Perceptions of the relationship between human values and positive discipline at Sedibeng-East primary schools

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Graduation May 2018

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'The end of education is character' ~ Sri Sathya Sai Baba

DECLARATION

I declare that the dissertation called …

Perceptions on the relationship between values and positive discipline at Sedibeng-East primary schools through an education law lens …

is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation has not previously been submitted by me at any other university.

17/02/2018

SIGNATURE **DATE**

Mohanie Devi Ramlal
February 2018
Vanderbijlpark

DEDICATION

For Mum: for her kindness, devotion

support and endless love

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"Nobody can do everything, but everyone can do something."

~Author Unknown

ABSTRACT

This is an in-depth concurrent parallel mixed-method study through an education law lens of the perceptions held by educators and learners on values and positive discipline. The study provides a legal framework and proletarian understanding on values and positive discipline. Literature was examined in detail which concluded in the development of appropriate definitions for values and positive discipline. The awareness about values and education were briefly explored also internationally. The international perspective extended to UNESCO, England, the United States of America, Australia and New Zealand.

The interrelationship between values, positive discipline, school governance and educators was analysed critically. Positive discipline, values, the Code of Conduct for learners and favourable school environments were explored comprehensively and the excercise culminated in suggesting a theoretical framework. South African legislation, polices, regulations and guidelines relevant to values and positive discipline in schools were subsequently examined. The study, on exploring the literature and legal framework, proceeded to investigate through a quantitative research design, perceptions held by educators and learners on human value and positive discipline. In parallel, a document analysis of participating schools' Codes of Conduct was completed, informed by an education law lens.

To conclude the study, the findings from the questionnaires and document analysis were scrutinized and recommendations were put forward to advance positive discipline that is underpinned by incorporating values within classrooms and school environments, thereby leading to a conducive learning environment.

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CHAPTER ONE

ORIENTATION TO THE STUDY

"All I'm armed with is research"

~ Mike Wallace ~

1.1 INTRODUCTION AND RATIONALE

Educare, the Latin word for education, meaning *to bring forth that what is within* (Mitra, 2004:7), entails the process of revealing human values that are said to be dominant in every person (Singh, 2010:5). The word *value,* in turn, originates from the Latin word *valere* and the French word *valior* refers to that which is worth persevering or living for (Mitra, 2004:7-8) on the one hand, and that which individuals regard as worth shielding, respecting and wishing for (Nieuwenhuis, 2007b:9).

Values, as pointed out by Nieuwenhuis (2004:56-57), burden human beings to act in accordance with set directives when confronted with difficult issues to which they need to react. These include what they deem worthwhile and what they perceive as important enough to guard, uphold and yearn for. Values, as a source of human behaviour, are directive in nature, as individual behavioural choices are directly influenced by the values being upheld (De Klerk & Rens, 2003:356). In this regard, Lategan (2003:363) points out those values are the basis upon which humans distinguish between right and wrong or good and bad.

By itself, values therefore lay the foundation for discipline and disciplined behaviour (Wolhuter & Steyn, 2003:536). Taking it one step further, discipline is a derivative of the Latin word *discipulus* (Oosthuizen, Roux & Van der Walt, 2003:382), meaning *pupil*, and it is defined by Motseke (2010:118) as a structured approach to child nurturing, which comprises educating and developing moral behaviour, as well as rectifying undesirable behaviour. Discipline, from a Biblical viewpoint, refers to the act of directing, equipping, assisting and helping children to become followers of The Lord (Roos, 2003:485). De Klerk and Rens (2003:357), in turn, describe discipline as the maintaining of order, the sustaining of authority and the efficient progression of tasks to achieve a desired aim.

As one of the main spheres in which guidance to children is provided, education plays an immense role in moulding disciplined citizens. Optimal education of the youth is, however, seriously impeded when disruptive behaviour prevails (Rossouw, 2003:413).

Undisciplined behaviour has been extensively reported on at South African schools and is said to comprise of learners in possession of illegal substances, learner-on-educator violence, learner-on-learner violence, learners armed with deadly weapons, vandalism and theft (Mestry & Khumalo, 2012:98), all of which raise alarm concerning the quality of education as well as the security of schools and classroom environments (Maphosa & Shumba, 2010:387). For this reason, the biggest South African survey on undisciplined behaviour in the form of school violence to date, called the National Schools Violence Study (NSVS), was undertaken by the Centre for Justice and Crime Prevention (CJCP) to provide representative, empirically sound, precise and impartial data on the extent of undisciplined behaviour within schools throughout South Africa (Burton, 2008:6). In reporting the findings of the NSVS, Van der Westhuizen and Maree (2010:1-2) reveal that 10.8% of primary school learners indicated they had already been threatened with violence; 7.5% that they had been assaulted; 3.19% that they had been robbed; 1.4% that they had experienced some form of sexual violence; and 12% that they had been shouted at or had been made to feel ashamed. Rossouw (2003:416), however, highlights that disciplinary problems at schools are not limited to South Africa as there are regular occurrences of disciplinary problems at schools universally.

The recurrent pervasiveness of undisciplined behaviour such as disorderly classroom behaviour, destruction of property, harassment and aggressive behaviour highlights the need to establish efficient discipline practices at schools (Luiselli, Putnam, Handler & Feinberg, 2005:183) which are, in turn, fundamental to guaranteeing academic success and safe learning environments (Oosthuizen, Wolhuter & Du Toit, 2003:475). Mestry and Khumalo (2012:97) concur that, to enable efficient learning to transpire, it is crucial that a disciplined, protected and positive environment is created. In this regard, Joubert, De Waal and Rossouw (2004:78) propose that adherence to the values, as set out in the Constitution of the Republic of South Africa Act 108 of 1996 (1996a; hereafter Constitution), is of the utmost importance for the establishment and sustainment of a safe, disciplined environment in which effective teaching and learning can take place.

From a legal perspective, the Constitution (1996a:sec.1(a)) protects the rights of everyone in South Africa and prides itself at being anchored in the values of recognising human dignity, achieving equality and advancing human rights and freedoms, and from, a literature perspective, Bray (2005:133) supports the significance of constitutional guarantee when she points out that the South African education system encompasses and realises the very norms, values and principles as laid out in the Constitution. As example hereof, the South African Schools Act 84 of 1996 (SA, 1996c:sec.8; hereafter Schools Act), is a form of legislation that echoes the principles of democracy as set out in the Constitution – mandating the development and implementation of a Code of Conduct for learners. Such a Code of Conduct must, as set forward by Mestry and Khumalo (2012:98), give effect to the values of realising human dignity, achieving equality and attaining freedom.

The Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners (SA, 1998:reg.1.1; hereafter Learner Code of Conduct Guidelines) reflect that the purpose of a Code of Conduct, which must be adopted by all public schools as per the Schools Act (SA, 1996c:sec.8(1)), is the establishment of a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. A Code of Conduct for learners thus needs to be directed at creating a disciplined and focused school environment, steadfast to the enhancement and preservation of the quality of the learning process. It is the duty of School Governing Bodies to adopt and support the enforcement of a Code of Conduct for Learners (Mestry & Khumalo, 2012:97). The Learner Code of Conduct Guidelines (SA, 1998:reg.1.9) state that School Governing Bodies need, as a mandatory requirement, to incorporate a set of moral values, norms and principles which need to be upheld by the school community in their Codes of Conduct.

Right at the start of this study, a literature search was conducted to find studies that focused on similar subjects, namely the relationship between values and positive school discipline, for the sake of identifying to what extent the present study could extend the current knowledge base or address a gap concerning research that focuses on the relationship between values and positive school discipline through an education law lens.

Kidron and Fleischman (2006) and Ishii (2010) are two international studies identified during the literature search that highlight specific facets of the current research topic. The

former study focuses on the value of character education at public schools and reflects on educator comments, suggestions and beliefs. The latter study reflects on positive discipline practices. However, neither of the two considers the relationship between values and positive discipline. Coetzee (2010:480-482) describes positive discipline as an approach that is undertaken to foster equity, uphold human dignity, promote tolerance and circumvent discrimination.

At national level, a number of valuable studies on discipline, the Code of Conduct for learners and values in education (De Klerk & Rens, 2003; Oosthuizen *et al*., 2003; Roos, 2003; Bray, 2005; Mestry & Khumalo, 2012) have already been conducted, all of which present the importance of discipline, the need for a Code of Conduct and the requirement of values to be incorporated at schools. None of these studies, however, addresses the relationship between values and positive discipline.

1.1.1 A research gap

It is the research of Du Preez and Roux (2010) that was conducted to encourage schools to negotiate values as underpinning positive discipline that inspired this study to a large extent. While Du Preez and Roux (2010) used *dialogue* to gather their data from educators, the researcher identified the gap to investigate the perceptions of learners and educators by way of questionnaires, and by being informerd by an education law lens.

In view of the fact that an education system has to impart universal values in order to be considered as being holistic (Sarma, 2009:22), and that values anchor discipline, school rules and school policies on discipline (Wolhuter & Steyn, 2003:535), the researcher determined perceptions on the relationship between values and positive discipline at primary public schools situated in the Sedibeng-East school district through an education law lens. This study could have significance for all public primary schools involved in developing and maintaining positive school discipline and could create an awareness of values as having the potential to form the foundation of positive discipline.

1.2 PURPOSE STATEMENT

Based on the above-mentioned discussion, the researcher framed the purpose of this study as follows:

The purpose of this concurrent triangulation mixed-method study (*cf*. 4.3.4.2 & 4.3.5) was to examine the perceptions of learners and educators concerning the relationship between values and positive school discipline, through an education law lens.

