where both parents are deceased, the home

is usually headed by a child and thus, children lack adult parents as their role models. Such children go out at will and return home any time they desire. Parents do not even bother about the type of friends their children keep. Children from such homes may seek unsuitable social experiences elsewhere and engage in indiscipline (Simoforosa & Rosemary, 2014: 84). Such children become morally loose. In school, such children have no respect for school rules and regulations and even exhibit absolute disrespect for school authority. In some cases, children witness verbal and physical fights between their parents and are likely to be violent themselves (Marais & Meier, 2010: 47).

Temitayo *et al.* (2013) summarise home factors that are likely to lead to indiscipline as follows:

- Single-parent homes;
- Lack of parental control at home;
- The negative influence of television;
- Neighbourhood and community problems that influence the home; and
- Differences in values between the school and the home.

2.5.2 Political factors

The school is a microcosm of the society in which it is embedded. It is an open system influenced by what is happening around it. The events within the community influence events in schools and such is the case with indiscipline. If there is indiscipline within the community in which the school is situated, such acts are bound to be carried over to the school.

In South Africa, the political situation has played a role in increasing indiscipline in schools. According to the School-based Violence Report by the South African Council for Educators (SACE, 2011: 27), during the apartheid era, thousands of youth and children engaged in the struggle of overthrowing the oppressive apartheid system. Schools became battlegrounds for political conflicts and young children and adolescents learned that violence was a means of obtaining what they desired. Thus, in schools, learners use violence to solve their problems under the pretext that violence is the only option of reaching their goals. During the apartheid era, children witnessed how adults defied the government of the day and learned to disrespect and despise authority. Hence, learners show disrespect and arrogance towards educators and principals as authority figures in the school (Masekoameng, 2010: 23). Marais and Meier (2010: 47) maintain that some learners misbehave because they want to challenge the authority

of teachers. Since 1994, learners have been active in demonstrating, often violently (such as the burning of schools). Post-1994, communities and parents hoped that calm would return to schools but the problem of violence and disruptions have not disappeared (Zulu, Urbani. Van der Merwe & Van der Walt, 2004: 170).

The introduction of rights for learners without an emphasis on responsibilities is cited as a cause of indiscipline in schools. Learners defy teachers under the misguided idea that they are standing up for their rights (Smit, 2013: 346). Temitayo *et al.* (2013: 5) express the idea that the emphasis on learner's rights may cause a "don't care attitude and a lack of regard for educators' role in the classroom". These learners exaggerate their human rights while neglecting their obligations and this causes indiscipline and conflict. Educators are under pressure to uphold children's rights and this brings confusion as educators are scared of infringing on the rights of learners (Masekoameng, 2010: 22).

2.5.3. Social factors

Simoforosa & Rosemary (2014:84) consider poverty as one of the causes of indiscipline. Poor parents are unable to provide their children with basic needs such as food and clothing. At school, these children are exposed to the phenomenon commonly referred to as "carry money", and learners who are able to wear the complete school uniform and dress warm. Children from poor families may then develop low self-esteem and engage in indiscipline in order to be known and recognised. Such children may even be involved in theft and prostitution or engage in informal jobs at the detriment of their school careers.

The media also contributes to indiscipline in schools. Danso (2010: 23) observed that some programmes that learners watch on television promote indiscipline. Learners learn by copying behaviour they observe and watching television and playing with computers and video-games, expose them to the need for power, control and aggressive behaviour (Marais & Meier, 2010: 47). Lochan (2010: 28) maintains that watching violent acts on television increases the acceptance of aggressive behaviour in young children and affects their sense of differentiation between right and wrong. When children are continually exposed to violence on the television, it increases the incidence of violence. Children often imitate what they see on television unless parents exercise control and guidance over their children.

2.5.4 Peer influence

Learners, like everybody, need to develop, maintain and strengthen associations with others (Nthebe, 2006: 42). Children, especially when they are young, have strong feelings of belonging and to be close to their parents or caregivers. This gives them a sense of security and trust. As the children grow up, they tend to associate with friends and peers. The peer-group influences the behaviour of the learner as he/she imitates their behaviour, dress code, values, what they eat and places where they hang out. Temitayo, et *al.* (2013: 5) maintain that the peer groups exert tremendous influence on the behaviour of learners. When children are neglected at home, and their parents do not have time for them, they are driven by the desire to belong and thus, join gangs. Children conform to the behaviour of the gang because they need the approval and acceptance of the gang (Abdulla, 2011: 23). Negative peer relationships are regarded by SACE (2011: 10) as a risk factor that increases the propensity of learners towards acts of violence. As the saying goes, “a friend of a thief is a thief”. Learners who are involved in gang-related activities, stand the risk of committing acts of violence and also being victims of violent acts (SACE, 2011: 10).

2.5.5 School factors

The literature points to the fact that conditions at school may increase the likelihood of the occurrence of indiscipline. Asiyai (2012: 45), in the study of indiscipline in Nigerian schools, found that educators’ and learners’ lateness, absenteeism in class, overcrowded classrooms, unconducive school environment, unenforceable rules and regulations, poor teaching and poor leadership by school administrators, increase the tendency of learners towards indiscipline. Nthebe (2006: 45) argues that secondary school learners are always looking for loopholes through which they could prove the lack of discipline at school, especially where there is no consistency in the application of discipline. Nthebe maintains that learners start by being late for school, stay in the toilets or move around classrooms and form traffic between the school and the community. Ncontsha (2013: 12) studied violence in the Eastern Cape and found that educators have to deal with large classes of over 60 learners and that overcrowded classes are difficult to control as acts of indiscipline go unnoticed.

Learners are influenced by teachers in their behaviour. According to Masekoameng (2010: 19-20), teachers who do not involve learners in classroom activities, experience disciplinary problems. Teachers who treat their learners as people who are capable of thinking for themselves and create a climate of belonging and involvement, experience few acts of

indiscipline. Masekoameng (2010: 20-21) proposes some categories of educators who will experience disciplinary problems as follows:

- The tardiness syndrome where an educator is always late for class;
- The “He is not my child” syndrome where the educator ignores learners who misbehave in class;
- The “I’ll keep a low profile” where the educator is present in body but his/her mind is elsewhere; and
- The “It’s none of my business” syndrome where the educator tries to be an ally of the learner telling him/her that he will stick to his business while the learner must stick to his or her own business.

In short, educators who do not care for learners and consider them as their own children, are likely to experience a lot of indiscipline in class. Caring for learners also means presenting lively and relevant lessons that expose the curriculum in interesting ways. Simoforosa & Rosemary (2014: 86) argue that educators who lack commitment, come to class unprepared, and present uninteresting lessons, run the danger of learners getting bored, playing truant and talking during lessons without permission. This idea is supported by Lochan (2010: 29) who maintains that learners who are bored often derive pleasure in making the educator’s angry through indiscipline. The curriculum should be able to offer opportunities for learners to develop a sense of personal worth, otherwise, learners will believe that the curriculum is irrelevant and boring, thus resorting to acts of indiscipline (Temitayo *et al.*, 2013: 3).

Abdulla (2011:27) avers that school managers should ensure a safe environment for teaching and learning to take place without disruptions. Principals are key stakeholders in the fight against indiscipline in schools. Thus, a principal, who uses an autocratic style of management and does not involve the School Management Team (SMT) and educators, breeds resistance to change as well as indiscipline. Principals must ensure that school premises are kept neat and attractive and that buildings are maintained in a tip-top condition because an unkempt school environment is a risk factor for indiscipline. This idea is confirmed by Smit (2013:353) who maintains that well-cared-for school facilities, clean and hygienic ablution facilities, functional equipment, well-maintained furniture and competent personnel go a long way towards instilling a sense of security and creating a conducive atmosphere for learning.

2.6 EFFECT OF INDISCIPLINE IN SCHOOL

Luiselli, Putman, Handler & Feinberg (2005: 183) assert that indiscipline creates unsafe learning environments, undermine instruction and pose a threat to the school population. The main reason for a study on indiscipline is because efforts should be made for its eradication as it has deleterious effects on the individual committing offences, the management of the school, teaching and learning and the community. The discussion that follows focuses on the areas and stakeholders likely to be affected by acts of indiscipline.

2.6.1 Effect on the individual guilty of indiscipline

Indiscipline affects the perpetrator more than anybody else. It destroys the trust between the perpetrator and the victim and also destroys their relationships. The perpetrator will discover later on in life that he/she wasted time in the school and did not obtain any qualification, leading to unemployment and loss of emoluments (Simoforosa & Rosemary, 2014: 81). The perpetrator will also discover later on in life that he/she cannot take care of him/herself and the family. Due to acts of indiscipline, the perpetrator finds out later that he/she is a loner without viable relationships and is shunned by the community. Even if he/she acquires a qualification, it will be useless due to lack of discipline at the workplace (Karanje & Bowen, 2012: 7). This may lead to depression and acute stress which may subsequently result in the perpetrator committing suicide.

2.6.2 Effect on the management of the school

Indiscipline has deleterious effects on the management of the school. Management of the school is disrupted from time to time because the principal and heads of departments endlessly attend disciplinary hearings instead of concentrating on supervising teaching and learning in the school. Indiscipline leads to unfinished academic and cultural school programmes, demoralised educators and parents and loss of hope in the educational sphere. Management of the school's resources becomes difficult, especially where there is rioting or demonstrations without permission. Destruction of the limited school property reduces the capacity of the school to accumulate necessary resources for successful teaching and learning as the limited funds are spent on restoring destroyed property instead of buying new ones.

2.6.3 Effect on teaching and learning

It is generally agreed that indiscipline has negative effects on the academic achievement of learners (Mkhize, 2002: 25). Karanja & Bowen (2012: 6) argue that there is a positive

correlation between academic performance and indiscipline. Whenever absenteeism, for example, increases, there is a drop in academic achievement. Learners who are disciplined, perform better than those who are not (Khuluse, 2009: 11). This is logically correct because undisciplined learners spend less time-on-task, are often absent from school, are often late for lessons and often come to school intoxicated. All these lead to loss of valuable learning time for undisciplined learners. Educators who deal with indiscipline on a daily basis in their classrooms, are demotivated by undisciplined learners and spend more time disciplining learners rather than on teaching and learning which is the core business of the school (Simoforosa & Rosemary, 2014: 81).

2.6.4 Effect on the community

Simoforosa & Rosemary (2014: 81) and Karanja & Bowen (2012: 3) suggest the following negative effects of indiscipline in the community:

- The long-term goals of education are undermined. For example, the government cannot achieve the millennium goal of eradicating poverty;
- Financial losses as a result of the destruction of school property. The government also spends money on education and this is wasted when schools fail to produce economically active school-leavers who are able to boost the economy; and
- In the long run, the community loses skilled people as undisciplined learners become drop-outs.

2.7 DEALING WITH INDISCIPLINE IN SCHOOLS

Many attempts have been made to solve the problem of indiscipline in schools and re-establish a culture of effective teaching and learning in educational institutions. Masitsa (2007: 905) believes that education should assist learners to learn and develop their potential in a peaceful environment and any obstacle to this goal should be eliminated or reduced regardless of its seriousness.

Over the years, different approaches have dominated the handling of indiscipline in schools. The literature on discipline is full of suggestions on how to deal with indiscipline in schools. It seems these suggestions are based on the positive behavioural approach, which is akin to the Whole School Approach to discipline. Horner & Sugai (2005: 10), for example, propose the following:

- Prevention of indiscipline;
- Positive social expectations must be defined and taught to learners;
- When a learner does something which is positive, it should be acknowledged;
- Consequences for problem behaviour must be put in place well ahead of time;
- There must be an ongoing collection and use of data for decision-making; and
- There must be an intensive, individual intervention strategies.

According to Idu & Ojedapo (2011: 735), discipline can also be solved through the following ways:

- Both the home and school environment should be made exciting and conducive for learning to children (learners), and other educational requirements such as the library, laboratory, workshop should be provided and equipped, and parents, educators, government and all stakeholders should be involved in the education of children;
- A cordial relationship should exist between parents and school authorities through active membership of Parent Teacher Associations (PTAs);
- The mass and electronic media should be used to enlighten all stakeholders on the effects of indiscipline in the society;
- There should be a reward for good conduct and punishment for bad conduct at home, school and society at large by parents, educators and the government; and
- All schools should have a competent professional Guidance Counsellor. Learners should be taught good behaviour and respect for parents, educators and all stakeholders that will be acceptable in the society.

Oosthuizen (2010: 18) outlines the following preventive approach which educators can use in managing indiscipline in schools:

- In order to be an effective educator, he/she must be a master of the subject(s); educators have to know how to present their subjects in such a manner that lessons will progress smoothly and learners' attention retained and should have good management skills;

- Educators should not hesitate to apologise when necessary. A mature educator should be prepared to apologise if he or she realises that he or she has made a mistake. This builds credibility and creates respect;
- The extent to which an educator acknowledges the learners as a human being, treats him or her with respect and allows him or her space for self-realisation, is of decisive importance for the learner's attitude and disposition towards the educator; and
- Educators must not become lazy about disciplining learners. He or she has to realise that it requires a constant commitment to give guidance and apply discipline consistently.

At times, at school and district levels, reactive responses to occurrences of antisocial behaviour are also likely. For example, when significant acts of school violence are experienced such as shooting, bomb threats and illegal drug activity, schools direct attention towards the following:

Establishing zero tolerance policies;

- Hiring security personnel;
- Adding surveillance cameras and metal detectors;
- Adopting school uniform policies; and
- Establishing alternative school placements and programmes (Horner & Sugai 2008:27).

Dunlap *et al.* (2010: 3) suggest interventions and strategies aimed at teaching and reinforcing expectations of acceptable behaviour as follows:

- Frequent direct instruction in specific student behaviours that demonstrate respect, responsibility and safety in various locations in the school;
- Substantial quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviours; and
- Predictable consequences for behaviour contraventions that are delivered consistently by all staff in a professional manner throughout the school.

2.7.1 Approaches to handling indiscipline

A study on indiscipline aims at finding out the best and most effective ways of dealing with indiscipline. This allows for teaching and learning to take place without distractions and disruptions. Theories and approaches determine how indiscipline should be handled in schools. The handling of indiscipline, therefore, depends on the perspective one holds and on the approach one uses. Sometimes, a person handles indiscipline without being aware of the background theory or approach he/she is using. This section brings to the fore, pre-suppositions that underlie the behaviour of individuals handling indiscipline. The theoretical approaches on indiscipline, including but not limited to behaviourism, humanistic approach, stakeholder theory, and the school-wide positive approach to discipline are discussed. Theoretical approaches provide a necessary background for school principals and other members involved in the discipline to understand their own styles of disciplining learners. Lochan (2010: 30) states that discipline strategies can be aligned along a continuum from extremely authoritarian, where adults make all the rules and punish any deviant behaviour, to the very permissive approach in which the child makes all the decisions.

2.7.1.1 Behavioural theory

The theories underlying the handling of discipline are derived from psychology that deals with the behaviour of individuals. Behaviourism is one such theories. The real goal of behaviourism is to provide the basis for prediction and control of human beings. The learner starts up on a clean slate and behaviour is shaped through positive reinforcement or negative re-enforcement.

Outside of psychology, animal trainers, parents and many others, make use of basic behavioural principles to help teach new behaviours and discourage indiscipline (Cherry, 2015: 6). The major tenet of the behavioural theory is that human behaviour can be explained in terms of conditioning. Thus, learner behaviour can be changed through conditioning. Accordingly, behaviourism is used to motivate learners to change their behaviour. Behaviourism is based on the belief that any behaviour can be increased if a person experiences positive reinforcement such as rewards. Conversely, a person will decrease unapproved behaviour if he/she experiences negative stimuli such as punishment (Donald, Lazarus & Lolwana, 2002: 125). This implies that educators can decrease indiscipline by applying punishment and increasing positive behaviour by offering rewards. This explication of behaviourism explains why behaviourism theory is very important in solving indiscipline among learners in secondary

schools. However, this theory has come under severe criticisms as new ways of handling discipline in schools have emerged, especially with the emergence of humanism.

2.7.1.2 Humanistic approach

Humanistic, humanism and humanist are terms in psychology relating to an approach which studies the whole person and the uniqueness of each individual. The humanistic theory looks at human behaviour not only through the eyes of the observer, but through the eyes of the person doing the behaving (McLeod, 2007: 1). This approach assumes that people are basically good, and have an innate need to make themselves and the world better. There is self-actualisation which is about psychological growth, fulfilment and satisfaction in life (McLeod, 2007: 4). Contrary to the behavioural theory, the humanistic approach emphasises that a person's behaviour is motivated by an innate desire to actualise him/herself. Thus, behaviour is motivated from inside the individual and not by outside forces such as stimuli from the environment. It is, however, optimistic and focuses on the noble human capacity to overcome hardship, pain and despair and this is not the case.

Indiscipline in secondary schools can be well-managed using the strengths of the humanistic approach, which shifts the focus of behaviour to the individual person rather than the environment. The educator can teach the individual to focus on him/herself and encourage him/her to seek desirable goals in life. The individual's self-image can be improved by therapy thus, instilling self-discipline. According to Temitayo et al. (2013: 8), self-discipline refers to a willingness to accept rules and regulations and the ability to act in accordance with what is expected of the individual by society.

Speaking of the humanistic educator, Mkhize (2002: 29) proposes the following characteristics:

- Is able to create an effective learning environment by involving learners in their own behaviour change;
- Reaches out to learners in a warm personal way and thus, bridges the gap of hostility in educator-learner relationships;
- Exercises a democratic attitude; and
- Cares and respects learners and achieves their cooperation in the classroom.

In this way, a humanistic educator, therefore, appeals to the inner desire of the learner to actualise him/herself. He or she uses this innate desire to encourage the learner to focus on him/herself. The educator can teach the individual to focus on him/herself and encourage him/her to seek desirable goals in life. Instead of using external stimuli, the humanistic teacher uses inner desires of the learner instead of externally motivated strategies to maintain discipline.

2.7.1.3 Stakeholder theory approach

The stakeholder theory as used in this study, is based on the theoretical aspect underpinning a democratic environment ushered by the Constitution of South Africa (SA, 1996b). A derivative of the democratic theory is the stakeholder theory which specifies that the participation of all stakeholders in matters that affect them, should be placed high on the list of priorities. It seems the South African Schools Act (SA, 1996a) captures the tenets of the stakeholder theory by stipulating that the School Governing Body should consist of principals, parents, learners, teachers and non-teaching staff. In a school, these stakeholders work in collaboration with one another and are involved in the governance of the school. The stakeholder participation theory is used in this study as the basis for dealing with indiscipline in schools.

The word ‘stakeholder’ has assumed a prominent place in public and non-profit management theory and practice in the last 20 years, and especially in the last decade. Stakeholders, therefore, refers to parties who will be affected by or will affect the organisation’s strategy (Nutt & Backoff, 1992: 439). In other words, any person or group in an organisation that can “place a claim on the organisation’s attention, resources, or output, or is affected by that output”, can be considered a stakeholder (Bryson, 1995: 27). Stakeholders possess the power to respond to, negotiate with, and change the strategic future of the organisation (Eden & Ackermann, 1998: 117). According to Johnson and Scholes (2006: 14), stakeholders depend on the organisation to fulfil their own goals and conversely, the organisation depends on them to achieve its goals.

The idea of stakeholders is very important in understanding the Whole School Approach to discipline in the school as it refers to persons and groups involved in carrying out discipline in the school. In managing discipline using the Whole School Approach, everybody in society is involved. Burton (2003:3) considers the school as an entity consisting of several interdependent components, namely, learners, educators, principals, SMT, SGB members and parents or caregivers. These components interact and exist within the greater system of the home and

community. It is only by involving all these components that indiscipline could ultimately be reduced or eradicated in schools.

2.7.1.4 Authoritarian approach

Educators who adopt an authoritarian approach, lay down rules for learners and expect them to obey not only the rules but also the educator with authority. This style of teaching uses outside incentives, such as rewards for obeying the rules and consequences for breaking them. An educator who adopts such approach, tends to be unfriendly and unapproachable and values their own opinions over those of students (Erasmus, 2009: 31). The main goal of an authoritarian approach is to gain total compliance and seeks to achieve goals through the use of external incentives which often evoke compliance out of fear. The approach leads to resentment and contributes to the cultivation of insecurities.

According to Erasmus (2009: 23), educators using the authoritarian approach believe in punitive disciplinary measures under the pretext that when a learner is punished for misbehaving, the behaviour will decrease and that the desirable behaviour can increase through the use of rewards. Mkhize (2002: 26) also attests to the fact that in the authoritarian approach, the teacher is the sole ruler in the class/school who cannot be challenged, criticised, or questioned. Such a teacher tends to be very directive, control-oriented and punishment-oriented.

2.8 A WHOLE SCHOOL APPROACH TO INDISCIPLINE

A Whole School Approach to indiscipline stands apart from the foregoing approaches and needs to be discussed fully, especially because it is the core approach in this study. According to Chu (2000: 8), a Whole School Approach is a pro-active reform process that brings together all components of the school under the belief that the problem of an individual cannot be dealt with satisfactorily in isolation. A Whole School Approach involves all members of the school community at all levels such as the board, the school, the class, the individual, the family and the community (Ontario Ministry of Education, 2009:2). A Whole School Approach to discipline implies that all members of staff and the whole community should accept responsibility for the behaviour of learners (Tattum, 1993: 63). In support of this idea, Akins & Grimes (2009: 26) consider a Whole School Approach as a model which draws together other related school improvement issues and processes in a meaningful and influential manner. In the Whole School Approach, the management of learners, teaching and learning and school

discipline are integrated into various school systems and incorporated into major school policies. Thus, the handling of indiscipline forms an integral part of all school processes.

The Whole School Approach includes elements of pro-active and comprehensive actions but also elements of traditional disciplinary methods (Lochan, 2010: 38). Marais & Meier (2010: 55) suggest that all stakeholders in education should be involved in managing disruptive behaviour: policymakers, school principals, and educators, personnel providing support systems, parents and society at large. This suggests that a Whole School Approach should be used in order to curb indiscipline. Wolhuter & Russo (2013: 9) and the Ontario Department of Education (2009: 5-14) present steps that are similar to implementing the Whole School Approach. These steps may be summarised as follows:

- Formation of teams consisting of representatives of key constituencies in the school;
- Assessing the current situation;
- The drawing up of policies that clarify types of prohibited behaviours, physical, verbal, and electronic forms of misbehaviour and consequences of misbehaviour;
- Providing professional development opportunities to educators and staff;
- Making provision in the curriculum for presenting acceptable behaviour;
- Implementing the approach; and
- Evaluating the implementation.

The discussion below is based on the above steps.



2.8.1 Formation of teams

The first step in establishing a Whole School Approach is the formation of a team charged with drawing up and implementing relevant disciplinary policies (Wolhuter *et al.*, 2013: 9). All members of staff should exhibit a team spirit when it comes to discipline of learners (Temitayo *et al.*, 2013: 9). At the school where the researcher is currently teaching, a disciplinary committee exists to deal with all disciplinary problems that may arise. It is assumed that such committees exist in other schools. Smit (2013: 351) maintains that most well-functioning School Governing Bodies have committees to attend to matters in the school, including learner discipline. These disciplinary committees can form the basis for the Whole School Approach team. This team should consist of a core team, including immediate staff members and

members of the School Governing Body to deal with indiscipline at its onset and minor offences that require more than the attention of the class educator. The extended team should include administrators, a school lawyer, members of the South African Police Services, nurses, educators, parents and learners.

According to Naidu *et al.* (2008: 134), the principal should actively form a working relationship with the communities in which the school is situated in order to ensure their support in school management. In this way, the principal will be ensuring cooperation from the community in drawing up policies on discipline. According to Chu (2000: 8), a Whole School Approach emphasises collaboration among teachers and community members and challenges them to reconceptualise their beliefs and practice of discipline.

2.8.2 Assessing the current situation

The task of the Whole School Approach team is to assess the situation of indiscipline in the school as an acknowledgement that indiscipline differs from school to school. Research should be conducted to identify common acts of indiscipline, the causes and effects on academic achievement of learners. Asiyai (2012) conducted a study to identify common acts of indiscipline in Nigerian schools and found that the most common forms of indiscipline are insubordination in the form of assault on teachers, vandalism of school property, wearing dirty and wrong clothes and fighting. A study by Maphosa & Mammen (2011: 191) revealed how schools in South Africa can identify prevalent minor and serious acts of misconduct in the school. The Whole School Approach team can use such research to identify the most prevalent acts of indiscipline in schools in order to draw up relevant policies to combat acts of misbehaviour.

2.8.3 Drawing up of school policies

The next task of the Whole School Approach team is to draw up policies based on the prevalent misbehaviour in the school. One of the requirements of the South African Schools Act is that every school should draw up a Code of Conduct for Learners (RSA, 1996). Lochan (2010: 32) argues that the setting of rules is a major step towards establishing a positive classroom environment. In agreement with the above statement, Temitayo *et al.* (2013:9) maintain that a Code of Conduct for Learners is “an important stepping-stone towards fostering a culture of learning, mutual respect, accountability, tolerance, cooperation and personal development”. The Code of Conduct for Learners should specify what behaviours are acceptable and which

ones are not. The inclusion of learners in the drawing up of the Code of Conduct for Learners is crucial because they are more likely to follow the rules that they themselves participated in formulating (Lochan, 2010: 32).

In most cases, the Code of Conduct for Learners does not include consequences for indiscipline but such consequences may be included in the policy of the school. Moyo et al. (2014: 8) propose the following consequences for indiscipline:

- Minor offences: verbal warning, demerits, additional work, physical work, community work and detention; and
- Serious misconduct and limited suspension of a week, transfer of the culprit to another school, suspension and expulsion.

Similarly, the Western Cape Education Department (2007) issued a pamphlet detailing offences and how to handle them. The offences are according to different levels (par. 2.3.1.-2.3.3).

- For level 1 offences, the class educator takes action by applying school rules and roping in the help of peers.
- For level 2 offences, the attention of the school-based team (such as the Whole School Approach Team (par. 2.7.1), the grade head, parental involvement, and the educator as a mentor of the learners. Here, use may also be made of support structures offered by the individual support plan.
- For level 3 offences, which are more serious offences, there is need to involve parents, support structures, the circuit team and apply policy regarding suspension and expulsion.
- For level 4 offences, which are very serious offences, the School Governing Body conducts a disciplinary hearing, The South African Police Services is called in and to support the culprit, social workers and parents are involved. The policy concerning suspension and expulsion of learners is also considered.

Moyo et al. (2014) also provide a list of measures recommended by the Alternatives to Corporal Punishment (ATCP) as follows: verbal warning; demerits; and detention. These alternatives to corporal punishment should be included in the policies on the maintenance of discipline in the school.

Other disciplinary measures that are applied in England are:

- Referral: where a misbehaving learner is kept in the school books but educated in another setting;
- Restorative justice: where the misbehaving learner is required to compensate the sufferer for the loss or repair for the damage he/she has caused;
- Mediation: parents, other children and their families, residents from the surrounding neighbourhoods, local priests and elders from local churches and mosques get involved;
- Internal exclusion which allows the culprit to be removed temporarily and separated from other learners and placed in a quiet room or therapy room; and
- Manager moved to another school: the respective heads can negotiate a move to another school that is in the child's interest (Wolhuter & Russo, 2013:11).

These measures are applicable in England but could also be used in South Africa as they are compatible with human rights culture.

2.8.4 Providing professional development opportunities to teachers and staff

The Whole School Approach provides an unusual and innovative approach to discipline among all stakeholders. The nucleus of staff forming the Whole School Approach team, should be trained in non-violent physical crisis to enable the team to respond by restraining and removing violent culprits (Lochan, 2010: 37). According to Marais & Meier (2010: 55), new knowledge gained from managing disruptive behaviour should be communicated to teacher training institutions so that novice teachers could be able to manage discipline upon their entry into the profession. Long-serving teachers are almost discouraged by disciplinary problems to the extent that some are even abdicating the responsibility of maintaining discipline in the school (Maphosa & Shumba, 2010: 397). These are teachers who will benefit from professional development opportunities in maintaining discipline in schools.

Educators and stakeholders should be trained on the prevention of inappropriate behaviour because as far as the Whole School Approach is concerned, prevention is better than cure. Such training should aim at equipping teachers and other staff with communication skills, mediation and non-violent crisis intervention strategies (Lochan, 2010: 38). Training should also address the fact that creating and sustaining a safe and secure environment is the responsibility of the whole community (Ontario Department of Education, 2009: 14). The school should use

professional training opportunities to disseminate the school policy to all members involved in discipline.

2.8.5 Implementing the approach

The opportunity for implementing the Whole School Approach occurs when all members of the team, educators, parents and learners, have been sensitised on the policy relating to the Whole School Approach. This will allow for the dissemination of information among implementers of the policy. Advocating for the approach is very crucial at the implementation stage in order to win over sceptics, critics and fence-sitters. The Whole School Approach team should also outline strategies, prevention programmes and intervention measures, including circumstances for the use of short and long-term suspensions and expulsions. It is important for the Whole School Approach to establish relationships with external agencies for such agencies to be able to provide support to learners and their families (Ontario Ministry of Education, 2009: 14).

The focus of the Whole School Approach should, firstly, be on effective classroom management as misbehaviour in the classroom could lead to more serious transgressions. The classroom forms the crux of implementing the Whole School Approach. Mokhele (2006: 150) is of the opinion that in managing the classroom, educators have to be in close partnership with learners when making decisions that affect the class. In line with this view, Bosire et al. (2009: 401) suggest that disciplining of learners safeguards the security of teachers and school property and promotes amicable learners-teachers interaction with likely positive effects on the quality of learning. Educators should be role models to learners by showing disciplined behaviour themselves as learners could copy good behaviour at all times. Lochan (2010: 36) suggests that teachers should model positive behaviours because learners learn morals and actions based on what they see than what they hear.

The school curriculum should reflect the Whole School Approach by integrating discussions on discipline in the subjects or learning areas of the school. For example, an educator teaching History, could illustrate that violence does not solve problems by referring to the wars that were waged in the past and which failed to bring peace in a particular country. Furthermore, a Biology educator could demonstrate how violence affects the different parts of the body through maiming broken body parts and lowering resistance of the body to repeated violence. It is the duty of the school, as whole, to curb discipline by removing the causes and consistently taking action on the misbehaviour of culprits (Simoforosa & Rosemary, 2014: 87). Educators

could also organise group discussions where issues such as name-calling, bullying and other forms of indiscipline are discussed and reading stories involving forms of indiscipline could go a long way in teaching learners to understand different forms of indiscipline (Marais & Meier, 2010: 55). The school should include, in its curriculum, the teaching of human rights and the responsibilities that go with such rights, as well as the limitations of such rights, taking into consideration that others also have rights (Maphosa & Shuma, 2010: 397).

2.8.6 Evaluating the implementation

Evaluating the approach takes place at two levels: evaluating the implementation of the approach; and evaluating its effectiveness. Monitoring, observing and reviewing of the implementation of the Whole School Approach should be undertaken on a continuous basis. The core team of the Whole School Approach should monitor the situation whether the implementation is carried out as agreed or not. Observation of learners' behaviour in and out of school, and especially after school, should be done by parents, bus drivers and members of the Representative Council of Learners (RCL) and reports given to the core team. Immediate corrective action should take place where the implementation deviated from the norm. All parties concerned should be involved in the evaluation. This can be done through reports from teachers and the core team and discussions of corrective measures that should be in place.

As far as evaluation of the effectiveness of the approach is concerned, the core team should collect information from all stakeholders through daily conversations. Questionnaires could be issued out in order to collect feedback from parents, learners, community members, district officials and educators from other schools and to find out whether there is any observable decrease in cases of indiscipline in the school. Statistics from the principal's office on the number of referrals, detentions and reported cases of violence could be used as indicators of the effectiveness of the approach. After evaluation, the approach should be revised and a new overall plan reviewed.

2.9 SUMMARY OF CHAPTER

The focus of this chapter was to review literature related to the topic. Concepts related to the study such as discipline, indiscipline, self-discipline, self-control, punishment, management and the school were explained and discussed. The theoretical basis of the study was discussed as a derivative of the democratic theory (the stakeholder theory). It was explained that this theory is applicable to the present study because the school is composed of principals, learners, educators and parents who must collaborate in dealing with indiscipline in the school. The

causes of indiscipline (such as home factors, political factors, social factors, the media, peer influence and even factors located within the school itself) were also discussed.

The effects of indiscipline in schools were also discussed in this chapter. The main reason for conducting a study on indiscipline is because efforts should be made to eradicate such acts as they have deleterious effects on the individual committing such offences and management of the school. Various acts and levels of indiscipline were examined and discussed. Various approaches to handling indiscipline in schools were examined and the Whole School Approach explained in detail. The next chapter presents the research methodology used in conducting this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research design and methodology used in conducting the study. An explanation of the research design is given as well the paradigm that informed this empirical study. The research methodology used in the study (quantitative approach), the population and sampling, the instrument used in collecting data, methods of data collection, data analysis, validity and reliability of data are also explained in this chapter.