The first phase of the study utilised survey research, which examined the current perceptions held by Grade 6 and 7 learners and educators in the Sedibeng-East school district of the Gauteng Department of Education (South Africa) on values and their relationship to positive school discipline. The second phase of the research considered an appreciation of the relationship between values and positive school discipline by way of a basic document analysis of the Codes of Conduct of the participating primary schools in the Sedibeng-East school district of the Gauteng Department of Education. It is specifically this second phase that was underpinned by an education law lens.

The rationale for conducting a qualitative phase underpinned by an education law eyeglass while doing the quantitative phase, was to appreciate the learner and educator awareness responses that were gathered during the quantitative phase better by depending on two angles while conducting my research.

1.3 PRIMARY AND SECONDARY RESEARCH QUESTIONS

The mian aim of the research was achieved by answering the research questions listed below during the study.

1.3.1 Primary question

One primary research question guided the completion of this study:

- To what extent do values form part of positive discipline at Sedibeng-East primary schools according to the education law lens?

1.3.2 Secondary research questions

The following secondary research questions followed from the primary question:

- To what extent do legislation, policies and guidelines describe values?
- What does positive school discipline comprise of?
- How do educators interpret positive school discipline?
- How do educators interpret the term values?

- Which understandings do educators hold regarding the existing discipline at their schools?
- Which understandings do educators hold regarding the role that values play in discipline at their schools?
- How do learners interpret positive school discipline?
- How do learners interpret the term values?
- Which understandings do learners hold regarding the existing discipline at their schools?
- Which understandings do learners hold regarding the role that values play in discipline at their schools?
- To what extent do the participating schools' Codes of Conduct for learners reflect the values as advanced in legislation, policies and guidelines?

1.4 CONCEPTUAL FRAMEWORK

Informed by the wisdom of Sri Sathya Sai Baba as the researcher's spiritual teacher (Guru), with *human values* and their fundamental worth in life as the foundation of his teachings, the researcher became interested in the topic of this study when she started experiencing these teachings intensely at a spiritual level. Although the researcher is a Hindu and therefore conducted the study well aware of it, she was satisfied that the Hindu perspective on human values as transcending all religions and cultures would guard her from becoming biased one way or the other. A decision was taken, however, to refer to *values* and not human values for the sake of this research, as the intention was for people from all walks of life and all religions and cultures to take note or become aware of the substance and significance of having values filtered into school discipline in general.

Central to this study are the concepts of *values*, *positive school discipline* and *education law lens*. Among others, the researcher investigated to what extent human values are included in the Codes of Conduct (which were evaluated by using an education law lens) for learners of the participating schools situated in the Sedibeng-East school district. A visual presentation of the conceptual framework is shown in Figure 1.1 below.

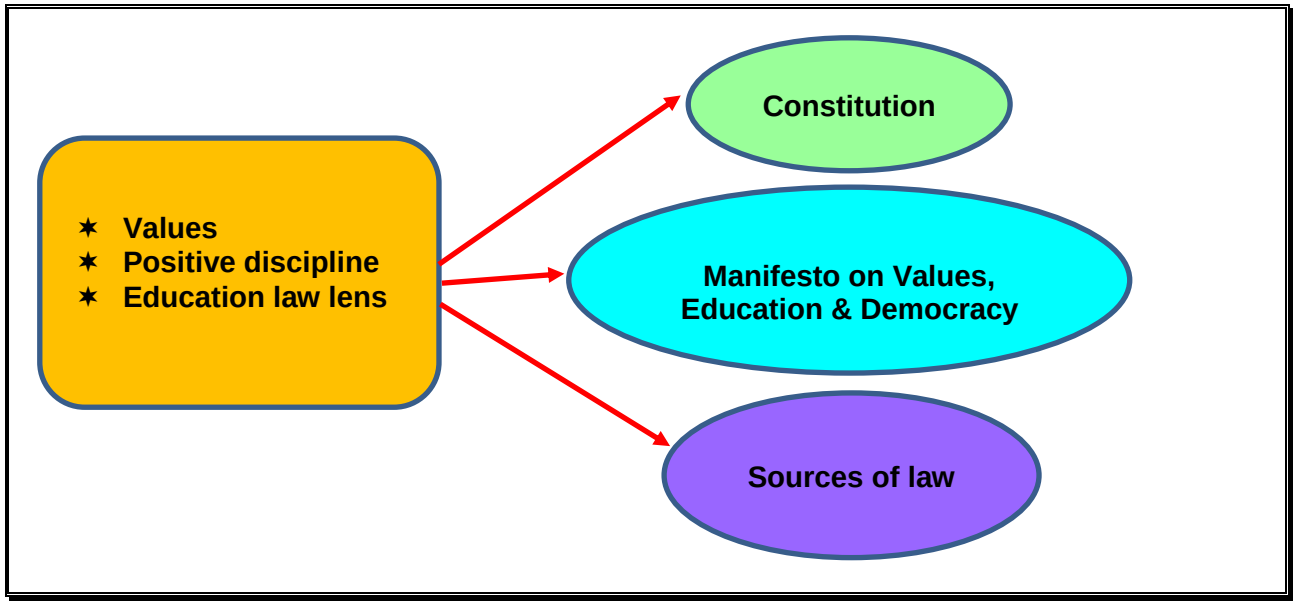


Figure 1.1: The conceptual framework – a graphical perspective

1.4.1 Values

It is common cause that the notion of values (*cf*. 2.2) has several definitions and a variety of interpretations which would be impossible to cover in a single study. As values need to underpin a school's Code of Conduct for learners (Bray, 2005:134) and because education law, among others, augments constitutional values (Oosthuizen, 2015:9), the researcher aimed at pursuing research that highlighted values as a source of positive discipline through an education law lens.

South Africa is a country with diverse religious beliefs and cultures. As a result of this diversity there is a multitude of different values. However, the values recognised by the Manifesto on Values, Education and Democracy (DoE, 2001a:3; hereafter Manifesto) upon which the conceptual framework of the study is partly based, are those that (1) rise above differences in cultures and languages; (2) allow life to be meaningful, since they are seen to be common or shared; and (3) explain normative principles that allow life to be easily lived. Since the values being expanded transcend differences in cultures and religious practices, it is foreseen that conflicting values will be minimal and when they do arise, the difference of opinion will be discussed in open dialogue and debate.

Keet (2010:26) points out that, in South African terms, values are defined as the communal exchange that ensures that life is significant. Who humans are, how they live,

and how they treat others, as explained by De Klerk and Rens (2003:357), are shaped by values which encapsulate the standards of human actions and the attitude of persons' hearts and minds. Young ones see grown-ups' behaviour generally as examples that they could imitate, since nobody is born with an inherent value system already in place, although eventually these influences do not determine meaning in life: people not only need to decide on the things that give meaning to their lives (Nieuwenhuis, 2015:12-14), but they must also take into account that whatever things they choose will obtain significance and acknowledgement by determining their behaviour and actions (Nieuwenhuis, 2015:84).

Through an education law lens, the researcher focused specifically on stipulations in the Constitution concerning the values that are referred to as founding values.

The Constitution

As the most significant source of South African law, the Constitution (1996a:sec.1; *cf*. 3.2.1.1) explicitly states that the country is one sovereign, democratic State founded on the values of human dignity, equality as well as human rights and freedoms. Seeing that it is recognised as the supreme law (1996a:sec.2), it can be concluded that the founding values embedded in the Constitution must be upheld by School Governing Bodies when adopting a Code of Conduct for learners. In line with constitutional imperatives, the Schools Act (SA, 1996c:sec.8(2)) provides for such a Code of Conduct to be developed with the objective of ensuring the attainment of a disciplined and productive learning environment. This is extrapolated in the Learner Code of Conduct Guidelines (SA, 1998:reg.1.9), suggesting that a Code of Conduct for learners must advance moral values, display norms and uphold principles to which the school as a whole need to be committed. In actual fact, although the headings refers to these aspects as "guidelines that may be followed," the term ***must*** is used 12 times in the 11 sub-divisions of regulation 1 and the phrase ***must not*** is used once. This could be seen as an indicator of how strongly the Departement of Basic Education is motivated to ensure that all school develop and adopt a Code of Conduct for learners that advances not only positive school environments, but also accountable citizenry (SA, 1998:reg.1.1-1.11).

It is, accordingly, evident to the researcher that the achievement of equality for all, the respect of human dignity and the upholding of human rights and freedoms need to be

accomplished within the school environment. A closer look at values as source of positive discipline was therefore regarded as an essential aim of this study.

1.4.2 Positive discipline

Positive discipline comprises methods that do not injure or harm humans, but rather shape their self-image and confidence (Oosthuizen *et al*., 2003:468), while managing behaviour (Venter & Van Niekerk, 2011:245).

According to Oosthuizen *et al*. (2003:387), positive discipline (*cf*. 2.3) refers to an action taken by one person upon which he/she calls another to order. In agreement, Venter and Van Niekerk (2011:245) explain that sound discipline refers to the extent by which authority is upheld in order to control human behaviour. Moreover, Durrant (2010:11-17) describes positive discipline as a process that enables the building of a learner's self-confidence and imparts a love for lifelong learning. Positive discipline fosters motivation, promotes encouragement, and develops a love for learning, directs learners towards self-discipline, nurtures confidence and strengthens competence (Durrant, 2010:11-17).

In view of this, the researcher contemplated to which extent positive discipline could be fostered through the implementation of values.

Manifesto

The conceptual framework for this study was partly informed by the suggested Manifesto (DoE, 2001a; *cf*. 3.2.2.1 & *cf*. 2.5.1). The ten fundamental values highlighted in the Manifesto (DoE, 2001a: iv-v) are democracy, social justice and equity, equality, non-racism and non-sexism, human dignity, an open society, accountability, rule of law, respect and reconciliation. Although the ten values are recognised as being important, the researcher, for the purpose of this study, concentrated on equality, human dignity, an open society, accountability, rule of law and respect. The reason for this selection was based on the understanding that social justice and equity, non-racism, as well as non-sexism, can be addressed within the framework of equality and reconciliation.

The selected six values are described in the Manifesto (DoE, 2001a:iv-v, *cf*. 3.2.2.1) as follows:

- Equality: the value of equality is highlighted by the understanding that all people are equal and should be treated equally.
- Human dignity: thankfulness and comprehension of human differences.
- Open society: the advantage of deliberation, discussion and serious thought is realised as valuable as it is apparent that a community capable of conversing and paying attention, would have no need for recourse to violence.
- Accountability (responsibility): pivotal to ensure that those with power are held accountable for their actions. After all, there can be no rights without responsibilities.
- Rule of law: crucial to the constitutional state as obedience to the Constitution.
- Respect: an indispensable prerequisite for communication, collaboration,and efficiency at schools.

1.4.3 Education law lens

According to Sughrue, Goldenberg and Permuth (2015:238), looking into and studying law – whether it be undergraduate law, philosophy of law, jurisprudence or education law – slipped into the general education curricula by a quiet pathway to assure a basic understanding of legal concepts. What is certain is that *being educated about the law* not only includes examining legislation and related documents as such an examination *can provide guidance and intent of the law*, but it even also acknowledges research that is restricted by basic groundwork and method (Sughrue *et al*., 2015:225 & 238). As this study did not comprise legal research as such, the researcher deemed an education law lens as appropriate support since the study acknowledged the classification by Humby *et al*. (2012:151 & 176) who indicate education law not only as a ***hybrid legal sub-discipline*** which overlaps the private-public law classification, but also as an important newest sub-discipline to South Africa law.

With Oosthuizen (2015:10) maintaining that education law generally forms part of faculties of education at universities and with Nieuwenhuis (2007b:84) being of the opinion that no institution or person can *escape the effect of the law*, using an education law lens was backed by the notion that reviewing documentary data – in this case the Codes of Conduct for learners of the participating schools – has become accepted as not only typical of policy studies as research method, but also of qualitative research (Adler, 2015).

Sources of law

Humby *et al*. (2012:124-146) point out the uncodified nature of South Africa's legal system – which refers to the country's sources of law being *scattered across many different written and unwritten sources* – and suggest the following framework:

- Constitution – ultimate yardstick
- Legislation – national legislation (amendments, schedules & regulations); provincial legislation; by-laws
- Judicial precedent – court cases managing legal disputes
- International, foreign and regional law – international law (created collectively by many countries)
- Common law – historical significance; the *audi alteram partem*[1] rule is an example; changes in values could require developing common law
- Customary law
- Indigeneous law
- Contemporary interpretation – persuasive, though not binding or authoritative

At a basic level, this study referred to relevant aspects of five of the above-mentioned seven sources: the Constitution, legislation, judicial precedent, international law, common law and contemporary interpretation.

1.5 RESEARCH METHODOLOGY

Research methodology refers to the procedures undertaken to gather and analyze data (McMillan & Schumacher, 2006:9).

1.5.1 Research paradigm

The research framework embraced by this research was that of pragmatism.

1. Latin which means listen to the other person's side of a story or an event.

Creswell (2009:10) and Creswell (2012:537) describe pragmatism (*cf*. 4.2.1.5 & 4.2.1.6) as the best philosophical foundation for a mixed-methods study. Researchers choosing pragmatism as paradigm for their studies can be described as people looking for the solution to a problem, by placing the emphasis on the research problem and employing every approach available in order to understand the problem better (Creswell, 2009:10; Creswell, 2012:537). The choice of pragmatism as paradigm (*cf*. 4.2.1.5 & 4.2.1.6) was appropriate due to the nature of this study, since the researcher wanted to determine learner and educator awareness and analyse learner Codes of Conduct by using a quantitative and a qualitative approach.

The selected pragmatic framework also has an effect on choosing the research design, research strategy and data-collection methods.

1.5.2 Research design

This study employed a concurrent mixed-method design (*cf*. 4.3.4.2 & 4.3.5), aiming at using one research method's findings to expand on the other method's findings (Creswell, 2012:540). The research included a quantitative method using questionnaires (*cf*. 4.3.5.1) and a qualitative method that comprised a document analysis (*cf*. 4.3.5.2) of the participating schools' Code of Conduct (Creswell, 2012:223). Gathering both forms of the data at one go strengthened the aim of integrating all data when interpreting the complete set of results (Creswell, 2009:14-15).

- The model aimed at discovering what educators and learners understand/perceive regarding values and the relationship that exists between values and positive discipline.
- The basic document analysis allowed the researcher to discover what the school did with regard to the fostering of values within school discipline.
- The basic document analysis allowed the researcher to ascertain whether schools prepared their learner Codes of Conduct in line with the requirements concerning values advanced by the Schools Act and its supporting guidelines.
- The basic document analysis allowed the researcher to draw inferences on whether the Codes of Conduct of the participating schools were living documents or merely pieces of paper.

- Once the above was determined, the researcher analysed the respective Codes of Conduct to establish whether these codes' statements on values were upheld in everyday school life.
- On the one hand, the expectation was to discover whether there is a pattern between learners having a strong sense of values and living by them, thus not displaying disciplinary problems.
- On the other hand, the hope was to discover whether, if educators support enforcing values as set out in the Codes of Conduct in classrooms and during activities, they will find that learners would not display disciplinary problems.
- The relationship the researcher hoped to point out was that when learners are coached regarding values, they are able to recognise and/or curtail inappropriate behaviour. Moreover, those learners are able to discriminate right from wrong as they have a foundation or a benchmark against which they can check themselves, namely values, which should eventually lead to self-discipline.
- The researcher had to analyse the learners' responses and categorise them appropriately.

In the final phase of the research, the researcher did a triangulation of the two data sets to observe choosing a type of mixed-method design that suits the study best.

1.5.2.1 Strategies of inquiry

The quantitative and qualitative strategies of inquiry are explained in the following two sub-sections.

1.5.2.1.1 Quantitative strategy of inquiry

The researcher used descriptive survey research for the quantitative phase of the study: for the sake of compiling a quantitative report on participants' perceptions, the nature of this aspect led to the gathering of statistical data through questionnaires (Creswell, 2012:12, *cf*. 4.3.4.3).

According to Leedy and Ormrod (2005:179), descriptive research is either about investigating probable links between two or more phenomena or about pinpointing the features of observed phenomena. This study accordingly determined the perceptions of

learners and educators concerning the relationship between values and positive school discipline.

1.5.2.1.2 Qualitative strategy of inquiry

For the qualitative phase of the study, the researcher used interpretative research (McMillan, 2008:4-5): for the sake of either validating the data that was gathered quantitatively or pinpointing discrepancies (Flick, 2009:122-125; *cf*. 4.3.4.3), the essence of what would be required led to using existing school documents.

Creswell (in Ivankova, Creswell & Plano Clark, 2009:257) states that qualitative research involves a review route of understanding, with the researcher developing a rounded picture and, among others, analysing text about the phenomenon. The researcher analysed the Codes of Conduct of the particpating schools through an education law lens and therefore, for the qualitative research phase of this project, the document method of data analysis (*cf*. 4.3.5.2) was undertaken (Ivankova *et al*., 2009:257).

1.5.2.2 Research participants

The study's sampling method for both the quantitative and qualitative aspects are discussed below.

Quantitative study sampling

The target population (*cf*. 4.3.5.1 & 4.3.7.1) was all the Grade 6 and 7 learners and educators in South Africa. Since it was impossible to conduct research that includes all these participants, the study population (*cf*. 4.3.7.1) comprised the Grade 6 and 7 learners and educators for the Sedibeng-East school district of the Gauteng Province (South Africa). Using purposive sampling (*cf*. 4.3.7.2) that aims at choosing research participants for a definite reason (Leedy & Ormrod, 2005:206), Grade 6 and 7 learners and educators were selected from the Sedibeng-East district office for this study.

Grade 6 and 7 learners were chosen due the busy schedule of those in Grade 8: the Grade 8 learners have completed the primary school phase of their education and have begun secondary schooling. Choosing primary school learners is supported by Masitsa (2008:266) who argues that, if undisciplined behaviour is to be eradicated at schools, it is imperative that it be recognized and rectified while learners are still at primary schools

before it becomes completely embedded. Thus, it is of vital importance that values have been infused into the fabric of a primary school learner's character.

Due to logistical problems and time constraint, not every school or every Grade 6 and 7 learner and educator in the Sedibeng-East school district could be sampled. Owing to several failures in trying to get hold of a complete list of Grade 6 and 7 learners and educators in the selected district, the researcher contacted the principals at several schools in the district to determine whether their school would be willing to participate in the study. Four township primary schools, and four ex-Model C primary schools took part (*cf*. 4.3.5.1).

As is indicated by McMillan and Schumacher (2006:125), the researcher conceded that using non-probability sampling will imply that the research sample may be less representative of the population, leading to the generalizability of the findings being limited to only the research participants themselves. The two groups of participants – learners and educators – were heterogeneous concerning the characteristics of the target population in terms of gender, home language and culture (*cf*. 4.3.7.4).