3.2 RESEARCH PARADIGM

A paradigm is a very important component of a research (Mackenzie & Knipe, 2006:194) for it describes perceptions and the way research should be conducted based on a specific philosophy and assumptions. It influences the choice of the research design and methodology and the way the research is conducted. A post-positivistic paradigm was used in this study. This paradigm holds a deterministic philosophy in which causes probably determine effects or outcomes (Creswell, 2009: 7).

Positivism is considered an empirical explanatory approach that maintains belief in observation (Racher & Robinson, 2002: 465). It is based on using scientific methods to investigate and write about human experiences by keeping the research free from values, passion, politics and the ideology of the researcher. Creswell (2009: 7) maintains that positivist research begins with a theory, collects data that either supports or refutes the theory. By carefully analysing data, rigorous, exact measures of the phenomenon are presented (Neuman, 2006: 82). The results obtained in this study are presented as numerical data after analysis. This paradigm enabled the researcher to use structured methods of data collection and to carry out a large-scale investigation among the population of selected schools in the Mafikeng Area.

The reason for the choice of the positivistic paradigm is because it yields large-scale information that is quantifiable and generalisable and suitable for the probing nature of this study. Although the researcher may not be able to design social laws as required by the positivistic paradigm, nevertheless, the researcher could discover trends and patterns of dealing with indiscipline in schools which could be generalised to the whole study population. The positivistic paradigm was suitable in terms of answering the research questions, especially in

unearthing the causes of indiscipline in schools. Hence, it is geared towards identifying and assessing the causes and effects of indiscipline among learners.

3.3 STUDY POPULATION, SAMPLING AND RESPONSE RATE

A sample is a proportion of a population or the element of the population considered for actual inclusion in a study (De Vos, Strydom, Fouche&Delport, 2005: 146). The population of this study consisted of learners, parents, educators and principals selected from 22 secondary schools within the Mafikeng Area Office. A random sampling table was used to select 8 schools from the said area. From each of the 8 schools, the school principal (N=8), parents, (N=36), educators (N=141) and one class of Grade 12 learners, estimated at 26 learners per school (N=212) were selected for the study. A total of 397 participants were thus selected to participate in the study in order to obtain the richest possible source of information to answer the research questions (Niewenhuis, 2007: 79). See appendix 11 for the response rate per school. This was done in accordance with the prescript of Struwig & Stead (2001: 112) that sampling includes the selection of respondents according to a pre-determined number of respondents from each stratum. The sampled respondents represented the ideas of the stratum.

The population of the study was restricted as explained above due to time constraints and limited financial resources. More learners were considered in the study because they are involved in acts of indiscipline and have in-depth knowledge of acts of indiscipline that occur in schools and could, therefore, provide better and quality responses as well as in-depth information on the topic.

3.4 RESEARCH DESIGN

Schumacher & McMillan (2001: 66) maintain that a research design addresses important issues relating to the project such as location of the study, purpose, type of investigation, unit of analysis in line with fixed, standard arrangements of research conditions and methods that have their own coherence and logic so as to answer possible questions. On the one hand, Williams (2005: 395) asserts that a research design is not just about gathering facts without purpose or presenting information or data without interpretation. On the other hand, Khalid, Haimhilman & Kumar (2012: 19) maintain that research designs vary from simple to complex depending on the nature of the study and the specific hypotheses formulated for testing. Thus, the researcher presents a research design as a comprehensive strategy that integrates different components of the study in a coherent and logical manner to address the research questions.

A quantitative research approach (a survey) was used in this study in line with the positivistic paradigm explained above. Through a survey research design, the researcher did not manipulate a situation but simply presented the questionnaire to a great number of respondents and recorded their responses (Neuman, 2006: 43). Respondents were issued copies of the questionnaire to complete after receiving permission to conduct the study. The questionnaires were personally administered by the researcher in order to ensure a high response rate.

3.5 DATA COLLECTION INSTRUMENT

As alluded to above, survey designs are used to collect information from a large number of people within the shortest time available. A questionnaire was used in this study to collect information on variables of interest such as the causes of indiscipline and how principals deal with indiscipline in schools.

3.5.1 Advantages and disadvantages of a questionnaire

A closed-ended questionnaire was used to collect data. Respondents were asked fixed questions and had to choose from a number of responses provided in the questionnaire. Instead of using a survey interview, a questionnaire was considered an appropriate and suitable tool for the following reasons: • A questionnaire is relatively cheap and easy to administer;

- It is easier and quicker for respondents to answer;
- Answers are easier to code and statistically analyse;
- Respondents are likely to answer sensitive questions;
- Less articulate or less literate respondents are not at a disadvantage;
- All respondents react to the same questions and this makes it easier to compare answers;
- It has rapid turnaround times;
- The response rate is usually higher than in other methods; and
- Respondents can be reached across long distances (Maree & Pietersen, 2006:157; MacMillan & Schumacher, 2006:194; Neuman, 2006:287).

Despite these advantages, a questionnaire has several disadvantages as follows:

- Respondents with no opinion or knowledge can answer in any manner. This was minimised as all respondents had experience of acts of indiscipline in schools and held a certain opinion or had a certain knowledge of the subject under consideration;
- The response rate to a questionnaire is notoriously low. The researcher increased the response rate by issuing and collecting questionnaires personally from principals of

schools. However, not all questionnaires were returned as some respondents failed to submit the completed questionnaires on time. This necessitated the researcher to make follow-ups, which increased the time and costs of administering the questionnaire;

- Clerical mistakes or marking the wrong answers could be possible. The researcher made sure that the questionnaire was clearly typed with no errors and used simple language that could be understood by all respondents;
- Some respondents complained to principals that the questionnaire restricted them on what they wanted to say about indiscipline in their schools. The researcher could do nothing about this problem but assured principals that the responses were adequate for purposes of the study; and
- There was no control over who responded to the questionnaire as respondents took the questionnaire home and responded at their own pace in the privacy and comfort of their homes. However, most respondents personally handed over the completed questionnaires to the principal. It could be surmised, therefore, that, they showed interest in responding to the questionnaire and this gave the researcher the hope that respondents were genuine in responding to the questionnaire (Maree & Pietersen, 2006:157; MacMillan & Schumacher, 2006:194; Neuman, 2006:287).

In dealing with the disadvantages of a questionnaire as outlined above, the researcher increased the reliability of the data as a true reflection of the opinions of respondents.

3.5.2 Designing the questionnaire

The researcher consulted previous studies to find a suitable instrument with no success. The researcher thus, conducted a literature study in order to formulate questions that were relevant to answer the research questions. In designing the questionnaire, the researcher followed the prescripts recommended by Struwig & Stead (2010: 89); Best & Kahn (2003:207); and Leedy & Ormrod, 2010:194-197) as follows:

- A questionnaire should be brief and to the point by focusing on essential data that is informed by the research questions;
- It should contain precise and clear instructions on how to answer questions;
- It should start with questions that are easy to answer then proceed from general to specific questions and lastly, personal and sensitive questions;
- The length of the questionnaire should be short to avoid respondent fatigue;

- The questionnaire should be free from subject-related language or academic jargon and this means the vocabulary should be suitable to the level of respondents; and
 - The questionnaire should be attractive and professionally looking.
- By complying with the above prescripts, the researcher ensured a possible high rate of return and that the data emanating from the responses were reliable and valid.

3.5.3 Structure of the questionnaire

Three questionnaires were designed for this study in accordance with the population under investigation. All the questionnaires were similar in terms of design and items with the exception of the one issued to learners.

- **Questionnaire for principals and educators and the parent component of the SGB**

Section A: Biographical and demographic data

This section requested biographical and demographic information of principals and educators. It consisted of 8 questions as follows: gender; age (in years); present position; number of years in the present position; highest qualification; location of the school; number of learners in the school; and socio-economic status of most learners in the school.

Section B: Manifestations of learner indiscipline within school premises

In this section, respondents were asked to indicate the frequency with which acts of indiscipline occurred within the premises of schools using a Likert-scale based on the following anchors:

- Never;
- Seldom;
- Sometimes; and
- Often

This section consisted of 12 items based on different acts of indiscipline.

Section C: Manifestations of learner indiscipline at the level of the school

The aim of this section was to find out the frequency with which acts of indiscipline occurred at the level of the school. These are acts considered to be serious misconduct that affect the whole school. The section consisted of 10 question. The same Likert scale, as indicated above, was used.

Section D: Causes of indiscipline

The aim of this section was to investigate the likely causes of indiscipline in schools. Respondents had to mark the number that represented their opinion on a Likert scale based on the following anchors:

- Not likely;
- A moderately likely cause;
- A likely cause; and
- An extremely likely cause.

The section consisted of 11 questions.

Section E: Dealing with indiscipline in the school

The aim of this section was to find out how indiscipline was handled in the school. The items in this section were based on the Whole School Approach to indiscipline in schools. Respondents had to mark the number that most represented their opinion on a Likert scale based on the following anchors:

1. Totally disagree;
2. Disagree;
3. Agree; and
4. Totally disagree.

This section consisted of 13 questions.

• Questionnaire for learners

Section A: Biographical and demographic data

Only two questions were include in this section (gender and age).

Section B: Manifestation of indiscipline in the classroom

Unlike the questionnaire for principals, teachers and the parent component of the SGB, the questions for learners focused on the frequency with which acts of indiscipline occurred in classrooms. The questions in this section were different from those issued out to principals, teachers and the parent component of the SGB. This section consisted of 16 items.

Section C: Manifestations of indiscipline within school premises

The questions in this section of the questionnaire for learners were similar to those asked in Section B of the questionnaire for principals, educators and the parent component of the SGB but consisted of 10 question instead of 12.

Section D: Manifestations of indiscipline at the level of the school

Instead of asking questions relating to the causes of indiscipline, items in this section of the questionnaire for learners were similar to those asked in Section C of the questionnaire for principals, teachers and the parent component of the SGB. It also consisted of 10 items.

Section E: Dealing with indiscipline in schools

All questionnaires had similar questions in this section.

3.5.4 Pilot study and the final questionnaires

A pilot study was conducted using two schools that were not part of the sample. In both schools, the principals, two educators, two learners and two members of the SGB parent component were involved (giving a total number of 7 respondents). It was useful to administer the questionnaire to this preliminary group in order to get feedback on the relevance and suitability of items on the questionnaire, the suitability of the length of the questionnaire and whether respondents understood the phrasing of the questions (Struwig & Stead, 2010: 89). The questionnaire was adjusted according to the views of the pilot study group. Some questions were eliminated while new questions were formulated and added to the final questionnaires. Generally, however, this group found the questionnaire to be suitable and relevant to the issue of indiscipline in schools.

The questionnaire was also submitted to the North-West University Ethics Committee for scrutiny. After going through the questionnaire, it was suggested that a separate questionnaire be designed for learners as they experience most acts of indiscipline in classrooms. Moreover, learners had a limited view of the school unlike educators, principals and the parent component of the SGB. After making the required changes, the final questionnaires were designed for administration.

3.6 VALIDITY AND RELIABILITY

The reliability of the instrument was considered to be important in this study. There are many ways of testing reliability such as test-retest and equivalent forms of reliability. However, both were found not suitable for the study due to time constraints. The researcher opted to use internal reliability, also referred to as internal consistency. To ensure that the instrument was reliable, the researcher ensured that a high degree of similarity existed among several items of the instrument (Struwig & Stead, 2010: 131-132; Pietersen & Maree, 2007:216). Moreover,

the questionnaires were completed on one occasion. In this way, the researcher ensured that items measured one construct, that is, indiscipline in schools. Furthermore, the questionnaires were subjected to Cronbach's alpha coefficient, which is suitable when a questionnaire requires respondents to answer questions on multiple levels. This test was suitable because the questionnaires consisted of several groups of question items on the manifestation of indiscipline in schools. All question items yielded a Cronbach's coefficient of 0,80 indicating reliable estimates (Pietersen & Maree, 2007: 216).

The validity of an instrument is the extent to which the instrument measures what it is supposed to measure (Pietersen & Maree, 2007: 216). The validity of the instrument was tested on the following types of validity:

- Face validity: This was achieved in the pilot test where respondents claimed that the questionnaire appeared to measure issues of indiscipline in school;
- Content validity: The researcher tested the consistency of the questions in measuring issues related to indiscipline in schools. This implies testing the extent to which the instrument covers the complete content of the particular construct (Pietersen & Maree, 2007: 217). Content validity was achieved by applying a rigorous scrutiny of the content of the literature study that exposed the theoretical content domain of the construct indiscipline;
- Construct validity: According to Leedy & Ormrod (2010:92), "construct validity is the extent to which an instrument measures a characteristic that cannot be directly observed but is assumed to exist based on patterns in people's behaviour". In agreement with this assertion, Struwig & Stead (2010: 139-141) maintain that a construct is an abstract variable that is not observed directly. Indiscipline is such a construct because it can be inferred from the behaviour of people. Construct validity in this study was established by constructing question items that reflected the characteristics of indiscipline in schools. A list of behaviours reflecting the manifestation of indiscipline in schools was derived from the literature study. In this way, the abstract construct of indiscipline was operationalised for measurement (Struwig & Stead, 2010:139-140).

To further ensure validity, the questionnaires were submitted to experts in the field of educational management and the Statistical Section of the North-West University for scrutiny and comments. These comments were used to improve the quality of the questionnaires.

3.7 DISTRIBUTION OF THE QUESTIONNAIRES AND ADMINISTRATIVE PROCEDURES

The researcher personally distributed the questionnaires at each of the selected schools after obtaining permission to do so from the Area Manager, the principals, the educators, parents and learners. The researcher distributed the questionnaires to principals of the selected schools and requested them to issue them to educators in the schools. Principals of the selected schools were also requested to give the questionnaires for the parent component of the SGB to their children and to bring them back to the school after completion. For Grade 12 learners, principals were requested to assign a Head of Department or teacher to administer the questionnaires in the classrooms. The principal and the researcher agreed on a date and time to collect the completed questionnaires.

3.8 DATA ANALYSIS

As stated by Pietersen & Maree (2007: 183), data analysis begins with the application of descriptive statistics in order to organise and summarise data in a meaningful way. The completed questionnaires were submitted to the Statistical Consultancy service of the North-West University (Mafikeng Campus) for analysis. Data was analysed using the Statistical Package for Social Sciences (SPSS) 23.0 programme. Descriptive statistics were presented using frequencies and percentages to explain results. The results were analysed according to the strata of respondents (principals, teachers, Grade 12 learners and the parent component of the SGB).

Two-way frequency tables were computed for biographical and demographic details of respondents (Section A of the questionnaires). The mean score technique was used to find out the frequency with which the various acts of indiscipline occurred in schools as perceived by principals, educators, learners and members of the SGB parent component (Sections B,C and D of the questionnaires). The aim of the application of the mean score technique was to find out acts of indiscipline prevalent in schools in order to make recommendations specifically aimed at addressing acts of indiscipline in schools.

The intention of the researcher was to go beyond the level of organising and summarising the data to ensure that the data could be generalised to the whole population or to draw conclusions about the population (Pietersen & Maree, 2007: 198). Thus, inferential statistics were used for this purpose. A t-test was computed for Section E of the questionnaires in order to determine differences in opinion between the following means:

- Principals and educators;
- Principals and the parent component of the SGB;
- Principals and learners;
- Educators and learners;
- Educators and the parent component of the SGB; and
- Learners and the parent component of the SGB.

The aim of this test was to determine aspects of the whole school approach that are properly implemented and those that are properly adhered to in schools. Furthermore, the mean scores were subjected to the test of effect size to determine if the difference in opinion between the two sets of means was practically significant. According to Pietersen & Maree (2007: 211), the effect size is denoted by *d* and the following guidelines for the interpretation of the magnitude of *d* is as follows:

<i>d</i>	Meaning
0,2	Small effect
0,5	Medium effect
0,8	Large effect

Data was, therefore, analysed to find out if there are statistically and practically significant differences between the said categories of respondents. The researcher attempted to interpret the data in the light of its significance for a whole school approach to indiscipline in schools.

3.9 ETHICAL ISSUES

Ethics refers to a system of morals and rules of behaviour when conducting research (Struwig & Stead, 2010: 66). Such guidelines require the researcher not to engage in dishonest behaviour when conducting research such as making respondents uncomfortable, coercing respondents to take part in the research and exposing respondents to harm either psychologically or physically. The researcher observed all ethical issues in conducting this study and complied with ethical demands (Leedy & Ormrod, 2010: 101-102; Coleman& Briggs, 2002: 79; Struwig & Stead, 2010: 67-68).