It was estimated that the number of the Grade 6 and 7 learners at the eight schools is n = 850 learners and the number of the educators, n = 120 (*cf*. 4.3.7.1).

Participation for the qualitative study

The Codes of Conduct of all eight schools, selected by way of purposive sampling (*cf*. 4.3.7.4), were requested. However, one school never responsed to several attempts that were aimed at collecting their document (*cf*. 4.5.2).

1.5.2.3 Data-collection

Owing to the quantitative and qualitative nature of this study, the researcher used the following data-collection instrument and data-collection strategy as indicated below.

1.5.2.3.1 Quantitative data-collection instrument

For the sake of the quantitative research, data was collected through the use of two self-developed, closed-items, Likert-type-scaled questionnaires (*cf*. 4.3.5.1). The two questionnaires were distributed to the sampled learners and educators in order to establish their awareness on the relationship between values and positive discipline.

According to Leedy and Ormrod (2005:185), using a questionnaire is especially useful when the research aims at measuring, among others, awareness and opinions. For the sake of this study, the learner and educator awareness on the relationship between values and positive discipline were determined.

The Likert-scales ran from 1 to 4:

- One Likert-scale used 1 = *Strongly agree*; 2 = *Agree*; 3 = *Disagree*; and 4 = *Strongly disagree*.
- Another Likert-scale used 1 = *Almost always*; 2 = *Often*; 3 = *Sometimes*; and 4 = *Almost never*.

The questionnaire comprised of closed statements based on the literature chapter (*cf*. Chapter Two), implying that no participant was expected to elaborate on any answer and that the researcher only aimed at determining the frequency of the categories of responses by scrutinizing the perceptions of learners and educators. Although the types of questions were chosen after the literature study had been done, the selection could include semantic differential scales, list questions in multiple-choice style, list questions in a filter style and list questions in a follow-up style (Maree & Pietersen, 2007a:161-162 & 167-169, *cf*. 4.3.5.1).

Pietersen and Maree (2007a:216) point out that validity aims at indicating the extent to which the research instrument actually gauges what it plans to gauge. The validity of a questionnaire such as this one depends on a variety of aspects: content validity, face validity and construct validity which were considered (Pietersen & Maree, 2007a:216-217) and addressed in more detail in the chapter on the empirical research design (*cf*. Chapter Four).

All the questionnaire items were linked to the study's conceptual framework that focused on values and positive discipline. The items touched on the extent, according to the learner and educator awareness, to which values stand in a relationship with positive discipline.

However, the researcher was alert to specific advantages and disadvantages of using a questionnaire for the sake of research.

Disadvantages of using a Likert-scale questionnaire (McMillan & Schumacher, 2006:211)

- Questionnaires could leave out important matters
- Questionnaires do not allow for the clearing up of answers
- The return rate might be low
- Impossible to identify participants who misunderstand questionnaire items
- Participants could answer only casually

Advantages of using a Likert-scale questionnaire (McMillan & Schumacher, 2006:211)

- Participants' responses are gathered anonymously without biased interference
- Scoring the gathered data is easy
- Reponses can be gathered from a large group of participants
- Questionnaires lead to the effective measuring of the frequency of awareness or opinions
- Participants can take their time before responding to an item

1.5.2.3.2 Qualitative data-collection strategy

While the quantitative research was being carried out, the researcher undertook a qualitative study (*cf*. 4.3.5.2). The Codes of Conduct for learners of the participating schools were obtained to gain a broader understanding of the awareness of the participating learners and educators on the relationship between values and positive discipline better (*cf.* 4.3.2). The qualitative analysis that was completed was then used to explore and explain the quantitative data even further. However, the researcher was alert to limitations and specific practical strengths of using documentary sources for the sake of research (*cf*. 4.3.5.2).

Limitations when using documentary sources (Green & Browne, 2005:39; Flick, 2009:184)

- Getting hold of the ethical approval to use the documents may be tricky
- A researcher cannot use a document as *data about reality*
- Documents do not replace other types of data

Practical strengths of using documentary sources (Green & Browne, 2005:39; Flick, 2009:184)

- Documents exist already
- Using documents saves on money and time
- Documents are generally easily accessible

1.5.2.4 Data-collection process

This study employed a data-collection process known as a concurrent mixed-method design, which then ended with the researcher using triangulation to bring the analysis of both data sets together for the purpose of evaluating and discovering similarities and/or disparities (*cf*. 5.12).

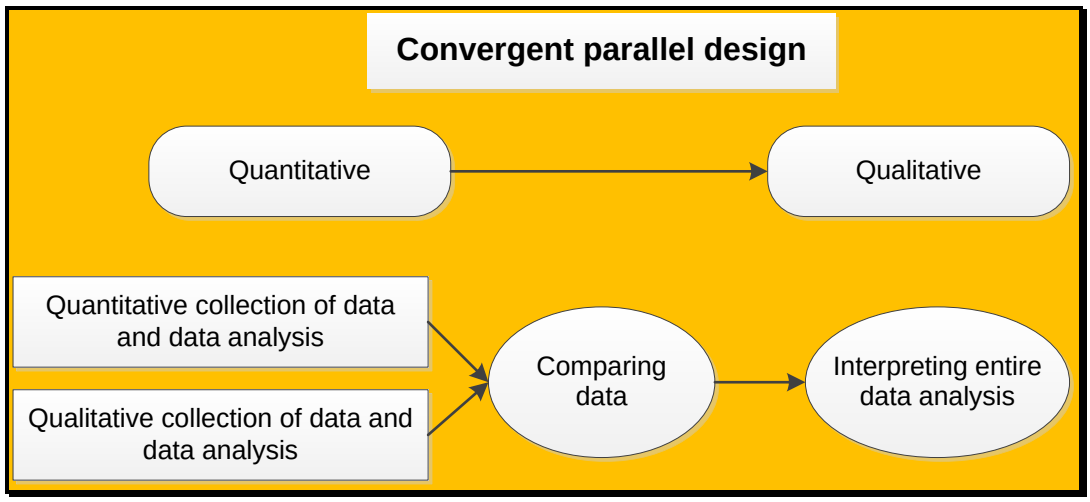


Figure 1.2: Concurrent triangulation design
(Adapted from Creswell, 2012:540)

The timing of this design was described by the gathering and analysis of the quantitative and qualitative data at the same time. The weight was emphasized in the same way and the mixing of the data occurred right at the end when the researcher interpreted the entire data analysis (Creswell, 2009:210).

1.5.2.5 The role of the researcher

The researcher, being the primary instrument for the gathering of data, can pose a threat to the trustworthiness of the gathered data and the researcher's *situatedness* may influence the data interpretation, possibly encouraging finding the middle ground (Theron

& Grösser, 2010). The researcher's situatedness therefore had to be addressed right from the start.

Merriam (2009:219-220) and Theron and Grösser (2010) point out the following concerns that were relevant to this study:

- Historical, social and cultural experiences of the researcher: predetermined notions of racial prejudice needed to be addressed as the researcher is Indian and had to go to all types of schools.
- The researcher's status: the researcher is female and had to speak to male principals and male participants.

The researcher planned on following a sequential cycle in fulfilling her role as researcher:

- Ethical authorization to conduct research had been awarded to the study leader, Prof. Elda de Waal, by the Ethics Committee of the North-West University, Vaal Triangle Campus (*cf.* 1.6). The ethical clearance included all her students, therefore also this researcher.
- Research permission was obtained from the Gauteng Department of Education (Annexure A).
- Consent to conduct the research was obtained from the Sedibeng-East school district office (Annexure B).
- Permission to distribute questionnaires and obtain the Code of Conduct for learners was obtained officially from each school principal (Annexure C).
- Consent of educators to participate in the study was obtained (Annexure D).
- Consent of parents allowing their children to participate was obtained (Annexure E).
- Consent of learners to participate in the study was obtained (Annexure F).

1.5.2.6 Data analysis and interpretation

The gathered data sets were analysed in two different ways: statistical procedures were used for the data analysis of the quantitative data and a content analysis was done concerning the Codes of Conduct for learners.

Questionnaires

- ***Descriptive statistics***

At first a professional statistician of the North-West University, Vaal Triangle Campus, was approached to assist the researcher in capturing, analysing and interpreting the quantitative data during the pilot study. The researcher subsequently employed the assistance of the statistical consultant of the Optentia Research Focus Area at the North-West University, Vaal Triangle campus, who aided in the data analysis process for the actual study and who assisted in the development of structural equation modelling. As pointed out by Leedy and Ormrod (2005:257), descriptive statistics (*cf*. 4.3.8.1) were used in order to do meaningful organization and summarizing of the data. A variety of calculations will be done: these will include frequencies, means and percentages. The results will be reflected in tabular and graphical format.

Documents

The content of the participating schools' Codes of Conduct for learners were documented according to a check list. The data analysis was done by way of using both inductive and deductive content analysis.

According to Nieuwenhuis (2007a:107), inductive content analysis involves identifying codes when scrutinizing the data and leads to the data speaking for itself without researcher bias coming into play. Moreover, deductive content analysis will also be done since the codes will be identified from the completed literature review before the data are scrutinized (Nieuwenhuis, 2007a:107).

1.5.2.7 Rigour

In an effort to ensure that the study was thorough, accurate and meticulous especially in respect to qualitative and quantitative research design, the reliability and validity were examined closely.

Quantitative study: reliability and validity

The aspects that needed to be focused on were the reliability of the questionnaire, the validity of the quantitative research design and the validity of the questionnaire.

- **Reliability of the questionnaire**

Reliability (*cf*. 4.3.6.1) refers to the steadiness of measurement, and the degree to which the results are alike over different forms or identical conditions (Neuman, 2011:208).

A pilot study (*cf*. 4.3.6.1) was conducted to pretest the instrument, thus ensuring that all components of the complete data gathering procedure on a small scale are verified (Strydom, 2002:210-211, *cf*. 4.3.6.1). Such a pilot study highlighted the shortcomings (*cf*. 4.3.5.2 & 4.3.6.1) of the self-developed questionnaires. The responses to the questions by the participants of the pilot study who did not form part of the sample (*cf*. 4.3.6.1) allowed the researcher to determine if the quality of answers was sufficient to answer the research question. The pilot study allowed for the refinement of the instrument and promoted greater productivity with the research.

The reliability of the final questionnaires was underpinned by conducting the pilot study and using the calculated Cronbach Alpha values (*cf*. table 4.3) and inter-item correlations to guide the internal consistency of the sections in the actual questionnaires. Calculating these values is a more generalistic measure of internal consistency and is used for items that are not rated on the spectrum of correct or incorrect, therefore popular for questionnaires and survey data-collection (McMillan & Schumacher, 2006:186). In addition to this, Cronbach Alpha is founded on correlations that are inter-item specific and a measured value that is close to one, is indicative of high internal consistency and strong item correlation. However, if items are ill framed and do not strongly correlate, the alpha measure will be closer to zero (Pietersen & Maree, 2007a:216). Revelle and Zinbarg (2009:23) indicate the significance of Cronbach Alpha as being able to determine whether questionnaire items correlate positively to one another and whether they are able to measure the consistency of the individual statements.

In sum, while Pietersen and Maree (2007a:216) clarify a Cronbach Alpha measure of 0.8 as being viewed as suitable and measures lower than 0.6 as being deemed unsuitable, they also provide the following guidelines to help with interpreting calculated Cronbach Alpha values (*cf*. 1.5.2.7.1):

- 0.90 indicates a reliability that is high
- 0.80 indicates a reliability that is moderate
- 0.70 indicaes a reliability that is low
- A range of 0.6 to 0.8 indicates acceptable Cronbach Alpha values

Yet another way of trying to ensure reliability (*cf*. 4.3.6.1) was to calculate inter-item correlations that focus on the different questionnaire sections and evaluate how well constructs with statements that reflect them will return like results. Revelle and Zinbarg (2009:35) indicate a range of 0.15 and 0.5 as acceptable values for inter-item correlations.

Validity of the quantitative research design

The integrity of the study was maintained through the validity of the quantitative research design which is described in the subsequent paragraphs.

Statistical conclusion validity: Validity (*cf*. 4.3.6.2) denotes using appropriate statistical tests to conclude if supposed relationships are a mirror image of genuine relationships (McMillan & Schumacher, 2006:134). The researcher obtained the assistance of a professional statistician of the North-West University, Vaal Triangle Campus, in this regard and is thus convinced of the appropriateness of the statistical procedures that were utilized in this study.

Internal validity: Leedy and Ormrod (2005:99) point out that internal validity (*cf*. 4.3.6.2.) indicates the extent to which the research design and the data yielded permit the researcher to come to truthful conclusions concerning the data. Although no irrelevant incidents were foreseen that could affect the results of this study, the researcher acknowledges not using random sampling, as a limitation.

External validity: This type of validity (*cf*. 4.3.6.2) refers to the degree to which the results of the study can be generalized to other circumstances (McMillan & Schumacher, 2006:116 & 134). Care was taken during the final interpreting of the results since the sample size was not representative of all learners and educators in primary schools: more research will be necessary in order to generalize the findings.

Construct validity: McMillan and Schumacher (2006:140) remind the researcher of construct validity (*cf*. 4.3.6.2) as it points to the effectiveness of employing a specific instrument for data-collection. For the purpose of this study, this researcher is sure that using two questionnaires to determine the awareness of learners and educators on the relationship between values and positive discipline was fitting.

- **Validity of the questionnaire**

This is the extent to which interpretations made on the scores from an instrument are rational and suitable (McMillan & Schumacher, 2006:130). Validity (*cf*. 4.3.6.2) is situation specific, thus for the research that was undertaken the following forms of validity were taken into consideration:

Face validity (*cf*. 4.3.6.2) denotes the degree to which on the surface, the instrument portrays it is measuring a specific characteristic. Face validity was beneficial for guaranteeing the support of people who are partaking in the study (Leedy & Ormrod, 2005:92). In order to ensure face validity the researcher consulted her supervisor and co-supervisor.

Content validity (*cf*. 4.3.6.2) denotes the degree to which the instrument displays the comprehensive content that the paradigm is set out to measure (Pietersen & Maree, 2007a:217). The researcher's supervisor and co-supervisor were consulted to assist in ensuring that the various features of values and positive discipline were reflected in equal proportions.

Criterion validity denotes the extent to which the measurement instrument correlates with any other associated measurement results (Leedy & Ormrod, 2005:92). Since the researcher developed two questionnaires herself, it was impossible to conclude on the criterion validity of the self-developed questionnaires.

Construct validity (*cf*. 4.3.6.2) denotes the degree to which interventions and measured variables truly epitomize targeted, academic, underpinning psychological paradigms and features (McMillan & Schumacher, 2006:135). The researcher ensured construct validity by giving the instrument to field specialists, such as the supervisor and co-supervisor, who verified whether the instrument measured values and positive discipline. In addition to this, the inter-item correlations also indicated how well/poorly the questionnaire items measured the constructs.

Since the researcher employed the concurrent triangulation mixed-method approach, it is imperative that the validity and reliability of the qualitative portion of the study be examined.

- **Qualitative study: reliability and validity in documentary analysis**

Scott (in Cohen, Manion & Morrison, 2007:203-204) advocates the following four criteria concerning reliability and validity when using documents: credibility, authenticity, representativeness and meaning.

Since the researcher obtained the Codes of Conduct that existed at the participating primary schools, the concern about face validity and construct validity were allayed, as Bailey (in Cohen *et al*., 2007:203) indicates the strength of these two types of validity in documents. To strengthen the validity of the documentary analysis, the researcher used corroboration of information while studying the gathered documents, as supported by Cohen *et al*. (2007:203).

1.6 ETHICAL ASPECTS

This study fell under Prof. Elda de Waal's ethically approved research project: Ethics number NWU-00680110A9.

The ethical aspects of the study are discussed in detail below as provided by Creswell (2009:87-92), and the actions that were taken by the researcher to ensure ethical care was maintained are also stipulated below.

- **Ethical issues in the research problem**

Initially in the introduction the researcher needed to point out a problem of significance and had to describe the reasoning behind the researcher perceiving it as important (Creswell, 2009:88). The research problem (*cf*. 4.4.2) that was explored by the researcher is regarded as being important and beneficial to the research participants.

- **Ethical issues in the purpose and questions**

Creswell (2009:88) indicates that the researcher needs to ensure that the proposal encompasses the purpose of the study that will be clarified to research participants.

The research proposal covers the purpose of the study in detail. Moreover, the researcher proactively ensured that the precise purpose of the study was made available to the learner and educator participants from the commencement of the study, even before written consent to participate was obtained (*cf*. 4.4.4).

- **Ethical issues in data-collection**

Vulnerable populations are to be respected and participants should not be put at risk.

The research participants were requested to sign an informed consent form (*cf*. 4.4.1), which recognises that the rights of the participants will be protected during the process of data-collection (Creswell, 2009:89). Such forms were signed before participants began their contribution to the research process. The researcher ensured that she had developed consent forms for all her participants: parents/caregivers of the Grade 6 and Grade 7 learners; learners;educators. The consent forms included pointing out how the research participants were selected, the purpose of the study, anonymity of all participants and the right to withdraw from the study.

Official applications for permission to conduct research at primary schools were made to and obtained from (1) the Gauteng Department of Basic Education; (2) the Sedibeng-East school district; and (3) the principals of the sampled primary schools.

- **Ethical issues in data analysis and interpretation**

These issues refer to maintaining the anonymity of all the research participants (Creswell, 2009:91; *cf*. 4.4.3). The anonymity of the participants was protected throughout and all questionnaires were completed anonymously.

The data sets gained from the research were only shared between the professional statistician, the researcher, supervisor and co-supervisor thereby ensuring that no data set was shared with people who were not involved in the study.

- **Ethical issues in writing and disseminating the research**

No prejudiced words or language against the participants due to age, ethnic group, gender, sexual orientation and/or disability were used (Creswell, 2009:92; *cf*. 4.4.5). The researcher refrained from using prejudicial language in her two questionnaires.

Caution is required against fabricating and/or falsifying research results (Creswell, 2009:92). The researcher made every endeavour to ensure that no findings were misrepresented and that the findings were reported in a complete and honest way.

1.7 POTENTIAL CONTRIBUTIONS AND CHALLENGES

As is the case with all research, certain contributions were anticipated and specific challenges were foreseen as are pointed out below.

1.7.1 Possible contributions of the study

Since the study focused on Grade 6 and 7 learners and educators, the intended contribution was for all primary schools in the Sedibeng-East district to become more aware of and, if needed, incorporate values in their Codes of Conduct for learners through the correct consultative procedure.