- Researchers must respect the rights and dignity of respondents. To comply with this prescript, the researcher solicited the consent of respondents to take part in the study. Permission to conduct the study was requested and granted by the Department of

Education (North West Province), Directors of the Area Project Offices, principals, parents, teachers and learners.

- Respondents were assured that anonymity was going to be ensured and that they were not expected to disclose their names or the names of their schools on the questionnaires. This was indicated in the questionnaires.
- Although respondents were required to fill in the informed consent form, they were assured that the results were not going to be traced back to respondents.
- Respondents were also assured that their responses were to be kept confidential and nobody, except the University and the Department of Education (North West Province), will be allowed access to the results of the study. Respondents were informed that they could request the results once the study had been completed.
- Respondents were not coerced to take part in the study but were informed that they were free to decline to take part and could withdraw from the study at any stage of the research (before, during or after completing the questionnaires without any fear of negative consequences on their part). The researcher did not use the permission to conduct research from the Department and the Area Offices to make respondents feel obliged to take part in the study.
- The researcher was careful when administering the questionnaire to learners by seeking and obtaining their consent to take part in the study and informed them of the purpose of the study. Learners were assured, as were all respondents, that the study was not harmful to them. Learners, as well as all respondents, were informed that they were not obliged to respond to questions if they felt uncomfortable or if they felt the issues were sensitive. No questions required learners to recount their experiences of acts of indiscipline affecting them or their friends.

3.10 SUMMARY OF CHAPTER

This chapter has presented the empirical aspects of the study. For the sake of clarity, the objectives of the study were reiterated and the research paradigm explained. The post-positivistic paradigm that encompasses the use of the survey method of investigation was also explained in this chapter. The research design and instrument used in collecting data were discussed. The advantages and disadvantages of a questionnaire were provided, its design, piloting, structure, validity and reliability explained. It was pointed out that the questionnaires

were tailor-made to suit the stratum of the population, which consisted of principals, teachers, learners in Grade 12 and the parent component of the SGB. The next chapter is the presentation and interpretation of data.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

This chapter focuses on the presentation and interpretation of results. The results are presented in the form of tables, reflecting the frequencies and percentages of responses obtained in the questionnaires. The item numbers for learners differ from those of principals, educators and parents. The items in the questionnaire for learners included the manifestation of indiscipline in the classroom but omitted questions on the causes of indiscipline while the questionnaire for principals, educators and parents omitted only the manifestation of indiscipline in the classroom. For the sake of summary and for ease of comparison of data, the item numbers in the tables correspond with the item numbers as assigned in the questionnaire for teachers, principals and parents with the exception of the questionnaire for learners. An interpretation of data is given under each table, however, the discussion does not follow each question item in the table but rather a summarised version of highlights of the table.

Section A presents the demographic characteristics of respondents (gender, age, position, years of work experience, highest level of qualification, location of school, number of learners at the school and socio-economic status of most the schools). In section B, the results focus on presentation of the manifestation of indiscipline at classroom level from learners, manifestation of indiscipline within the school premises, manifestation of indiscipline within the school premises from the perspectives of the principals and educators, manifestation of indiscipline within the school premises from the perspectives of parents and learners, manifestation of indiscipline at the level of the school, manifestation of indiscipline at the level of the school from the perspectives of principals and educators, manifestation of indiscipline at the level of the school from the perspectives of parents and learners. Furthermore, the causes of indiscipline and mechanisms used to deal with such misconduct are discussed in sections E and F.

4.2 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

This section presents the demographic characteristics of respondents significant in explaining their attributes in the study. Table 4.1 presents the number and percentage distribution of principals, educators, parents and learners who participated in the study.

Table 4.1: Percentage frequency of respondents according to gender

			Principals		Teachers		Parents		Leaners	
Item N°	Question	Sub-question	F	%	F	%	F	%	F	%
A1 Gender		Males	4	50	72	51,1	18	50	80	37,7
		Females	4	50	69	48,9	18	50	132	62,3
		Total	8	100	141	100	36	100	212	100

In Table 4.1, the opinions of males and females are properly represented as there are equal numbers of male and female respondents among principals and parents (50% respectively). This is also an indication that the opinions gathered represent a balanced view of both males and females among principals and parents. Among educators who participated in the study, the results revealed that the scale was in favour of males (51, 1%), however, there was also a high number of female respondents (69) who participated in the study.

This may also be understood as a balanced view of opinions among educators. Among learners, the opinions represented are mostly those of female respondents (62, 3%) while male respondents represented only 37, 7%. This is not surprising as in most schools, female learners outnumber males.

Table 4.2: Percentage frequency of respondents according to age

		PRINCIPALS		TEACHERS		PARENTS		LEARNERS		
Item	question	Sub-	F	%	F	%	F	%	F	%
A2	Age in years	16-18	-	-	-	-	-	-	176	83,0
		19-20	-	-	-	-	-	-	34	16,0
		20+	-	-	-	-	-	-	2	0,9
		20-30	-	-	14	9,9	-	-	-	-
		31-40	1	12,5	37	26,2	8	22,2	-	-
		41-50	4	50	59	41,8	23	63,9	-	-
		51-60	2	25	28	19,9	5	13,9	-	-
		60+	1	12,5	3	2,1	-	-	-	-
		Total	8	100	141	100	36	100	212	100

From Table 4.2, most principals and parents are aged between 41 and 50 years, representing 50% and 63, 9% respectively. Only 1 principal (12, 5%) who participated in the study is close to retirement (60+) and 1 (12, 5%) is the youngest aged 31-40. 41, 8 % of educators are aged between 41 and 50 years. This is an indication that acts of indiscipline could be handled effectively within the selected schools. The results in Table 4.2 indicate that most principals and parents are of active working age, that is, not too young and not too old.

Among learners, the dominant age is between 16 and 18 years, representing 83, 0% of learners sampled. Only 16, 0% of learners were above 20 years. This proves that the learners are in their late adolescent stage, an indication that they are easily influenced by peers in committing acts of indiscipline (par. 2.4.4).

Table 4.3: Current position the stakeholders responsible for managing school operations

Item N ^o .	Sub-	PRINCIPALS		EDUCATORS		PARENTS		LEARNERS	
		F	%	F	%	F	%	F	%
A3 Current position	Principal	8	100	-	-	-	-	-	-
	Deputy principal	-	-	4	2,8	1	2,8	-	-
	Head of department	-	-	13	9,2	-	-	-	-
	Educators	-	-	124	87,9	2	5,6	-	-
	Parents	-	-	-	-	33	91,7	-	-
	Learners	-	-	-	-	-	-	212	100
	Total	8	100	141	100	36	100	212	100

Table 4.3 shows that 8 principals, 141 educators, 36 parents and 212 learners participated in the study. These figures were used to classify and report data according to the categories of respondents, as well as compare responses of the different categories of respondents. The Table shows that teachers were in the majority, followed by learners, parents and principals. The data may be interpreted to mean that the opinions expressed by learners and educators were more meaningful, especially because learners commit acts of indiscipline and educators have to bear the brunt of such acts. The fact that 91,7% of SGB members are parents may be an indication that parents are normally at work during school hours except when they have meetings or when they are requested to report to the school. In terms of handling indiscipline

in schools, parents do not really play a great role, however, they are called in by principals and educators to formulate rules and regulations relating to discipline and to handle cases of serious misconduct (levels 3 and 4 (par. 2.3.3)).

Table 4.4: Number of years spent in current position

Item N°	Question	Sub-question	PRINCIPALS		EDUCATORS		PARENTS	
			F	%	F	%	F	%
A4	Number of years spent in current position	0-5	3	37,5	16	11,3	28	77,8
		6-10	2	25,0	42	29,8	2	5,6
		11-15	-	-	41	29,1	4	11,1
		16-20	2	25,0	25	17,7	-	-
		21+	1	12,5	17	12,1	2	5,6
		Total	8	100	141	100	36	100

Table 4.4 shows that most of principals (37, 5%) have been serving in their current positions for 0-5 years, while respondents who have been principals for 6-10 years and 16-20 years make up 50% of the total number of principals sampled. The results reveal that a good number of principals (37, 5%) do not have adequate experience to handle indiscipline successfully. However, the majority of principals (50, 0%) have adequate experience to deal with acts of indiscipline in schools compared to the few respondents who have been principals for less than 6 years (37, 5%). The results further reveal that 11, 3% of respondents have been teaching for 0-5 years while 29,8% and 29,1% have been teaching for 6-15 years while those with 16-21 years of experience constitute 42%. The majority (58, 9%) of teachers have been teaching for 6-15 years. This shows that educators are fairly young and can handle acts of indiscipline successfully. The majority of parents (77, 8%) have been in their positions for 0-5 years, possibly because of the term of their office (three years).

Table 4.5: Highest level of education of respondents

		PRINCIPALS		EDUCATORS		PARENTS		LEARNERS	
		F	%	F	%	F	%	F	%
A5 Highest qualification	Teacher's Diploma	-	-	22	15,6	2	5,6	-	-
	ACE			10	7,1	1	2,8	-	-
	Bachelor's Degree	1	12,5	55	39,0	11	30,6	-	-
	Bachelor of Education with Honours	4	50,0	45	31,9	2	5,6	-	-
	Master's Degree	3	37,5	4	2,8	-	-	-	-
	Doctoral Degree	-	-	-	-	-	-	-	-
	None of the above	-	-	2	1,4	9	25,0	-	-
	Other	-	-	3	2,1	11	30,6	-	-
	Total	8	100	141	100	36	100	-	-

From Table 4.5, it is clear that principals are well-educated as 50, 0% of them are holders of a Bachelor of Education with Honours while 37, 5% are holders of a Master's degree. Among educators, 12, 5% hold a Bachelor's degree while 50, 0% hold an Honours degree. The dominant qualification held by parents is a Bachelor's degree. This is an indication that the sampled population is very enlightened considering their qualifications and are, therefore, well-positioned to handle acts of indiscipline in schools and to understand and implement suggestions proffered in training workshops. Some parents (55, 6%) and educators (3, 5%) did not respond to this question.

Table 4.6: Location of the school

Item N°	Question	Sub-question	PRINCIPALS		TEACHERS		PARENTS		LEARNERS	
			F	%	F	%	F	%	F	%
A6	Location of your school	Township	3	37,5	39	27,7	16	44,4	-	-
		Village	1	12,5	36	25,5	8	22,2	-	-
		Farm	-	-	-	-	-	-	-	-
		Town/City	4	50,0	66	46,8	12	33,3	-	-
		Total	8	100	141	100	36	100	-	-

According to Table 4.6, 50, 0% of principals, 46, 8 % of educators and 33, 3% of parents indicated that their schools are located in towns/cities. A total of 37, 5% of principals, 27, 7% of teachers and 44, 4% of parents indicated that their schools are situated in Townships. A smaller number of principals (12, 5%), educators (25, 5%) and parents (22, 2%) indicated that their schools are situated in villages. The literature revealed that a phenomenon that is prevalent in Southern Africa and also in South Africa is the fact that fathers are absent from home as they work in cities (away from their homes (par 2.4.1)). From the results, it could be concluded that acts of indiscipline will be high as pointed out in the literature. Learners from towns/cities and townships are the most undisciplined (Myvelt & Medley, 2015).

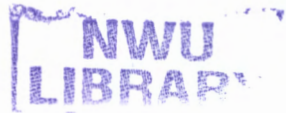


Table 4.7: Number of learners in the school

Item	Question	Sub-question	PRINCIPALS		EDUCATORS		PARENTS		LEARNERS	
			F	%	f	%	F	%	F	%
A7	Number of learners in the school	200-299			2	1,6	2	5,6		
		300-399	1	12,5	-	-	-	-	-	-
		400-499			12	8,5	4	11,1	-	-
		500-1000	6	75,0	104	73,8	25	69,4	-	-
		1000+	1	12,5	23	16,3	5	13,9		
		Total	8	100	141	100	36	100		

Table 4.7 shows that most of the schools sampled have 501-1000 learners. This information was confirmed by 75, 0% of principals, 73, 8% of educators and 69, 4% of parents. It is assumed that majority of schools in the study area have a large population of learners and, therefore, it could be concluded that acts of indiscipline will be high in such schools as pointed

out in the literature (that large classes are a risk factor for acts of indiscipline to occur, par 2.4.5).

Table 4.8: Socio-economic status of learners within the schools

Item	Question	Sub-question	PRINCIPALS		EDUCATORS		PARENTS		LEARNERS	
			F	%	F	%	F	%	F	%
A8	Socio-economic status of learners within the schools	Low	4	50,0	49	34,8	12	33,3	-	-
		Average	3	37,5	69	48,9	17	47,2	-	-
		High/affluent	1	12,5	23	16,3	7	19,4	-	-
		Total	8	100	141	100	36	100	-	-

Table 4.8 shows a disparity in the opinions of respondents as far as the socio-economic status of learners within the schools is concerned. The results show that 50, 0% of principals consider the socio-economic status of learners in the schools to be low whereas, teachers (48, 9%) and parents (47, 2%) consider the socio-economic status of most learners to be average. It could be concluded that the socio-economic status of learners in these schools ranges from low to average. From the results, it could also be concluded that indiscipline will be high as pointed out in the literature (that poverty is one of the causes of indiscipline in schools, par. 2.4.3).

4.3 MANIFESTATION OF INDISCIPLINE IN CLASSROOMS: LEARNERS' PERSPECTIVE

Table 4.9 shows results of learners in relation to the manifestation of indiscipline in classrooms. This was assessed based on the Likert scale defined as never, for learners who had experienced no trace of indiscipline in the classroom setting, partly, who reported to have experienced some traits of indiscipline in schools, sometimes, who indicated to have experienced some challenges of indiscipline and those who considered indiscipline as a frequently occurring phenomenon in schools.

Table 4.9: Learners’ responses on the manifestation of indiscipline in classrooms

		LEARNERS							
		Never		Partly / seldom		Sometimes		Often	
Item no.		F	%	F	%	F	%	F	%
B1, Copying of homework		30	14,1	56	26,4	100	47,1	26	12,3
B2, Late arrival for class		83	39,1	48	22,6	60	28,3	21	9,9
B3 Does not work in class		130	61,3	48	22,6	27	12,7	7	3,3
B4, School books are neglected		121	57,1	44	20,8	37	18,4	8	3,8
B5, General untidiness		116	54,7	53	25,0	35	16,5	8	3,8
B6, Leaving the classroom without permission		117	55,1	47	22,1	37	17,5	11	5,2
B7, Pushes past the teacher		180	84,9	19	9,0	11	5,2	2	0,9
B8, Walking out on the teacher		181	85,4	19	9,0	10	4,7	2	0,9
B9, Making rude remarks about the teacher		144	67,9	36	17,0	22	10,4	10	4,7
B10, Wandering about		82	38,7	63	29,7	55	25,9	12	5,7
B11, Visiting other learners		70	33,0	48	22,6	67	31,6	27	12,7
B12, Passing notes		83	39,2	63	29,7	50	23,6	16	7,5
B13, Sitting on desks		64	30,1	46	21,7	63	29,7	39	18,4
B14, Throwing objects around the classroom		130	61,3	42	19,8	30	14,2	10	4,7
B15, Graffiti and writing on desks		107	50,5	40	18,9	26	12,3	39	18,4

Table 4.9 shows the responses from learners to questions relating to the occurrence of acts of indiscipline within classrooms. The responses in Table 4.9 shows that most acts of indiscipline never occur in classrooms, especially regarding the following acts of indiscipline:

- Item B7 : Pushes past the educator (84, 9%);
- Item B8 : Walking out on educators (85, 4%);
- Item B3 : Does not work in class (61, 3%);
- Item B9 : Making rude remarks about educators (67.9%); and
- Item B14 : Throwing objects around the classroom (61, 3%).

Other acts of indiscipline rated in the never anchor, range between 57, 1% and 50, 0%. The only question which shows that the act sometimes occurs is Item B1: copying of homework (47, 1%). The results of the study concur with previous arguments of indiscipline across learners that define failure to follow a particular code of conduct such advice to perform particular activities, such as class exercises, as indiscipline (Nakpodia, 2010; Hornby, 2007).

The results in Table 4.9 further show that learners maintain acts of indiscipline ‘never’ and seldom occur in classrooms, which in turn, shows that indiscipline is very low in such schools. This is contrary to the feelings expressed in the literature that indiscipline is high in large schools and in schools attended by learners from low socio-economic backgrounds (par. 2.4.3 and par. 2.4.5).