Advocating the practice of values as set out by the Constitution (1996a), the Schools Act (SA, 1996c) and the Learner Code of Conduct Guidelines (SA, 1998) as part of positive discipline would allow for learners to inculcate these values – thus ensuring that learners' behaviour is in keeping with the values stated in the Constitution, relevant Acts and education regulations and guidelines.

1.7.2 Possible challenges of the study

The researcher foresaw the following challenges as possible for the study (*cf*. 4.5):

Questionnaires

- The non-submission of questionnaires by participants (*cf*. 4.5.1).
- The non-completion of questionnaires by participants (*cf*. 4.5.1).
- Only partial completion of some questionnaires (*cf*. 4.5.1).
- Some participants may not understand the questionnaire or what is expected of them (*cf*. 4.5.1).

Codes of Conduct

- It could be that not all the participating schools have a Code of Conduct for learners (*cf*. 4.5.2).
- It could be that schools refuse to give the researcher a copy of their Code of Conduct for learners (*cf*. 4.5.2).

1.8 LAYOUT OF STUDY

CHAPTER ONE: ORIENTATION TO THE STUDY

CHAPTER TWO: VALUES AND POSITIVE DISCIPLINE: A THEORETICAL FRAMEWORK

CHAPTER THREE: A BASIC LEGAL FRAMEWORK

CHAPTER FOUR: EMPIRICAL RESEARCH DESIGN

CHAPTER FIVE: DATA ANALYSIS AND INTERPRETATION

CHAPTER SIX: SUMMARY, FINDINGS AND RECOMMENDATIONS

1.9 CONCLUSION

Chapter One has laid out how the researcher envisioned the study. The chapter indicated how the researcher intended the study to evolve, before ultimately providing answers to the research questions. In this regard, thus, achieving the purpose of the study.

Once the purpose, research questions, introduction and rationale of the study were highlighted, the researcher went on to clarify the conceptual framework. These aspects paved the way for a careful consideration of research methodology which encompassed the research paradigm and research design. The research design section unraveled into various aspects, such as strategy of inquiry, research participants, data-collection, the data-collection process and rigour. This chapter culminated with an investigation into ethical issues, possible contributions of the study, as well as forseen challenges and the layout of study.

Bearing in mind the researcher's envisioned plan, the next chapter will present an exploratory study into the currently pertinent and available literature.

CHAPTER TWO

VALUES AND POSITIVE SCHOOL DISCIPLINE: A THEORETICAL FRAMEWORK

"Serious literature does not exist to make life easy but to complicate it."

Witold Gombrowicz

2.1 INTRODUCTION

The preceding chapter provided the reader with an introduction and rationale (*cf.* 1.1) upon which this study is founded and it started exploring (1) definitions for values; (2) definitions for discipline; and (3) the relationship between values and positive school discipline. Chapter One further highlighted the purpose statement (*cf.* 1.2); conceptual framework (*cf.* 1.4) and research methodology (*cf.* 1.5) of this study. In this chapter, various literature sources will be reviewed reflecting on the effects and importance of values within education, with the focus on positive school discipline.

The last UNESCO Conference (2013:1) restated the pivotal significance of the recommendations that were declared during the 1974 UNESCO General Conference. These recommendations were attested to by Member States in the interest of widely promoting values and the edicts of human rights both within the sphere of education, and enhancing them through the process of education (UNESCO, 2013:1). Education is a systemic process which is aimed at (1) completely advancing human character; (2) improving the appreciation for human rights values and essential liberties; (3) encouraging sympathy; (4) inspiring open-mindedness; (5) promoting positive friendly relationships with all countries, races and all spiritual groups; and (6) advancing the peace endeavours of the United Nations (UNESCO, 1974:02).

Schools are, generally speaking, currently far from achieving the aims as set out by UNESCO. As if to support this situation, Leefon, Jacobs, Le Roux and de Wet (2013:1) describe the present context of schools as being engulfed with undisciplined learners since educators experience disciplinary problems, due to schools' Codes of Conduct being ineffective and not achieving the desired outcomes. The latter is unfortunate as these Codes of Conduct are stipulated by law to regulate learner behaviour. Zulu and

Wolhuter (2013:1) highlight learner ill-discipline at public schools as creating concern in the national and international education fraternity and being the root cause of difficulties and trouble experienced by educators, principals and parents at public schools.

However, through the implementation of positive disciplinary strategies, educators can encourage learners to develop human rights values and ensure that educators themselves do not fall prey to human rights violations (Coetzee & Mienie, 2013:93). The establishment of a school ethos that is free from harm, free from ill-discipline and is conducive to teaching and learning, while acting in accordance with the founding values as laid down in the Constitution, is one of the most significant challenges in education (De Waal, Mestry & Russo, 2011:63).

Consequently, this chapter undertakes a look at the theoretical framework underlining values as a source of positive discipline. A diverse spectrum of literature will be analysed critically which includes journals, books, official documents, dissertations, print media, Acts and Government Gazettes. The main purpose of the chapter is to establish a conclusive definition of values, discipline and positive school discipline for this study. The review of literature will systematically display what research is currently available in terms of the study.

2.2 VALUES: DEVELOPING AN APPROPRIATE DEFINITION

A number of definitions are offered for values in numerous scholarly articles (*cf*. de Klerk & Rens, 2003:356-357; Nieuwenhuis, 2004:56-57; Solomons & Fataar, 2011:225).[2] The researcher explored scholarly articles in order to establish a definition for the purpose of this study, since the aim is to ensure that values are dispersed throughout the various sectors of education (Department of Education, 2001a:8), as this would be a key starting point.

2. Benson (2008:3) offers a contra argument with regard to the term values, which is indicated in 2.4.2.

2.2.1 A definition of values: what the literature states

A South African definition of values, according to De Klerk and Rens (2003:356), comprises of (1) the standards by which particular actions are good or desirable; (2) the fundamental convictions which act as general guidelines to behaviour; (3) sentiments or views which are appealing, wanted, preferred and which have an impact on the selection of potential actions or impulses behind the action and the actual end-behaviour; and (4) reasonably steady selections or preferential choices about how to conduct oneself or how to be. In addition, Nieuwenhuis (2004:56) states that, when a person faces an incident that requires a response, values command a person to behave consistently with that which he/she holds in high esteem, endeavours towards or exists for and which the person views as important to protect, honour and desire.

Turning to a social media definition, Wikipedia (2012) describes values as the wide-ranging preferences regarding suitable paths of undertaking action or the result thereof. Examples of these preferences are found in attitudes and behaviour being influenced by values and/or the individual's sense of right and wrong as revealed through an individual's values. All through history, values are not only said to have been the undercurrent of the honourable actions and thoughts of remarkable men and women, but they are also intrinsic to all spiritual faiths that are authentic and go beyond differences in religions, society and politics (Alderman, 2003:12).

At international business, family and youth level, Mitra (2004:6) explains that values (1) are those which are inherent in the nature of humans and which contribute to the evolution of a person; (2) decide what the person's viewpoints are and where a person stands; (3) govern what an individual strives for and how an individual constructs his/her existence; and (4) control the myriad of choices an individual undertakes. The Business Dictionary (2012) concurs with Mitra (2004:6) that values indeed exhort immense influence on one's behaviour, provide guiding principles for all situations and are the vital and long-lasting principles or standards that are upheld and common to the followers of a culture about what is moral or desired, and what is not.

Thus, the judgment of what is of importance in life and the upholding of standards and driving principles of one's behaviour together form one's values (Oxford Dictionaries,

2012). Seen in another way, the values that we choose to live by and which we treasure are described as the singular entity that allows for the transcendence of linguistics, bodily form, age, external cultural expression, gender or principles (Department of Education, 2001a:10).

It can therefore be deduced from the above-mentioned authorities, that values in essence provide the basis from which all actions flow. The values upheld by an individual allow one to choose the course of action one would like to undertake. It therefore stands to reason that an individual's behaviour, when governed by values, would be such that no injury in any form would be inflicted upon anything or anyone. However, the present state of schools do not bear testament to non-violence, as numerous cases of school ill-discipline are prevalent in the social media specifically. Various newspaper and academic articles attest to ill-discipline at schools, such as Serrao (2008), Mngoma (2010), Fredericks (2011), Isaacs (2012), Jansen (2012), and Mdletshe and Davids (2012). Synopses of the above articles are encapsulated below.

- Mdletshe and Davids (2012): the Qedizaba Primary School in Newcastle, Northern KwaZulu-Natal, came under the spotlight in September 2012 when a Grade 1 learner was beaten by fellow classmates. The cause of the attack was that the learner gave up the names of the offenders for behaving inappropriately while the educator had left the class unattended. The learner sustained injuries to his kidneys and liver, and may not walk again. The grandmother was advised to report the incident to the police; however, she chose not to.
- Jansen (2012): A survey was conducted by Gopal, a senior Criminology lecturer, and a Master's student at the University of KwaZulu-Natal at an independent school in KwaZulu-Natal. The responses of the 100 learners in their sample indicated that 28% of the learners viewed violence positively and 20% of the learners could envision themselves as gang members. Their study also established that learners from Grade 9 to 11 associated respect and a sense of belonging as one and the same as violence. According to Jansen (2012), Gopal and the Master's student pointed out that violence at schools would be unavoidable if learners believe that violence achieves peer acceptance and respect. At the same time, the study also revealed that one's behaviour is indicative of the attitude one holds (Jansen, 2012).

- Fredericks (2011): The Safe Schools Division of the Cape Department of Education declared that 93 cases of school violence were recorded in 2011, which increased by 25 cases from the previous year. There have also been increases in various other categories of learner violence from 2010 to 2011, and these statistics are depicted in Figure 2.1 below.