4.4 MANIFESTATION OF INDISCIPLINE WITHIN THE SCHOOL PREMISES: PERSPECTIVES OF PRINCIPALS AND EDUCATORS

The perspective of principals and educators were further explored in the study with regard to the manifestation of indiscipline within school premises. Table 4.10 shows the percentage frequencies to explain the position of principals and educators regarding this item of the questionnaires.

Table 4.10: Manifestation of indiscipline within the school premises: perspectives of principals and educators

		Principals								Educators							
		Never		Partly		Sometimes		Often		Never		Partly		Sometimes		Often	
No.	Question	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
C1	Serious disruption class	-	-	3	37,5	4	50,0	1	12,5	10	7,1	35	24,8	52	36,9	44	31,2
C2	Racist, sexist and discriminatory comments and behaviour	1	12,5	5	62,5	2	25,0	-	-	29	20,6	65	46,1	42	29,8	5	3,5
C3	Possession and distribution of pornographic materials	2	25,0	2	25,0	4	50,0	-	-	33	23,4	57	40,4	39	27,7	12	8,5
C4	Fraud	5	62,5	2	25,0	-	-	1	12,5	62	43,9	53	37,6	18	12,8	8	5,7
C5	Cheating examinations and assessments	2	25,0	3	37,5	3	37,5	-	-	7	5,0	45	31,9	57	40,0	32	22,7
C6	Vandalism	-	-	3	37,5	5	62,5	-	-	3	2,12	52	36,9	46	32,6	40	28,4
C7	Fighting and causing injuries	-	-	3	37,5	5	62,5	-	-	-	-	35	24,8	72	51,1	34	24,1
C8	Gambling	-	-	4	50,0	4	50,0	-	-	7	5,0	31	22,0	55	39,0	48	34,0

C9	Possession and use of drugs	-	-	5	62,5	3	37,5	-	-	3	2,1	32	22,7	48	34,0	58	41,1
C10	Possession and use of alcohol	-	-	4	50,0	4	50,0	-	-	7	5,0	31	22,0	65	46,1	38	27,0
C11	Smoking cigarettes and possession of cigarettes	-	-	4	50,0	4	50,0	-	-	-	-	14	9,9	59	41,8	68	48,2
C12	Refusal to submit to corrective measure	-	-	5	62,5	3	37,5	-	-	11	7,8	42	30,0	46	32,6	42	30,0

As is indicated in Table 4.10, over 50% of principals reported that classes are disrupted in schools due to acts of indiscipline within the school premises. This was relative to the 36.9% of teachers who correspondingly agreed that there are reported cases of classes being seriously disrupted in the school. Yet, in terms of the racist, sexist and discriminatory comments and behaviour, about 62.5% of principals seldom reported to have any manifestation of acts of indiscipline within their schools. According to a study by Temitayo *et al.* (2013), such attitudes of learners who do not understand the behaviour and attributes is largely due to self-discipline encouraged by people/stakeholders which makes one to follow a particular practice. This is because indiscipline is even lower across teachers (46.1%) who reported to seldom experience such acts of indiscipline. On the same note, 29.8% and 3.5% of teachers were found to have experienced racist (sometimes), sexist and discriminatory behaviours (often times) across schools in the study area. It is worthy to note that only 8.5% of educators reported to often experience availability of pornographic materials across schools, something which all principals reported never to have experienced.

Majority of educators reported that gambling is an issue in most schools. 39% and 34% of teachers agreed to have either ‘sometimes’ or ‘oftentimes’ experienced the manifestation of such acts of indiscipline within the school premises. Similarly, this situation was common among acts of indiscipline such as fighting and other factors which cause injuries among communities within the school environment.

The most worrisome act of indiscipline reported by educators was the possession of drugs, alcohol, cigarettes and refusal by learners to be subjected to corrective measures. It was observed that majority of teachers (about one third), reported to ‘sometimes’ and ‘oftentimes’ experience such acts of indiscipline within school premises.

Table 4.11: Responses by parents and learners on the manifestation of acts of indiscipline within school premises

No	Question	Parents								Learners							
		Never		Seldom		Sometimes		Often		Never		Seldom		Sometimes		Often	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
C1	Serious disruption class	5	13,8	11	30,5	10	27,8	10	27,8	111	52,4	43	20,3	40	18,9	18	8,5
C2	Racist, sexist and discriminatory comments and behaviour	16	44,4	10	27,8	8	22,2	2	5,6	169	79,7	21	9,9	17	8,0	5	2,4
C3	Possession and distribution of Pornographic materials	12	33,3	10	27,8	8	22,2	6	16,7	188	88,7	10	4,7	13	6,1	1	0,5
C4	Fraud	22	61,1	8	22,2	2	5,6	4	11,1	189	89,2	15	7,1	7	3,3	1	0,5
C5	Cheating examinations and assessment	10	27,8	11	30,6	12	33,3	3	8,3	134	63,2	41	19,3	30	14,2	7	3,3
C6	Vandalism	5	13,8	7	19,4	19	57,8	6	16,7	165	77,8	17	8,0	20	9,4	10	4,7
C7	Fighting and causing injuries	5	13,9	7	19,4	21	58,3	3	8,3	151	71,2	33	15,6	15	7,1	13	6,1
C8	Gambling	9	25,0	7	19,4	13	36,1	7	19,4	144	67,9	24	11,3	23	10,8	21	9,9
C9	Possession and use of drugs	3	8,3	10	27,6	15	41,7	8	22,2	142	67,0	27	12,7	29	13,7	14	6,6
C10	Possession and use of alcohol	8	22,2	6	16,7	15	41,7	7	19,4	-	-	-	-	-	-	-	-
C11	Smoking cigarettes and Possession cigarettes	3	8,3	8	22,2	12	33,3	13	36,1	149	70,3	19	9,0	16	7,5	28	13,2
C12	Refusal to submit to corrective measures	6	16,7	10	27,8	12	33,3	8	22,2	126	59,4	48	22,6	28	13,2	10	4,7

Table 4.11 shows responses by parents and learners with regard to the manifestation of acts of indiscipline within the school. As indicated in the Table, differentials exist with regard to responses between parents and learners. As the results indicate, most parents and learners revealed they had ‘never’ experienced cases associated with racism, sexism and discrimination, pornography and fraud in schools. This was reported by a percentage mean distribution of over 33.3% with those reporting ‘never’ to have experienced fraud activities within the schools, representing 61.1%. Similarly, among learners, it was revealed that serious disruption of classes, racism, sexism and discrimination, the existence of pornographic materials and fraud were reported ‘never’ to have manifested as an act of indiscipline across schools in the study area. This result concurs with other studies that despite the fact that an environment is classified as volatile in terms of discipline, public awareness and the media, targeted towards learners.

provide valuable knowledge and information to learners. This helps them in making informed decisions about their well-being and in the long-term, tighten their levels of discipline (De Wet, 2014; Jacobs, 2014).

It is worthy to note, however, that, cheating in examinations, vandalism, fighting within the school’s premises, gambling, possession and use of drugs, smoking and possession of cigarettes and refusal by learners to submit to corrective measures in order to deal with any kind of indiscipline (which appear to sometimes affect and contribute to acts of indiscipline) were contrary to what was reported by learners in the same school.

The results also revealed that majority of learners do not have challenges towards such acts of indiscipline within the school as reported by parents. With the exception of smoking and possession of cigarettes and refusal by learners to ‘oftentimes’ submit to corrective measures, parents reported a 33.3% occurrence of such acts in schools This act of indiscipline, despite its small measure, affects the school environment in general (Masekoameng 2010; Marais & Meier, 2010).

4.5 MANIFESTATION OF INDISCIPLINE AT THE LEVEL OF THE SCHOOL

The views of principals and educators were further explored with regard to the level of indiscipline within the school. With regard to this item, a number of measures were used to test levels of indiscipline among learners. The researcher investigated the level of indiscipline from both principals and educators in the study area. The factors examined were: burglary; arson; sexual abuse; harassment and misconduct; involvement in gang–related activities; disruption of school programmes through rebellion and demonstrations; violence of whatever nature; carrying and use of dangerous weapons; possession and use of drugs; learners found guilty in a court of law; and bullying.

Table 4.12: Manifestation of acts of indiscipline at the level of the school

		Principals								Educators							
		Never		Seldom		Sometimes		Often		Never		Seldom		Sometimes			
No.	Question	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
D1	Burglary	4	50,0	3	37,5	1	12,5	-	-	48	34,0	61	43,3	25	17,7	7	5,0
D2	Arson	6	62,5	1	12,5	1	12,5	-	-	67	47,5	45	31,9	27	19,1	2	1,4
D3	Sexual abus harassment and misconduct	2	25,0	5	62,5	1	12,5	-	-	32	22,7	50	35,5	39	27,7	20	14,0

D4	Involvement gang-related activities	2	25,0	6	75,0	-	-	-	-	17	12,1	45	31,9	71	50,4	8	5,7
D5	Disruption school programmes through rebellion and demonstration	3	37,5	4	50,0	1	12,5	-	-	40	28,4	50	35,5	35	24,8	15	10,6
D6	Violence whatever nature	1	12,5	5	62,5	2	25,0	-	-	29	20,6	45	31,9	57	40,2	19	13,5
D7	Carrying and use dangerous weapons	1	12,5	4	50,0	2	25,0	-	-	23	16,3	42	29,8	58	41,1	18	12,8
D8	Possession and use of drugs	-	-	3	37,5	5	62,5	-	-	3	2,1	32	22,7	48	34,0	58	41,1
D9	Learners found guilty a court of law	3	37,5	1	12,5	4	50,0	-	-	74	52,5	33	23,4	23	16,3	11	7,8
D10	Bullying	-	-	4	50,0	4	50,0	-	-	5	3,5	30	21,3	62	44,0	44	31,2

It is important to note that from the perspective of principals, issues of indiscipline in the school were not a great concern. Majority of principals indicated that they ‘seldom’ have challenges with regard to acts of indiscipline among learners, although sometimes, acts of indiscipline are reported within the schools. For instance, it was found that possession and use of drugs, learners found guilty in the court of law and bullying were some of the acts of indiscipline reported to happen across schools in the study area. These levels of indiscipline represented 62.5%, 50.0% and 50.0% respectively. Teachers maintained that possession and use of drugs and bullying were the two highly ranked forms of indiscipline (representing 41.1% and 31.2% respectively). These levels of behaviour affect the quality and standard of the school as well as learners (Maphosa & Mammen, 2011; Simoforosa & Rosemary, 2014). It was further revealed that the other levels of indiscipline across the schools in the study area were not very frequent (representing 15%).

Manifestation of indiscipline at the level of the school

Table 4.13: Manifestation of indiscipline at the level of the school

NO	Question	Parents								Teachers							
		Never		Seldom		Sometimes		Often		Never		Seldom		Sometimes		Often	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
D1	Burglary	18	50,0	10	27,8	6	16,7	2	5,6	171	80,7	28	13,2	10	4,7	3	1,4
D2	Arson	21	58,3	8	22,2	-	-	-	-	180	84,9	21	9,9	10	4,7	1	0,5
D3	Sexual abuse harassment and misconduct	13	36,1	12	33,3	3	8,3	8	22,2	175	82,5	16	7,5	17	8,0	4	1,9

D4	Involvement gang-related activities	10	27,8	14	38,9	10	27,8	2	5,6	155	73,1	27	12,7	21	9,9	9	4,2
D5	Disruption school programme through rebellion and demonstration	13	36,1	9	25,0	11	30,6	3	8,3	141	66,5	39	18,4	23	10,8	9	4,2
D6	Violence whatever nature	10	27,8	12	33,3	10	27,8	4	11,1	141	66,5	32	15,1	28	13,2	10	4,7
D7	Carrying and use dangerous weapons	11	30,6	11	30,6	11	30,6	3	8,3	163	76,9	30	14,2	15	7,1	4	1,9
D8	Possession and use of drugs	9	25,0	7	19,4	15	41,7	5	13,9	142	67,0	27	12,7	29	13,7	14	6,6
D9	Learner found guilty in a court of law	17	47,2	7	18,4	11	30,6	1	2,5	186	87,7	17	8,0	7	3,3	2	0,9
D10	Bullying	-	-	8	22,2	12	33,3	13	36,1	124	60,4	37	17,5	25	11,8	26	12,3

4.6 CAUSES OF INDISCIPLINE IN SCHOOLS

4.6.1 Perspectives of principals and teachers on the causes of indiscipline

Taking into consideration the consequences of indiscipline on learners in schools, the causes of indiscipline from the perspective of principals and teachers were also examined and explored. A number of factors were considered in this regard.

For instance, the difference between learners according to age (whether learners, considered as the younger generation, had different opinions from their parents, the older generation thus, causing conflict) was examined in the study. It was revealed that both principals and teachers had moderate levels of indiscipline due to the generation gap. In terms of indiscipline perpetrated by the media, 50% of principals maintained the media was the most likely cause of indiscipline among most learners in schools. Teachers maintained the media had moderate influence on indiscipline among learners in schools.

Table 4.14: Responses of principals and teachers on the causes of indiscipline in schools

Item number and question	PRINCIPALS								TEACHERS							
	Not likely		Moderately		Likely		Most likely		Not likely		Moderately		Likely		Most likely	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
E1 Differences between the two generations (young and old)	2	25,0	5	62,5	-	-	1	12,5	34	24,1	65	46,1	40	28,3	2	1,4
E2	1	12,5	1	12,5	2	25,0	4	50,0	45	31,9	43	30,5	36	25,5	17	12,1

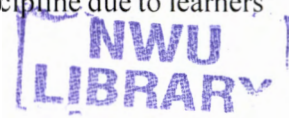
Negative influence of the media																	
E3 Failure by parents to set standards of good behaviour	-	-	2	25,0	4	50,0	2	25,0	5	3,5	33	23,4	42	29,8	61	43,3	
E4 Single parents/child-headed homes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
E5 Neighbourhood and community indiscipline overflow into the school	-	-	4	50,0	3	37,5	1	12,5	6	4,3	35	24,8	63	44,7	37	26,2	
E6 Lack of facilities at school	3	37,5	3	37,5	2	25,0	-	-	32	22,7	56	39,7	30	21,3	23	16,3	
E7 Emphasis on the rights of learners without equal emphasis on responsibilities	2	25,0	3	37,5	3	37,5	-	-	14	9,9	47	33,3	49	34,8	31	22,0	
E8 Over-crowded classes	1	12,5	4	50,0	2	25,0	1	12,5	28	19,8	47	33,3	33	23,4	33	23,4	
E9 Teachers are scared of infringing on the rights of learners	3	37,5	2	25,0	3	37,5	2	25,0	15	10,6	46	32,6	44	31,2	36	25,5	
E10 Teachers who lack commitment, who come to class unprepared and present uninteresting lessons	2	25,0	1	12,5	3	37,5	2	25,0	23	16,3	51	36,1	39	27,7	28	19,9	
E11 Unattractive, dirty, dilapidated buildings and unkempt school premises	6	75,0	1	12,5	1	12,5	-	-	61	43,3	33	23,4	27	19,1	20	14,2	
E12 Banning of corporal punishment	1	12,5	3	37,5	2	25,0	2	25,0	20	14,2	25	17,7	22	15,6	73	51,8	

In terms of parental influence as far as indiscipline is concerned across schools, principals maintained that failure by parents to set better behavioural standards among learners in their respective homes was the likely cause of indiscipline among learners. This sentiment was also shared by educators who maintained this was the most likely cause of indiscipline in schools. However, in a previous study, it was argued that despite the fact that educators and principals are aware of the existence of indiscipline in their schools, the likely cause of indiscipline across

schools is not known (Oyetubo & Olaiya, 2009). This scenario, sometimes, results in learners being punished without proper reasons, thus violating their rights (Lochan, 2010: 27).

Most of the schools in the study area are surrounded by diverse communities. The impacts of communities surrounding such schools on learners' discipline was also examined in the study. Principals who participated in the study reported that communities had a moderate influence (50%) on learners' behaviour in schools while teachers maintained 44.7% of acts of indiscipline by learners was due to the influence of their communities.

Overcrowding in classrooms was also singled out as another cause of indiscipline in schools. 50% of principals and 33% of teachers indicated that most classes that were over-crowded, portrayed acts of moderate indiscipline. On the same note, over 23.4% of acts of indiscipline were likely associated with over-crowded classrooms. 37.5% of principals reported that the educator's position to adhere to the rights of learners, was a moderate cause of indiscipline among learners. Teachers maintained that 36.6% of acts of indiscipline among learners were associated with the inability or failure of teachers to address acts of indiscipline due to learners' rights.



It was also observed that educators had a major challenge and are considered as a source of indiscipline in most schools. Lack of commitment by educators to administer their classrooms due to unpreparedness and lack of interest in the assigned subject, was reported to cause 37.5% and 36.1% of acts of indiscipline among learners. It is important to note that the banning of corporal punishment in most schools was reported by principals and educators as the likely cause of over 25% and most likely cause of 51.8% of acts of indiscipline by learners across schools.

4.6.2 Position of parents on the causes of learners' indiscipline across schools

Parental involvement in terms of services provided by the school and their influence on learners in schools was also examined in this study. With regard to this aspect, similar factors that teachers and principals adhere to and associated with learners' indiscipline were reflected on the parents as well. Table 4.15 shows the responses of parents with regard to the causes of acts of indiscipline by learners in schools.

Table 4.15: Responses of parents on the causes of indiscipline in schools

Item no. and question	PARENTS							
	Not likely		Moderately		Likely		Most likely	
	F	%	F	%	F	%	F	%
E1 Differences between the two generations (young and old)	14	38.8	10	27.8	8	22.2	4	11.1
E2 The negative influence of the media	11	30.6	7	19.4	11	30.6	7	19.4
E3 Failure of parents to set standards of good behaviour	4	11.1	8	22.2	8	22.2	16	44.4
E4 Single parents/child-headed homes	4	11.1	13	36.1	9	25.0	10	27.8
E5 Neighbourhood and community indiscipline overflow into the school	4	11.1	13	36.1	9	25.0	10	27.8
E6 Lack of facilities at school	13	36.1	14	38.9	4	11.1	4	11.1
E8 Over-crowded classes	7	19.4	14	38.9	9	25.0	6	16.7
E9 Teachers are scared of infringing on the rights of learners	11	30.6	10	27.8	10	27.8	5	13.9
E10 Teachers who lack commitment, who come to class unprepared and present uninteresting lessons	12	33.3	11	30.6	7	19.4	6	16.7
E11 Unattractive, dirty, dilapidated buildings and unkempt school premises	20	55.6	8	22.2	3	8.3	5	13.9
E12 Banning of corporal punishment	9	25.0	5	13.9	5	13.9	17	47.2

The difference in terms of age between the two generations as reported by parents (38, 8%) was not a likely cause of indiscipline across schools. However, failure as parents to set better standards as far as learners' discipline is concerned, was viewed as the most likely cause of indiscipline by parents (44, 4%). Furthermore, 36. 1% of parents reported that single-parent homes were moderately likely to cause indiscipline among learners. This is the same with neighbourhood and community indiscipline (36, 1%), lack of facilities at a school (38, 9%) and over-crowded classes (38, 9%). However, parents are not aware of the influence of learners' rights, the commitment of teachers and the condition of schools and how these affect learners

in terms of discipline in schools. The banning of corporal punishment was rated by 47, 2% of parents as the most likely cause of indiscipline in schools.

4.6.3 Dealing with indiscipline across schools

Taking into consideration challenges in terms of acts of indiscipline across schools, measures adopted by principals and educators in dealing with cases of indiscipline among learners in schools were also examined. Some of the factors considered were: the involvement of other stakeholders in dealing with cases of indiscipline; and other policy-related measures used to control indiscipline among learners. Table 4.16 provides responses from principals and educators in terms of measures used to deal with cases of indiscipline in schools.

Table 4.16: Responses of principals and teachers on dealing with indiscipline

Item number and question	Principals								Educators							
	Totally disagree		Disagree		Agree		Totally agree		Totally disagree		Disagree		Agree		Totally Agree	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
F1 A core team consisting of the principal, teachers, parents and learners has been formed to deal with indiscipline in the school	-	-	1	12,5	2	25,0	5	62,5	12	8,5	20	14,2	65	46,1	44	31,2
F2 An extended team consisting of school administrators, a school lawyer, members of SAPS, nurses, teachers, parents and learners has been formed	1	12,5	1	12,5	5	62,5	1	12,5	12	8,5	40	28,4	50	35,5	30	27,7
F3 A research was launched to identify the most prevalent forms of indiscipline in this school	-	-	3	37,5	6	62,5	-	-	9	6,4	41	29,1	62	44,1	29	20,6
F4 A code of conduct for learners has been drawn with the involvement of parents, teachers and learners	-	-	-	-	5	62,5	3	37,5	5	3,5	15	10,6	56	39,7	65	46,1
F5 A school policy on discipline has been drawn to include consequences such as verbal warning, demerits, suspension, expulsion, etc.	-	5	62,5	3	37,5	-	-	-	8	5,7	18	12,7	67	47,5	48	34,0

F6 A step-by -step policy on handling different acts of indiscipline by the class teacher, school-based disciplinary team, circuit team and the SGB has been drawn	-	-	4	50,0	3	37,5	1	12,5	8	5,7	39	27,7	56	39,7	38	27,0
F7 All acts of indiscipline are dealt with immediately	2	25,0	2	25,0	4	50,0	-	-	28	19,9	50	35,5	39	27,7	24	17,0
F8 All culprits guilty of serious transgressions have been expelled or suspended from school	2	25,0	2	25,0	4	50,0	-	-	33	23,4	61	43,3	27	19,1	20	14,2
F9 The school curriculum includes the teaching of human rights and responsibilities	1	12,5	3	37,5	3	37,5	1	12,5	9	6,4	28	19,9	66	46,8	38	26,9
F10 The implementation of the disciplinary policy is constantly monitored, observed and reviewed by the core team			4	50,0	2	25,0	2	25,0	19	13,5	46	32,6	49	34,8	27	19,1
F11 Learner behaviour is observed outside the school by parents, the school, bus drivers, taxi drivers, and members of the RCL			1	12,5	7	87,5	-	-	20	14,2	48	34,0	43	30,5	30	21,3
F13 All stakeholders have been trained on the disciplinary policy of the school	1	12,5	3	37,5	3	37,5	1	12,5	25	17,7	46	32,6	35	24,8	35	24,8

From Table 4.16, principals and teachers maintain that structures, policies and processes contained in the Whole School Approach to discipline are in place. Perhaps, this accounts for the low levels of indiscipline found in these schools as reported by respondents (Tables 4.13 and 4.14.). This is contrary to the literature that indiscipline is rife in schools. (par. 2.4.). As indicated in Table 4.16, there are differences between the views of educators and principals. For instance, many principals (62, 5%) agreed to the existence of an extended committee, a research being launched by the school committee and a code of conduct for learners. On the contrary, educators, while concurring with principals, were few in terms of number (35, %5, 44, 1%, and 38, 7% for the three items). While 62, 5% of principals totally agreed to the existence of a core team, only 31, 2% of educators totally agreed with the item. These differences are hard to explain as both parties are referring to the same phenomenon. It could

be an indication that principals were giving socially accepted opinions, fearing to put their positions. Educators, who are not involved in the formation of such structures may have provided more honest responses. However, when all is said and done, it is encouraging, from the perspective of dealing effectively with indiscipline, to ensure that schools have structures and procedures in place to do the job. According to previous studies, preventive measures must be followed by educators in order to ensure that all kinds of indiscipline in schools are properly controlled and to ensure safety and a better learning environment for learners (Oosthuizen, 2010; Luiselliet *al.*, 2005).

Table 4.17 shows that parents and learners agree with principals and educators that structures, policies and processes of a Whole School Approach to discipline are in place in the school. Most of the responses were found in the agree anchor. Thus, with regard to the items on structures, 36, 1% and 33, 3% agree and totally agree whereas, 51, 4% agree that a core team exists in the school. Moreover, 44, 4% of parents and 41, 0% of learners agree that an extended team has been formed. On the existence of a code of conduct, 50, 0% of parents and 48, 6% of learners agree that a code of conduct for learners has been drawn.

A small percentage of parents (30, 6%) agree that all acts of indiscipline receive attention, while 41% of learners totally agree. An item that caught the attention of the researcher is the implementation of a disciplinary policy. 44.4% of parents agree with this item while 50, 0% of learners totally agree. Parents (30, 1%) seem less impressed by the implementation of the policy compared to 49, 1% of learners.

4.7 SUMMARY OF CHAPTER

The chapter has presented results on the demographic characteristics of respondents, levels of indiscipline from different stakeholders, namely, principals, teachers, parents and learners. It was revealed that there are some variations that are associated with the causes and management of indiscipline across schools in Mafikeng Area. The next chapter presents the summary of major findings, conclusions and recommendations.

Table 4.17: Responses of parents and learners on dealing with indiscipline in schools

Item No	Question	Parents						Learners					
		Totally disagree		Disagree		Agree		Totally agree		Disagree		Agree	
		F	%	F	%	f	%	F	%	F	%	F	%
F1	A core team consisting of the principal, teachers, parents and learners has been formed to deal with indiscipline in the school	4	11.0	6	16.7	13	36.1	12	33.3	16	7.6	109	51.4
F2	An extended team consisting of school administrators, the school lawyer, members of SAPS, nurses, teachers, parents and learners has been formed	3	8.3	6	16.7	16	44.4	11	30.6	31	14.6	87	41.0
F3	A research was launched to identify the most prevalent forms of indiscipline in this school	3	8.3	10	27.8	12	33.3	11	30.6	31	14.6	87	41.0
F4	A code of conduct for learners has been drawn with the involvement of parents, teachers and learners	1	2.8	2	5.6	18	50.0	15	41.7	15	7.1	70	33.0
F5	A school policy on discipline has been drawn to include consequences such as verbal warning, demerits, suspension, expulsion, etc.	-	-	4	11.1	16	44.4	16	44.4	6	2.8	84	39.4
F6	A step-by-step policy on handling different acts of indiscipline by the class teacher, school-based disciplinary team, circuit team and the SGB has been drawn	2	7.2	7	19.4	14	38.9	12	33.3	11	5.2	92	43.4
												66	31.1

F7	All acts of indiscipline are dealt with immediately	5	13.9	11	30.6	9	25.0	11	30.6	28	13.2	44	20.8	87	41.0	53	25.0
F8	All culprits guilty of serious transgressions have been expelled or suspended from the school	6	16.7	10	27.8	10	27.8	10	27.8	27	12.7	40	19.0	80	37.7	65	30.7
F9	The school curriculum includes the teaching of human rights and responsibilities	1	2.8	8	22.2	16	44.4	11	30.5	17	8.0	17	8.0	106	50.0	71	33.5
F10	The implementation of the disciplinary policy is constantly monitored, observed and reviewed by the core team	4	11.1	9	25.0	12	33.3	11	30.5	24	11.3	39	18.4	104	49.1	45	21.2
F11	Learner behaviour is observed outside the school by parents, the school, bus drivers, taxi drivers, and members of the RCL	4	11.1	9	25.0	12	33.3	11	30.6	44	20.8	64	30.2	64	30.2	40	18.9
F12	Regular feedback is obtained from parents, members of the community, district officials and teachers from other schools about discipline in the school	-	-	-	-	-	-	-	-	37	17.5	63	29.7	82	38.7	29	13.7
F13	All stakeholders have been trained on the disciplinary policy of the school	3	8.3	11	30.6	12	33.3	10	27.8	33	15.6	64	30.2	81	38.2	34	16.0

CHAPTER FIVE: SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of the study and recommendations for the management of indiscipline in schools. Recommendations for further research are also provided in this chapter.

5.2 SUMMARY

In Chapter 1, the general orientation of the study, the introduction and background, the problem statement and research questions, as well as the aims and objectives of the study were presented. The research design and methodology were explained, including the research paradigm, the quantitative approach to inquiry, the population and sampling, the research instrument used, data collection procedures and methods of data analysis. Ethical considerations and significance of the study were also discussed.

Chapter 2 focused on the literature study, concepts related to the study were defined and explained (discipline, indiscipline, self-discipline, self-control, punishment, management and the school. The theoretical basis of the study was explained as a derivative of the democratic theory (the stakeholder theory). This theory was considered in this study because the school is composed of principals, learners, educators and parents who must collaborate in dealing with indiscipline in the school. The causes of indiscipline in schools were also discussed in this chapter. Indiscipline could be caused by several factors such home factors, political factors, social factors, the media, peer influence and even factors within the school itself.

The effects of indiscipline in school were presented and the rationale for conducting the study highlighted. Different acts of indiscipline were discussed as follows:

- The first level of indiscipline: incidents of disruptive nature whose disturbance affects good classroom functioning;
- The second level which consists of incidents of conflict among peers and conflicts within teacher-student relationships;
- The third level which refers to acts of indiscipline of great magnitude affecting individuals or the whole school, including criminal acts such as violence, murder, rape, destruction of property and vandalism.

Various approaches to handling acts of indiscipline in schools were examined. However, the main approach discussed in detail was the Whole School Approach in which, all members of

the school community (the board, school, class, individual, family and community) are involved in dealing with indiscipline. It was explained that the Whole School Approach to discipline implies that all members of staff and the whole community should accept responsibility for the behaviour of learners

Chapter 3 presented the empirical aspect of the study. For the sake of clarity, the objectives of the study were reiterated. The objective of the study was to investigate the nature of indiscipline in schools and to suggest the Whole School Approach as a viable approach to handling indiscipline in schools. The research paradigm was also presented in this chapter. The post-positivistic research paradigm that encompasses the use of the survey method of investigation was explained and justified. The research design was explained and the choice of the quantitative approach justified in the chapter. The advantages and disadvantages of a questionnaire as a data collection instrument were explained, an explanation of how the questionnaire was designed was given, how it was piloted, the structure, and issues of validity and validity discussed. The population of the study and how the sample was selected from the 22 secondary schools in the Mafikeng Area were also presented in this chapter. The population consisted of principals, teachers, learners in Grade 12 and the parent component of the SGB. A detailed explanation of how the questionnaires were administered and how data was analysed were also explained.

Chapter 4 focused on the analysis and presentation of results of the study. The demographic characteristics of respondents, levels of indiscipline from different stakeholders (principals, educators, parents and learners) were presented. Results were presented in tables followed by explanations and interpretation of the results. A comparison of data across all strata of the research population was made. It was revealed that there are some variations associated with causes and management of indiscipline across schools in Mafikeng.

5.3 SUMMARY OF FINDINGS

The findings of this study are divided into two sections: findings from the literature study; and findings from the empirical research.

5.3.1 Findings from the literature study concerning what indiscipline in schools entails

The findings are summarised as follows:

- Indiscipline means disregard of rules and regulations and failure to train that person to exercise controlled behaviour. An undisciplined person exhibits uncontrolled behaviour that does not conform to rules and regulations;

- Indiscipline includes two important concepts: self-control; and self-discipline. The cultivation of discipline must include the cultivation of self-control and self-discipline because a strong focus on self-control and self-discipline works better than external controls;
- Discipline and punishment are closely-related concepts because when one speaks of discipline, the concept of punishment immediately comes to mind. However, the two concepts differ in meaning and application;
- Indiscipline occurs within the school and must, therefore, be managed by the principal within his/her management of the school;
- There are three levels of indiscipline:
level one includes everyday offences that occur mostly in the classroom such as name calling, talking out of turn, humming and calling out loud, copying of homework, late arrival at school, talking in class, not working in class and leaving the classroom without permission;
Level two includes serious acts of indiscipline such as disruption of the school programme through rebellion and demonstrating without permission, carrying and use of dangerous weapons, possession and use of drugs, burglary and arson;
Level three includes very serious transgressions that border on criminal behaviour such as violence encompassing psychological and emotional pain, manipulation, deprivation, physical violence (such as beating, kicking, punching) and sexual violence (including kissing, name-calling, touching in a sexual way, grabbing, pinching, rape and unwanted sexual comments) and assault of learners and teachers.
 Although these transgressions do not occur frequently like level 1 transgressions, they catch the eye of the public and the media as incidents of great magnitude and significance.
- The Whole School Approach dovetails into the requirements of the South African Schools Act. The Act captures the tenets of the stakeholder theory by stipulating that the School Governing Body should consist of principals, parents, learners, teachers and non-teaching staff.
- The Whole School Approach to discipline implies that all members of staff and the whole community should accept responsibility for the behaviour of learners.