Incidents of school violence in Cape Town school	2010	2011	Increase of violence reported
Incidence of violence among learners	60	72	12
Incidents of violence: learners against educators	5	13	8
Incidents of corporal punishment: educators on learners	3	8	5

Figure 2.1: Cape Town school violence statistics
(Fredericks, 2011)

The article further explains that numerous other cases of violence experienced at schools are not reported (Fredericks; 2011), due to several reasons which would include (1) incidents of violence not being reported by learners as they do not foresee any action being taken to correct perpetrator behaviour; (2) learners being afraid of getting into trouble due to the incident; (3) only incidences deemed serious are recounted by schools; and (4) the bureaucracy of reporting incidences of violence being regarded as a deterrent for educators, as stated by Mabusela of the Centre for the Study of Violence and Reconciliation (in Fredericks, 2011). As if supporting Mabusela, Pillay and Ragpot from the Centre for Conflict Resolution (in Fredericks, 2011) stresses in the article that it is paramount that learners, parents and educators are armed with alternative mechanisms to resolve conflict without violence. The alternative mechanisms of non-violent conflict resolution that the Cape Provincial Department of Education has undertaken, is described by the spokeswoman for Education MEC Donald Grant, Casey (in Fredericks, 2011), as follows: (1) using hand-held detectors at 159 schools; (2) conducting search and seizure protocol at schools concerning weapons and drugs; (3) developing school-search guidelines for principals that comply with the law and safeguard learners' rights; (4)

training school managers, educators and learners in conflict management; and (5) speeding up programmes that specifically pay attention to gang culture at specific schools.

- Issacs (2012): Her article describes a lack of discipline in classes due to overcrowding. Along with overcrowding, numerous other issues are raised by the learners and the other members of the school which have not been attended to by the Department of Basic Education, thus both adults and learners took to the street in protest. Unfortunately, the protests by Umyezo Wama Apile Combined School in Hillside, Grabouw, grew in violence that was committed by learners and adults.
- Serrao (2008): The article reports on violence experienced at especially more affluent schools that was brought to the fore with the abrupt end of a teenager's life at a birthday party. Not only does this incident highlight increased violence at schools in Gauteng, but Serrao also reflects on the Pillay and Ragpot study, mentioned above as Pillay and Ragpot (2010), which reports on the widespread increase of violence both at independent and public schools. Moreover, the Pillay and Ragpot study alerts us to the fact that Gauteng schools appear to be riddled with gang violence, bullying and learners who have no fear and/or trepidations about using weapons that may cause fatal harm to others. In the final instance, Serrao (2008) highlights the Pillay and Ragpot-finding that the widespread school violence was not dependent on the status of the schools, as was widely perceived.
- Mngoma (2010): Parents of a 16-year old boy at a Pietermaritzburg school called for harsher measures to prevent violence at school after he had been beaten at school by Grade 12 learners, which resulted in his sustaining a concussion and trauma to the brain. The school, according to the parents concerned, stated that violence remains a common sight at the school and that regular fights occur after school. Mlotshwa, the Department of Basic Education representative (in Mngoma, 2010), is reported as saying that the guilty parties would not be admitted back to school until a disciplinary hearing had taken place and that Life Orientation was a school subject with the goal to instil "positive value systems" in learners.

The articles above point out a few incidents of the violence experienced at schools. However, violence at South African schools has increased to a large degree. These

articles highlight the essential need to address the problem of violence at schools and curb this kind of behaviour. One such step is instilling in learners a positive value system through education, as indicated specifically in the article by Mngoma (2010).

2.2.2 A definition of values for this study

For the purposes of this study, the researcher has developed the following definition for the term values:

- Values are a set of intrinsic universal principles that rises above all differences (among others, religious, cultural, age and language differences) and guides a person's actions. All actions that a person wants to undertake are reflected firstly on this set of principles and the person acts in accordance with these principles.

2.3 DISCIPLINE AND POSITIVE SCHOOL DISCIPLINE DEFINED

The Gauteng Department of Education strives to realise and sustain its mission which is effective teaching and valued learning transpiring on a daily basis in classrooms (Gauteng Department of Education, 2012). Moreover, according to the Schools Act (SA, 1996c:sec.8(2); *cf.* 1.1), it is incumbent upon the school to ensure that its Code of Conduct (*cf*. 2.5.2) is directed towards the creation of a schooling environment that is well-disciplined and focused, in addition to the enhancement and care of the learning process quality. Trying to pinpoint the essence of *discipline,* the following section describes various definitions offered by academia in respect of the term *discipline* (*cf*. 1.1).

2.3.1 Working towards a definition of *discipline*

The term discipline, according to Latin origins, stems from the word *disci* which means to teach and *pulina* which means *learners*. This term is further explained by Venter and Van Niekerk (2011:252) as planting knowledge inside learners. This planting of knowledge (i.e. discipline) is referred to as a system of nurturing a child, which includes firstly cultivation and education of desirable behaviour, and secondly rectifying undesirable behaviour (Motseke, 2010:118). Mokhele (2006:150) concurs that discipline refers to a person acting respectfully and carefully towards themselves and others, without infringing upon another person's rights.

Discipline also stems from the word *disciple*, which is described by Laursen (2003:78) as the practice of educating that does not permit the progression of embarrassment, instilling of humiliation or enactment of intimidation. From a Biblical standpoint, Rossouw (2003:419) agrees with Laursen (2003:78) that *discipline* denotes disciple, and considers that discipline develops the abilities of learners, thus equipping them to become productive and accountable disciples of the Lord. *Discipling*, in terms of education, is to guide learners on a correct path, rectify behaviour that diverts from this path in a manner that is affectionate and kind, and to advise and be supportive when the need arises (Oosthuizen, Roux & Van der Walt, 2003:375).

Mitra (2004:36) states that discipline constitutes three facets: firstly, discipline is seen in a person's actions which are accomplished when a person exercises self-controlled behaviour and abides by the rules; secondly, discipline of the mind occurs when a person's emotional state is in equilibrium; and thirdly, discipline is found in the self-control of the heart. During the development of self-control and self-discipline in learners, which is achieved through the promotion of suitable behaviour as the goal of discipline, discipline is the management of positive behaviour (Joubert *et al.*, 2004:78).

The term discipline is described by Oosthuizen *et al*. (2003:387) as occurring when a person (educator) directs another person (learner) to act in an appropriate manner while encouraging reasoning that harnesses self-discipline aimed at developing self-control and fostering Equanimeous-minded[3] learners. In this regard, surety is gained of learners possessing all the skills necessary to lead lives that are lived within the norms and values of the society that they find themselves in.

The act of a person commanding another, as stated by Oosthuizen *et al*. (2003:387), is in agreement with Venter and Van Niekerk (2011:253) who state that the manner in which control is exercised over a person is termed *discipline*: discipline is the capability of one person to (1) watch over others; (2) control those persons' behaviour; (3) regulate their demeanour; (4) regulate their abilities; (5) coach them in strengthening their ability to

3. Equanimeous is a state of mind that is even tempered, balanced and remains the same irrespective of success or failure. (The Bhagavad Gita, 2001:sec.2(48)).

perform at their optimum; (6) increase their competences; and (7) place them in positions where they are most beneficial.

The Collins Concise Dictionary (2012) defines discipline as a system that is used to train individuals to be obedient to rules and authoritative figures. The Oxford Advanced Learner's Dictionaries (2012) describes discipline as the undertaking of teaching individuals to be obedient to rules and instructions, and punishing them if they do not, which results in productive situations and behaviour that is controlled. Discipline is imperative at school as ill-discipline may impede the process of effective teaching and constructive learning; thus, positive school discipline is essential as it enables the improvement of values and the development of better learner relations (Rossouw, 2003:413 & 432).

Having looked at definitions that refer to discipline, the next section describes the various definitions offered by academia with regard to *positive* school discipline.

2.3.2 Working towards a definition of *positive school discipline*

School discipline should not only be viewed as clamping down on troublesome, disobedient and disorderly behaviour, but should also be regarded in a positive light as an opportunity to enter into a relationship which is permeated with love, care and guidance towards learners (Oosthuizen *et al*., 2003:375-376). School discipline should be a positive methodology through which responsibility is accepted by all the parties concerned, and where learning occurs through compensation and collaboration rather than chastisement and negative engagement (Coetzee, 2010:480).

Durrant (2010:11-15) points out that positive school discipline consists of guiding principles that need to be applied during all communication with and teaching of learners, and these principles include the following aspects:

- Communicating constantly and clearly with learners
- Developing learners' self-discipline through long term strategies
- Applying anticipations, rules and boundaries continuously
- Being even-handed as educators
- Knowing the learners

- Forming a relationship with learners that is mutually respectful
- Developing learner skills that are life-long
- Encouraging learners' love for learning
- Fostering an appreciation for the rights of others
- Nurturing respect for others and oneself
- Instilling a culture of non-violence
- Promoting courtesy
- Encouraging empathy
- Raising learners' levels of confidence and competence.

The Convention on Human Rights of the Child (UN, 1990) calls on governments around the globe to ensure that school discipline is administered positively. Such administration is accomplished through *positive school discipline:* a process that develops self-control and encourages communal respect which is enjoyed in an environment that exudes care and non-violence; inspires problem-solving; advances positive re-enforcement; encourages learner participation; and provides positive role modelling.