5.3.2 Findings from the literature study concerning the causes of indiscipline in schools

- The “generation gap” in ideas, beliefs and values about the nature of man, life and society is a major concern. There is a wide difference of opinion between the two generations (young and old).
- The influence of the media (i.e. the newspaper, the radio and television) carry regular reports about student’s power against authority.
- Failure of adults, both in society and at school, to set standards of good behaviours for young men and women to follow.
- Children are likely to misbehave in a single-parent home. Besides work, the scourge of HIV/AIDS has resulted in single-parent homes whereby, children grow up without their biological parents.
- During apartheid, thousands of youth and children engaged in the struggle to overthrow the oppressive apartheid system. Schools became battlegrounds for political conflict and young children and adolescents learned that violence is a means of obtaining what they want.
- The introduction of rights for learners without an emphasis on responsibilities is cited as a cause of indiscipline. Learners defy teachers under the misguided idea that they are standing up for their rights. These learners exaggerate their human rights while neglecting their obligations, thus resulting in indiscipline and conflict.
- Poverty is cited as one of the causes of indiscipline. Children from poor families may develop low self-esteem and engage in indiscipline in order to be known and recognised.
- Negative peer relationships increase the propensity of learners towards indiscipline. As the saying goes “a friend of a thief is a thief”.
- Conditions in the school may be a cause of indiscipline. Overcrowded classrooms, unenforceable rules and regulations, poor teaching and poor leadership by school administrators, increase the tendency of learners towards indiscipline.
- Teachers who lack commitment, come to class unprepared, and present uninteresting lessons may also be the cause of indiscipline.

5.3.3 Findings from the empirical research concerning the causes of indiscipline in schools

- According to principals, educators and parents, most of the listed causes are not likely and moderately likely to be the causes of indiscipline.
- According to principals, educators and parents, the likely and most likely causes of indiscipline are:
 - Negative influence of the media;
 - Failure of parents to set standards of behaviour;
 - Overflow of neighborhood and community indiscipline into the school;
 - Emphasis on the rights of learners without an equal emphasis on responsibilities;
 - Overcrowded classrooms;
 - Teachers who lack commitment, who come to class unprepared and present uninteresting lessons; and
 - Banning of corporal punishment.

5.3.4 Findings from the empirical research concerning the handling of indiscipline in schools

The purpose of this items of the questionnaire was to find out if the Whole School Approach was implemented in schools or not. All respondents maintained that structures, policies and processes of the Whole School Approach were in place at schools. It was only on the question of implementation policies and application of processes that a few respondents agreed and totally agreed that these were not effective.

5.4 Recommendations

The following recommendations are suggested:

- Schools in the Mafikeng Area need to consolidate the gains made in the fight against indiscipline. There is a need for more support from officials of the Area Office and parents in assisting schools in curbing acts of indiscipline in schools;
- More attention should be devoted in terms of carrying out processes to better handle indiscipline and to implement policies more vigorously;
- There is need to establish the link between an interconnected school moral belief and an adequate behaviour and attitude among learners;
- There is also a need to set up a pre-emptive and precautionary disciplinary milieu and develop a culture that will promote tolerance among learners in order for them to

understand *Ubuthu* thus, minimising the occurrence of unmanageable behaviour among learners within the school;

- There is a need for comprehensive and consistent disciplinary behaviour actions and for management of schools be able to formulate common strategies to manage and handle indiscipline across schools in the entire province and minimise disciplinary measure bias; and
- There is also a need to adhere and develop disciplinary procedures that will streamline issues of learners and educators rights in order to ensure that the school management is properly guided without experiencing a lot of law pursuits.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Having examined the current state of indiscipline in schools, the following areas are suggested for future research:

- Further research is recommended on ways of implementing policies and processes in dealing with indiscipline in schools;
- Research on more sophisticated statistical computations to establish the statistical significance and practical significance of differences of opinions between principals and teachers with regard to dealing with indiscipline in schools is required; and
- The present study could be replicated in other areas to find out if indiscipline is still a great challenge in schools.

5.6 SUMMARY OF CHAPTER

This chapter has provided a general summary of the study. The findings of the study were divided into two sections: findings from the literature study; and findings from the empirical research. Findings regarding the causes of indiscipline from the literature study and the empirical research were given. Findings from the empirical research regarding the handling of indiscipline in schools were also provided. Recommendations based on the findings and recommendations for further research were suggested.

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Appendix 1: Letter to the District Director Department of Education



Private bag X2046, Mmabatho
South Africa, 2735

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

Education Leadership Development

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

The District Director
Ngaka Modiri Molema District
Mafikeng

Date: 04 August 2015

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr C.N. Afong (Student No: 22626913)** is a Master's student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: A Whole School Approach to managing discipline among learners in selected secondary schools in the Mafikeng Area.

Permission is hereby kindly requested to enter schools of your district to collect data from the principals, educators, learners and parents. Data collection will be by way of questionnaires.

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

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

Should you require more information about the project, kindly contact the supervisor for this project: Prof. M.J. Mosoge, phone number 072 658 1366.

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

Yours sincerely

Prof. P du Toit

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

Mafikeng Campus

Appendix 2: Letter to Mafikeng Area Office Manager



Education and Sport Development

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

NORTH WEST PROVINCE

10 Nelson Mandela Drive,
Mafikeng
Private Bag X10
Mmabatho 2735
Tel.: (018) 388-1964 / 3383
Fax: 086 513 9881 / (018) 381-8299
e-mail: bmonale@nwpg.gov.za
e-mail: omolet@nwpg.gov.za (Off. Man.)

NGAKA MODIRI MOLEMA DISTRICT

Enquiries S.O. Molet
Telephone 018 - 388 - 3383

To : Mr M.N. Kokong
Area Manager
Mahikeng Area Office

School Managers for Secondary Schools

From : Mr B.E. Monale
District Director

Date : 05 August 2015

Subject : ***Permission to conduct a research in Secondary Schools in Mahikeng Area Office***



Permission is hereby granted to Mr A.N. Afong, Student No.: 22626913 a student at the North West University who is studying towards a Master's Degree in Education, to conduct a research on "***A whole school approach to managing discipline among learners in Secondary School***" in Mahikeng Area Office.

School Managers are requested to cooperate with him during this project, not forgetting to adhere to the non-negotiables of the State President.

Your cooperation and support in this regard is highly appreciated

Yours in education


Mr B.E. Monale
District Director

Appendix 3: Letter to principal



**Private bag X2046, Mmabatho
South Africa, 2735**

Tel: 018 389-2111

Fax: 018 392-5775

Web: <http://www.nwu.ac.za>

Education Leadership Development

Tel: 018 3892500 (Secretary)

Email: eliza.senne@nwu.ac.za

The Principal

Date: February 2016

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr C.N. Afong (Student No: 22626913)** is a Master's student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: A Whole School Approach to managing discipline among learners in selected secondary schools in the Mafikeng Area.

Permission is hereby kindly requested to enter your school to collect data from you as principal, educators, learners and parents serving on the School Governing Body. Data collection will be by way of questionnaires.

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

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

Should you require more information about the project, kindly contact the supervisor for this project: Prof. M.J. Mosoge, phone number 072 658 1366.

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

Yours sincerely

Prof. P du Toit

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

Mafikeng Campus

Appendix 4: Letter to parents



**Private bag X2046, Mmabatho
South Africa, 2735**

Tel: 018 389-2111
Fax: 018 392-5775

Web: <http://www.nwu.ac.za>

Education Leadership Development

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

The Parents/Guardians of learners

Date: February 2016

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that I, **Mr C.N. Afong (Student number, 22626913)**, am a Master's student registered at the North-West University, Mafikeng Campus. The title of my dissertation is: **A Whole School Approach to managing indiscipline among learners in secondary schools in the Mafikeng Area.**

Permission is hereby kindly and humbly requested from you as parent/guardian to allow your child to participate in the research. The aim of the research is to collect data from learners about problems related to indiscipline in schools. This data collection will be by way of a questionnaire.

Collection of data will be arranged with the principal and staff so as not to interfere with the teaching and assessment processes. The dates and times of the collections are to be agreed upon by the principal and all other participants. Permission has already been granted by the principal that the research may be done in your school.

The identity of your child and the school will be kept confidential and anonymous, as well as yours as parents. The information collected therefore cannot and will not be used to evaluate you as a parent or your child, or the teachers or the school in terms of its performance in comparison with others.

Should you require more information about the research, kindly contact me at telephone number 073 474 4190 or my supervisor: Prof. M.J. Mosoge at phone number 072 658 1366.

Herewith permission is kindly requested from you as parent to allow your child to participate in this research. It would be appreciated if you would kindly grant your **written** consent to this student. The form for that is attached for your convenience.

Yours sincerely,

C. Afong

Name of student

Prof. M.J. Mosoge

Supervisor

Appendix 5: Letter to SGB



**Private bag X2046, Mmabatho
South Africa, 2735**

Tel: 018 389-2111
Fax: 018 392-5775

Web: <http://www.nwu.ac.za>

Education Leadership Development

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

The Member of the School Governing Body

Date: February 2016

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr C.N. Afong (Student number 22626913)** is a Master's student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: A Whole School Approach to managing indiscipline among learners at selected secondary schools in the Mafikeng Area.

Permission is hereby kindly requested from you to take part in the collection of data for the research to be conducted by the above student. Data will be collected by means of completing a questionnaire.

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

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

Should you require more information about the project, kindly contact the supervisor for this project: Prof. M.J. Mosoge, phone number 0736581366.

It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Prof. P du Toit

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

Mafikeng Campus

Appendix 6: Letter to Educators



**Private bag X2046, Mmabatho
South Africa, 2735**

Tel: 018 389-2111

Fax: 018 392-5775

Web: <http://www.nwu.ac.za>

Education Leadership Development

Tel: 018 3892500 (Secretary)

Email: eliza.senne@nwu.ac.za

The Educator

Date: February 2016

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr C.N. Afong (Student number 22626913)** is a Master's student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: A Whole School Approach to managing indiscipline among learners at selected secondary schools in the Mafikeng Area.

Permission is hereby kindly requested from you to take part in the collection of data for the research to be conducted by the above student. Data will be collected by means of completing a questionnaire.

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

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

Should you require more information about the project, kindly contact the supervisor for this project: Prof. M.J. Mosoge, phone number 0736581366

It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

Prof. P du Toit

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

Mafikeng Campus

Appendix 7: Questionnaire schedule for Learners

QUESTIONNAIRE FOR LEARNERS ON SCHOOL INDISCIPLINE

For official use only

Questionnaire no.

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 (1)

1. Directions for completing the questionnaire

- This questionnaire consists of 8 pages
- You need not enter your name, the name of your school or stamp of the school. This means your honest response will not affect you or your school.
- Kindly give honest responses or opinions because confidentiality of your responses is guaranteed and assured.
- Please read the instructions to each section of the questionnaire carefully before responding.
- If any question makes you feel uncomfortable, feel free not to answer it.
- This questionnaire consists of 5 sections: A, B, C, D and E.
- Lastly, I would like to thank you for your cooperation in responding to this questionnaire.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHIC DATA

Kindly respond to the following questions by marking with an X in the box that corresponds with your choice.

A1 Gender

Male	
Female	

A2 Your age in years (according to age group in this Grade)

16-18	
19-20	
20 and above	

SECTION B: MANIFESTATION OF INDISCIPLINE IN YOUR CLASSROOM

Indicate the frequency with which the following acts of indiscipline occur in your classroom.

Mark with an X on the number that represents your opinion.

1. Never
2. Seldom
3. Sometimes
4. Often

Item	1 Never	2 Seldom	3 Sometimes	4 Often
B1. Copying of homework				
B2. Late arrival for class				
B3. Does not work in class				
B4. School books are neglected				
B5. General untidiness				
B6. Leaving the classroom without permission				
B7. Pushes past the teacher				
B8. Walking out on the teacher				
B9. Making rude remarks about the teacher				
B10. Wandering about				
B11. Visiting other learners				
B12. Passing notes				

B13. Sitting on the desk				
B14. Throwing objects around the classroom				
B15. Graffiti and writing on desks				

SECTION C: Manifestation of indiscipline within the school premises

Indicate the frequency with which the following acts of indiscipline occur in your classroom.
 Mark with an X on the number that represents your opinion.

- 1. Never
- 2. Seldom
- 3. Sometimes
- 4. Often

Item	1 Never	2 Seldom	3 Sometimes	4 Often
C1. Serious disruption of class				
C2 Racist, sexist and discriminatory comments and behaviour				
C3 Possession and distribution of pornographic, racist and sexist material, or viewing and/or downloading of such on any computer or cell phone				
C4 Fraud (falsification of documents)				
C5 Cheating in examinations				
C6 Vandalism e.g. breaking of windows				
C7 Fighting and causing injuries				
C8 Gambling				

C9 Smoking cigarettes and possession of cigarettes				
C10. Refusal to submit to corrective measures				

SECTION D: MANIFESTATION OF INDISCIPLINE AT THE LEVEL OF THE SCHOOL

Indicate the frequency with which the following acts of indiscipline occur in your classroom.
Mark with an X on the number that represents your opinion.

1. Never
2. Seldom
3. Sometimes
4. Often

Item	1 Never	2. Seldom	3. Sometimes	4 Often
D1. Burglary				
D2 Arson				
D3 Sexual abuse, sexual harassment and sexual misconduct				
D4. Involvement in gang-related activities				
D5. Disruption of the school programme through rebellion and demonstrating without permission				
D6. Violence of whatever nature				
D7. Carrying and use of dangerous weapons				
D8. Possession and use of drugs				
D9 Learner found guilty in a crime court				
D10. Bullying				

SECTION E: DEALING WITH INDISCIPLINE IN THE SCHOOL

Indicate your agreement/disagreement to the following statements concerning the handling of discipline in your school. Use the following scale by marking with an X the number that represents your opinion.

1. Totally disagree
2. Disagree
3. Agree
4. Totally agree

Item	1 Totally disagree	2. Disagree	3. Agree	4. Totally agree
E1. A core team consisting of the principal, teachers, parents and learners has been formed to deal with indiscipline in the school.				
E2. An extended team consisting of school administrators e.g., Officials of the Department, members of the South African Police Services, nurses and others.				
E3. A research was launched to identify the most prevalent forms of indiscipline in this school.				
E4. A Code of conduct for learners has been drawn with the involvement of parents, teachers and learners.				
E5. A school policy on discipline has been drawn to include consequences such as verbal warning, demerits, suspension, expulsion, etc.				
E6. A step-by-step policy on handling different indiscipline acts by the class teacher, school-based disciplinary team, circuit team and the School Governing Body has been drawn.				
E7. All acts of indiscipline are dealt with immediately.				
E8. All culprits guilty of serious transgressions have been expelled or suspended from school.				
E9. The school curriculum includes the teaching of human rights and the responsibilities.				

E10. The implementation of the disciplinary policy is constantly monitored, observed and reviewed by the core team.				
E11. Learner behaviour is observed outside the school by parents, bus drivers, taxi drivers and members of the Representative Council of learners.				
E12. Regular feedback is obtained from parents, members of the community, district officials and teachers from other schools about the discipline in the school.				
E13. All stakeholders have been trained on the disciplinary policy of the school.				

THANK YOU FOR YOUR COOPERATION!!!!

Appendix 8: Questionnaire schedule for Principals

QUESTIONNAIRE FOR PRINCIPALS

For official use only

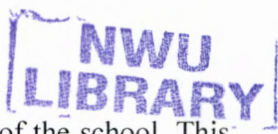
Questionnaire no.

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 (1)

2. Directions for completing the questionnaire

- This questionnaire consists of 8 pages.
- You need not enter your name, the name of your school or stamp of the school. This means your honest response will not affect you or your school.
- Kindly give honest responses or opinions because confidentiality of your responses is guaranteed and assured.
- Do not answer the questions that make you feel uncomfortable.
- Please read the instructions to each section of the questionnaire carefully before responding.
- This questionnaire consists of 4 sections.
- Lastly, I would like to thank you for your cooperation in responding to this questionnaire.



SECTION A: BIOGRAPHICAL AND DEMOGRAPHIC DATA

Kindly respond to the following questions by marking with an X in the box that corresponds with your choice.

A1 Gender

Male	
Female	

A2 Your age: in years

20-30	
31-40	
41-50	
51-60	
60+	

A3 Your present position

Principal	
Deputy principal	
Head of department	
Educator	
Parent	

A4 Your number of years in the present position

0-5	
6-10	
11-15	
16-20	
21+	

A5 Your highest qualification

Teachers' diploma	
ACE	
Bachelor's degree	
B.Ed/Hons	
Master's degree	
Doctoral degree	
None of the above	
Other	

A6 Location of school

Township	
Village	
Farm	
Town/city	
Other	

A7 Number of learners in your school

200—299	
300-399	
400- 499	
500-599	
600-1000	
1000=	

A8 Socio economic status of most learners in the school

Low	
Middle	
High/affluent	

SECTION B: Manifestation of learner indiscipline within the school premises

Indicate the frequency with which the following acts of indiscipline occur in your school. Mark with an X on the number that represents your opinion.

- 5. Never
- 6. Seldom
- 7. Sometimes
- 8. Often

Item	1 Never	2 Seldom	3 Sometimes	4 Often
B1. Disruption of class				
B2 Racist, sexist and discriminatory comments and behaviour				
B3 Possession and distribution of pornographic, racist and sexist material, or viewing and/or downloading of such on any computer or cell phone				
B4 Falsification of documents e.g. testimonials, certificates, reports, signatures				
B5 Cheating in examinations and at assessments				
B6 Vandalism e.g. breaking of windows				
B7 Fighting and causing injuries				
B8 Gambling				
B9 Possession and use of drugs				
B10 Possession and use of alcohol				

B11 Smoking cigarettes and possession of cigarettes				
B12. Refusal to submit to corrective measures				

SECTION C: MANIFESTATION OF LEARNER INDISCIPLINE AT THE LEVEL OF THE SCHOOL

Indicate the frequency with which the following acts of indiscipline occur in your classroom.
Mark with an X on the number that represents your opinion.

- 5. Never
- 6. Seldom
- 7. Sometimes
- 8. Often

Item	1 Never	2. Seldom	3. Sometimes	4 Often
C1. Burglary				
C2 Arson				
C3 Sexual harassment and sexual misconduct				
C4. Involvement in gang-related activities				
C5. Disruption of the school programme through rebellion and demonstrating without permission				
C6. Violence of whatever nature				
C7. Carrying and use of dangerous weapons				
C8. Possession and use of drugs				
C9 Found guilty in a crime court				
C10. Bullying				

SECTION D: CAUSES OF INDISCIPLINE

Which statement is the likely cause of indiscipline in the school in your area? Mark with an X the number that represents your opinion on the following scale:

- 1. Not a likely cause
- 2. A moderately likely cause
- 3. A likely cause
- 4. An extremely likely cause

Item	1 Not likely cause	2. Moderately likely cause	3. Likely cause	4 Most likely cause
D1. Generational difference of opinion between teachers and learners				
D2. The role of the media (i.e. the newspaper, the radio and television) e.g. violence				
D3. Failure of the parents to set standards of good behaviours				
D4. Neighbourhood and community indiscipline				
D5. Lack of facilities at school				
D6. Emphasis on rights of learners without an equal emphasis on responsibilities				
D7 Over-crowded classes				
D8. Teachers are afraid of infringing on learners' rights				
D9. Teachers who lack commitment, who come to class unprepared, and present uninteresting lessons				
D10. Unattractive, dirty, dilapidated buildings and unkempt school premises				
D11. Banning of corporal punishment				

SECTION E: DEALING WITH INDISCIPLINE IN THE SCHOOL

Indicate your agreement/disagreement to the following statements concerning the handling of discipline in your school. Use the following scale by marking with an X the number that represents your opinion.

- 5. Totally disagree
- 6. Disagree
- 7. Agree
- 8. Totally disagree

Item	1 Totally disagree	2. Disagree	3. Agree	4. Totally agree
E1. A core team consisting of the principal, teachers, parents and learners has been formed to deal with indiscipline in the school.				
E2. An extended team consisting of people outside the school e.g. Officials of the Department, members of the South African Police Services, nurses and others.				
E3. The school has identified the most prevalent forms of indiscipline in this school.				
E4. The school has identified the most prevalent causes of indiscipline.				
E5. A Code of conduct for learners has been drawn with the involvement of parents, teachers and learners.				
E6. A school policy on discipline has been drawn to include consequences such as verbal warning, demerits, suspension, expulsion, etc.				
E7. A step-by-step policy on handling different acts of indiscipline by the class teacher, school-based disciplinary team, circuit team and the School Governing Body has been drawn.				
E8. All acts of indiscipline are dealt with immediately.				
E9. All culprits guilty of serious transgressions have been expelled or suspended from school.				
E10. The school curriculum includes the teaching of human rights and their responsibilities.				

E11. The implementation of the disciplinary policy is constantly monitored, observed and reviewed by the core team.				
E12. Learner behaviour observed and reported from outside the school by e.g. parents, bus drivers, taxi drivers and members of the Representative Council of learners.				
E13. All stakeholders have been trained on the disciplinary policy of the school				

THANK YOU FOR YOUR COOPERATION!!!!!!

Appendix 9: Questionnaire schedule for Educators

QUESTIONNAIRE FOR EDUCATORS

For official use only

Questionnaire no.

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 (1)

3. Directions for completing the questionnaire

- This questionnaire consists of 8 pages.
- You need not enter your name, the name of your school or stamp of the school. This means your honest response will not affect you or your school.
- Kindly give honest responses or opinions because confidentiality of your responses is guaranteed and assured.
- Do not answer the questions that make you feel uncomfortable.
- Please read the instructions to each section of the questionnaire carefully before responding.
- This questionnaire consists of 4 sections.
- Lastly, I would like to thank you for your cooperation in responding to this questionnaire.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHIC DATA

Kindly respond to the following questions by marking with an X in the box that corresponds with your choice.

A1 Gender

Male	
Female	

A2 Your age in years

20-30	
31-40	
41-50	
51-60	
60+	

A3 Your present position

Principal	
Deputy principal	
Head of department	
Educator	
Parent	

A4 Your number of years in the present position

0-5	
6-10	
11-15	
16-20	
21+	

A5 Your highest qualification

Teachers' diploma	
ACE	
Bachelor's degree	
B.Ed/Hons	
Master's degree	
Doctoral degree	
None of the above	
Other	

A6 Location of your school

Township	
Village	
Farm	
Town/city	
Other	

A7 Number of learners in your school

200-299	
300-399	
400- 499	
500-599	
600-1000	
1000=	

A8 Socio-economic status of most learners in the school

Low	
Middle	
High/affluent	

SECTION B: Manifestations of learner indiscipline within the school premises

Indicate the frequency with which the following acts of indiscipline occur in your school. Mark with an X on the number that represents your opinion.

- 9. Never
- 10. Seldom
- 11. Sometimes
- 12. Often

Item	1 Never	2 Seldom	3 Sometimes	4 Often
B1. Disruption of class				
B2 Racist, sexist and discriminatory comments and behaviour				
B3 Possession and distribution of pornographic, racist and sexist material, or viewing and/or downloading of such on any computer or cell phone				
B4 Falsification of documents e.g. testimonials, certificates, reports, signatures				
B5 Cheating in examinations and at assessments				
B6 Vandalism e.g. breaking of windows				
B7 Fighting and causing injuries				
B8 Gambling				
B9 Possession and use of drugs				

B10 Possession and use of alcohol				
B11 Smoking cigarettes and possession of cigarettes				
B12. Refusal to submit to corrective measures				

SECTION C: MANIFESTATION OF LEARNER INDISCIPLINE AT THE LEVEL OF THE SCHOOL

Indicate the frequency with which the following acts of indiscipline occur in your classroom.

Mark with an X on the number that represents your opinion.

- 9. Never
- 10. Seldom
- 11. Sometimes
- 12. Often



Item	1 Never	2. Seldom	3. Sometimes	4 Often
C1. Burglary				
C2 Arson				
C3 Sexual harassment and sexual misconduct				
C4. Involvement in gang-related activities				
C5. Disruption of the school programme through rebellion and demonstrating without permission				
C6. Violence of whatever nature				
C7. Carrying and use of dangerous weapons				
C8. Possession and use of drugs				
C9 Found guilty in a crime court				

C10. Bullying				
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SECTION D: CAUSES OF INDISCIPLINE

Which statement is the likely cause of indiscipline in the school in your area? Mark with an X the number that represents your opinion on the following scale:

5. Not a likely cause
6. A moderately likely cause
7. A likely cause
8. An extremely likely cause

Item	1 Not a likely cause	2. Moderately likely cause	3. Likely cause	4 Most likely cause
D1. Generational difference of opinion between teachers and learners				
D2. The role of the media (i.e. the newspaper, the radio and television) e.g. violence				
D3. Failure of parents to set standards of good behaviours				
D4. Neighbourhood and community indiscipline				
D5. Lack of facilities at school				
D6. Emphasis on rights of learners without an equal emphasis on responsibilities				
D7 Over-crowded classes				
D8. Teachers are afraid of infringing on learners' rights				
D9. Teachers who 'lack commitment, who come to class unprepared, and present uninteresting lessons				
D10. Unattractive, dirty, dilapidated buildings and unkempt school grounds				
D11. Banning of corporal punishment				

SECTION E: DEALING WITH INDISCIPLINE IN THE SCHOOL

Indicate your agreement/disagreement to the following statements concerning the handling of discipline in your school. Use the following scale by marking with an X the number that represents your opinion.

9. Totally disagree

10. Disagree

11. Agree

12. Totally disagree

Item	1 Totally disagree	2. Disagree	3. Agree	4. Totally agree
E1. A core team consisting of the principal, teachers, parents and learners has been formed to deal with indiscipline in the school.				
E2. An extended team consisting of people outside the school e.g. Officials of the Department, members of the South African Police Services, nurses and others.				
E3. The school has identified the most prevalent forms of indiscipline in this school.				
E4. The school has identified the most prevalent causes of indiscipline.				
E5. A Code of conduct for learners has been drawn with the involvement of parents, teachers and learners.				
E6. A school policy on discipline has been drawn to include consequences such as verbal warning, demerits, suspension, expulsion, etc.				
E7. A step-by-step policy on handling different indiscipline acts by the class teacher, school-based disciplinary team, circuit team and the School Governing Body has been drawn.				
E8. All acts of indiscipline are dealt with immediately.				
E9. All culprits guilty of serious transgressions have been expelled or suspended from school.				

E10. The school curriculum includes the teaching of human rights and responsibilities.				
E11. The implementation of the disciplinary policy is constantly monitored, observed and reviewed by the core team.				
E12. Learner behaviour observed and reported from outside the school by e.g. parents, bus drivers, taxi drivers and members of the Representative Council of learners.				
E13. All stakeholders have been trained on the disciplinary policy of the school.				

THANK YOU FOR YOUR COOPERATION!!!!!!

Appendix 10: Questionnaire schedule for SGB Parent Component

QUESTIONNAIRE FOR SGB PARENT COMPONENT

For official use only

Questionnaire no.

(1)

4. Directions for completing the questionnaire

- This questionnaire consists of 8 pages.
- You need not enter your name, the name of your school or stamp of the school. This means your honest response will not affect you or your school.
- Kindly give honest responses or opinions because confidentiality of your responses is guaranteed and assured.
- Do not answer the questions that make you feel uncomfortable.
- Please read the instructions to each section of the questionnaire carefully before responding.
- This questionnaire consists of 4 sections.
- Lastly, I would like to thank you for your cooperation in responding to this questionnaire.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHIC DATA

Kindly respond to the following questions by marking with an X in the box that corresponds with your choice.

A1 Gender

Male	
Female	

A2 Your age in years

20-30	
31-40	
41-50	
51-60	

60+	
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A3 Your present position

Principal	
Deputy principal	
Head of department	
Educator	
Parent	

A4 Your number of years in the present position

0-5	
6-10	
11-15	
16-20	
21+	

A5 Your highest qualification

Teachers' diploma	
ACE	
Bachelor's degree	
B.Ed/Hons	
Master's degree	
Doctoral degree	
None of the above	
Other	

A6 Location of your school

Township	
Village	
Farm	
Town/city	
Other	

A7 Number of learners in your school

200-299	
299-300	

301-400	
401-500	
501-1000	
1000=	

A8 Socio-economic status of most learners in the school

Low	
Middle	
High/affluent	

SECTION B: Manifestation of learner indiscipline within the school premises

Indicate the frequency with which the following acts of indiscipline occur in your school. Mark with an X on the number that represents your opinion.

- 13. Never
- 14. Seldom
- 15. Sometimes
- 16. Often

Item	1 Never	2 Seldom	3 Sometimes	4 Often
B1. Disruption of class				
B2 Racist, sexist and discriminatory comments and behaviour				
B3 Possession and distribution of pornographic, racist and sexist material, or viewing and/or downloading of such on any computer or cell phone				
B4 Falsification of documents e.g. testimonials, certificates, reports, signatures				
B5 Cheating in examinations and at assessments				
B6 Vandalism e.g. breaking of windows				
B7 Fighting and causing injuries				

B8 Gambling				
B9 Possession and use of drugs				
B10 Possession and use of alcohol				
B11 Smoking cigarettes and possession of cigarettes				
B12. Refusal to submit to corrective measures				

SECTION C: MANIFESTATION OF LEARNER INDISCIPLINE AT THE LEVEL OF THE SCHOOL

Indicate the frequency with which the following acts of indiscipline occur in your classroom.
Mark with an X on the number that represents your opinion.

- 13. Never
- 14. Seldom
- 15. Sometimes
- 16. Often

Item	1 Never	2. Seldom	3. Sometimes	4 Often
C1. Burglary				
C2 Arson				
C3 Sexual harassment and sexual misconduct				
C4. Involvement in gang-related activities				
C5. Disruption of the school programme through rebellion and demonstrating without permission				
C6. Violence of whatever nature				
C7. Carrying and use of dangerous weapons				

C8. Possession and use of drugs				
C9 Found guilty in a crime court				
C10. Bullying				

SECTION D: CAUSES OF INDISCIPLINE

Which statement is the likely cause of indiscipline in the school in your area? Mark with an X the number that represents your opinion on the following scale:

- 9. Not a likely cause
- 10. A moderately likely cause
- 11. A likely cause
- 12. An extremely likely cause

Item	1 Not a likely cause	2. Moderately likely cause	3. Likely cause	4 Most likely cause
D1. Generational difference of opinion between teachers and learners				
D2. The role of the media (i.e. the newspaper, the radio and television) e.g. violence				
D3. Failure of the parents to set standards of good behaviours				
D4. Neighbourhood and community indiscipline				
D5. Lack of facilities at school				
D6. Emphasis on rights of learners without an equal emphasis on responsibilities				
D7 Over-crowded classes				
D8. Teachers are afraid of infringing on learners' rights				
D9. Teachers who lack commitment, who come to class unprepared, and present uninteresting lessons				

D10. Unattractive, dirty, dilapidated buildings and unkempt school grounds				
D11. Banning of corporal punishment				

SECTION E: DEALING WITH INDISCIPLINE IN THE SCHOOL

Indicate your agreement/disagreement to the following statements concerning the handling of discipline in your school. Use the following scale by marking with an X the number that represents your opinion.

13. Totally disagree

14. Disagree

15. Agree

16. Totally disagree

Item	1 Totally disagree	2. Disagree	3. Agree	4. Totally agree
E1. A core team consisting of the principal, teachers, parents and learners has been formed to deal with indiscipline in the school.				
E2. An extended team consisting of people outside the school e.g. Officials of the Department, members of the South African Police Services, nurses and others.				
E3. The school has identified the most prevalent forms of indiscipline in this school.				
E4. The school has identified the most prevalent causes of indiscipline.				
E5. A Code of conduct for learners has been drawn with the involvement of parents, teachers and learners.				
E6. . A school policy on discipline has been drawn to include consequences such as verbal warning, demerits, suspension, expulsion, etc.				
E7. A step-by-step policy on handling different acts of indiscipline by the class teacher, school-based disciplinary team, circuit team and the School Governing Body has been drawn.				

E8. All acts of indiscipline are dealt with immediately.				
E9. All culprits guilty of serious transgressions have been expelled or suspended from school.				
E10. The school curriculum includes the teaching of human rights and the responsibilities.				
E11. The implementation of the disciplinary policy is constantly monitored, observed and reviewed by the core team.				
E12. Learner behaviour observed and reported from outside the school by e.g. parents, bus drivers, taxi drivers and members of the Representative Council of learners.				
E13. All stakeholders have been trained on the disciplinary policy of the school.				

THANK YOU FOR YOUR COOPERATION!!!!!!

Appendix11: Response rate of questionnaires issued out to respondents

Name of school		Principals		Educators		Learners		SGB Members/parents		Date of administration
		Number issued	Returned	Number issued	Returned	Number issued	Returned	Number issued	Returned	
1	Sol Plaatje Sec. School	1	1	25	20	46	45	07	04	25/2/2015
2	Mafikeng High School	1	1	21	20	30	30	07	05	8/2/2015
3	Saint Mary Sec. School	1	1	18	17	20	20	06	04	25/01/2016
4	Boikhutso Sec. School	1	1	20	17	12	12	05	04	15/02/2016
5	Redibone Sec. School	1	1	17	9	32	32	05	03	15/2/2016
6	Golf View Sec. School	1	1	20	18	30	29	07	04	08/02/2016
7	Danville Sec. School	1	1	23	17	18	18	06	05	02/02/2016
8	Mmabatho High School	1	1	42	23	30	26	10	07	22/02/2016
Total		8		141		212		36		