The disciplinary problems that schools encounter, according to Rossouw (2003:431), can only be eliminated through the implementation of positive school discipline. The latter is described as teaching learners intentionally to develop a sense of maturity and accountability as adults. Positive school discipline casts off vengeance, queries the worth of strategies that tend to deter ill-discipline and favours reintegration which, according to The Elton Report,[4] are schools that are most efficient (Wolhuter & Steyn, 2003: 528 -533).

2.3.2.1 Positive school discipline and values: the relationship

Laursen (2003:82) is of the opinion that discipline is founded on universally accepted values, namely encouraging the development of self-respect, self-discipline, care and

4. In the United Kingdom an inquiry into the discipline within schools was undertaken by the Elton Commission of Investigation. The Commission's findings are found in an extensive document from diverse sources on the perceptions educator holds with regard to the problem of school discipline.

respect. This researcher is of the opinion that Laursen's definition of discipline (2003:82) can be extrapolated to school discipline.

The studies of Laursen (2003:79), Rossouw (2003:432), Wolhuter and Steyn (2003: 535), Bopape-Baloyi (2010:68), and Du Preez and Roux (2010:24) refer to the ideology that, in order to sustain school discipline, a strong foundation built on values is required. A further discussion in the Revised National Curriculum Statement Grade R-9 Overview

(Department of Education, 2002:8; hereafter Revised Curriculum Overview) indicates that the advancement of values within the education spheres is imperative to individual development and to ensure that values are the foundation upon which a national South African identity can be built. Moreover, the Revised Curriculum Overview (Department of Education, 2002:8) aims at encouraging between learners an attentiveness of and a consideration for the multiplicity of beliefs, cultures and world views within which the united spirit of South Africa is manifested.

The Revised Curriculum Overview (Department of Education, 2002:8) accordingly foresees a learner who imbibes values and undertakes actions that are in society's best interest. Such actions are founded on democratic principles such as the upholding of equality, the protection of human dignity, the advancement of social justice and the respect of life (Department of Education, 2002:8; *cf*. 1.1). Keeping this in mind, it stands to reason that learners who absorb the values will inadvertently display positive discipline. In this manner, the dominant rights that the Constitution (1996a) affords, namely equality (sec.9), human dignity (sec.10), life (sec.11) and the freedom/security of a person (sec.12), together with rights guaranteed concerning religion/belief/opinion (sec.15), expression (sec.16), socio-economic aspects (such as access to sufficient housing (sec.26), and access to health care, adequate water and food (sec.27)) are advanced in the Revised Curriculum Overview (Department of Education, 2002:8) by symbolizing values in the cutting-edge skills and knowledge that they promote.

Realising the vision laid down in the Revised Curriculum Overview is attested to by Kaliannan and Chandran (2010:802-807) in their case study of the Sathya Sai School at Ndola, Zambia, affectionately called, The Miracle School. The school was awarded the International Gold Star Award for Quality concerning leadership, training, innovation and

excellence in education (Ritchie, in Kaliannan & Chandran, 2010:806). This private non-profit boys' school was opened in 1993 and is located in the low income, socially disadvantaged township of Panodzi, Ndola. This school operates under the tenets of the Ministry of Education of The Republic of Zambia and admits learners from all backgrounds, but particularly those who have been rejected entry at secondary school due to failing to meet minimum requirement entry marks at Grade 7 level (Kaliannan & Chandran, 2010:806).

The learners, who enrolled in 1993, studied Grade 8 and continued to Grade 9, where they attained more than the minimum requirement marks for secondary school. The learners accomplished 100% pass rates – among the highest marks in the country. These were the same learners who, two years prior, were poor attendees to school, malingerers, rejected and problematic to teach. The 100% pass rate was repeated with the same learners in Grade 12 and has been sustained for the past ten years, thus the school was dubbed *The Miracle School of Zambia* (Kaliannan & Chandran, 2010:806). With one of its three inter-linked aims being moral and spiritual development, this school's accomplishment was and is attributed to the school being founded on the principles of values which are continuously practised by all its members.

So the above case study of The Miracle School of Zambia serves as an example of what can be accomplished through the practice of values within schools. The Miracle School highlights the interrelationship that exists within values and positive school discipline. The school displays that by the imbibing of values within the institution and its academic processes, the learners are able to surpass expectations on examinations. It can therefore be deduced that values allow for the prevalence of positive school discipline, which in turn results in academic success.

2.3.2.2 A definition of positive school discipline for this study

Positive discipline is the implementation of guiding principles that are rooted in values (*cf.* 1.1 & *cf.* 2.3), which foster relationships founded on communal respect and dignity. The aim is thus to develop self-control, responsibility and maturity within learners in a non-violent, favourable and effective teaching and learning environment that ensures the

development of values through the continuous practice of guiding principles being advocated and followed by all role players within the schooling framework.

2.4 PERSPECTIVES ON VALUES IN EDUCATION

Researchers have various perspectives concerning values and their significance to education. Thus, in an endeavour to gain greater clarity on the various perspectives offered, a literacy investigation was undertaken. The results thereof are found below.

2.4.1 Values and education

Education in its true sense is a life-long process that not only allows transformation to take place, but also allows us to understand and equip ourselves with the skills needed to accomplish the purpose of human existence (Sri Sathya Sai World Foundation, 2007). The means to achieve political freedom, equality for all citizens and socio-economic liberty, according to the Department of Education (2001a:7), lies within education and likewise the schooling system needs to promote values in education in order to achieve the envisaged outcomes (*cf*. 2.1).

Prencipe and Helwig (2002:852) point out in their study that as learners age, they develop a greater awareness of democratic procedures and principles, in addition to the proper application of these procedures and principles within social settings, society at large, school and family. The findings of the Prencipe and Helwig study consequently reinforce the need for values-based education as it can be deduced that if such education is not undertaken at schools, learners would neither appreciate nor apply democratic principles. The aims of the Constitution would therefore be nullified.

Bearing in mind the need to validate the aims of a democratic South African society, the researcher will now take a look at the various perspectives offered by academics on values and education in the following sub-sections below. According to the Prencipe and Helwig (2002:841-842) perspective, values education comprises of two components: emphasis on character and emphasis on stimulating reasoning based on universal values which are expounded on below.

2.4.1.1 The end of education is character

The goal of education is to build a learner's character which is achieved especially through values-based education (Sri Sathya Sai World Foundation, 2007). Furthermore, values-based education[5] ensures the building of sound character within learners through a firm foundation in values that are propitious for the person and the person's society (Ishii, 2010:13). An approach to values education is *character education* which encompasses values that can be modified with ease and this set of values is reflected upon each time an action is undertaken in order to ensure that the action is of good or correct conduct (Arthur, 2005: 240).

Character education, as described by Prencipe and Helwig (2002:841-842), advocates greater intensity within schools with regard to providing sound role models in all facets of the institution, educating learners about societal values and the inculcation of the essential qualities of continuous hard work, constant honesty and uninterrupted discipline.

2.4.1.2 Emphasis on character

The perspective of Prencipe and Helwig (2002:841) stems from the requests of both educators and psychologists to stress the importance of character in the values program in public schools. The aim of character education is the development of character within learners; thus, it is vital that the word character be understood well, which according to Berkowitz and Bier (2004:73), is a multifaceted set of psychosomatic characteristics which displays the following type of attributes: (1) motivation towards academia; (2) ambitions; (3) determination to achieve academically; (4) behaviour that is deemed pro-social; (5) attachment to school; (6) exhibiting values that imbue democracy; (7) skills to resolve conflict; (8) reasoning that is both mature and morally sound; (9) inherent responsible behaviour; (10) constant respect; (11) self-effectiveness, (12) self-regulation;

5. Values-based education is synonymous with character education and moral education (Ishii, 2010:13) as well as with spiritual, moral, social, cultural development and character education, according to Solomons (2011:225).

(13) self-confidence; (14) sound social skills; and (15) respectful demeanour towards and complete trust in educators.

While numerous studies, such as done by Prencipe and Helwig (2002), De Klerk and Rens (2003), Berkowitz and Bier (2004), Keown, Parker and Tiakiwai (2005), and Lovat and Hawkes (2013) have proven that character education enhances academic performance, according to Benninga, Berkowitz, Kuehn and Smith (2006:450-452), schools should maintain the following four principles in order to accomplish the desired results:

- A schooling environment that ensures high safety standards and cleanliness
- A school that encourages and displays complete fairness, commands respect, envelops care and promotes equity
- Opportunity for learners to participate in ways that are meaningful
- An ethos at the school that motivates positive community care and inspires positive social relations.

The end result of character education is said to lead to productive relationships within the school environment as there is a greater awareness and practice of respect, there is a conscious effort to do what is right, there are increased efforts to ensure success, learners are supportive and kind, and there is increased parent involvement (Keown *et al.*, 2005:98).

Berkowitz and Bier (2004:75) concur with Keown *et al.* (2005:98) where they state that in addition to these qualities, schools have furthermore recognised that productive character education has aided in the reduction of (1) learner absenteeism; (2) learner pregnancy; (3) referrals of learner disciplinary problems; (4) the incidence of learner retention; (5) drug and alcohol abuse; (6) learner suspension from school; and (7) learners' apprehension of school.

The character education perspective presents a gap, according to critics, as it endorses universally based values which may not be unanimously sanctioned even within the educator sphere (Prencipe & Helwig, 2002:842).

2.4.1.3 Encouraging reasoning based on universal values

The second perspective offered by Prencipe and Helwig (2002:842) is supported by the cognitive development theorists who state that learners should be motivated to undertake reasoning founded on universal values. Coetzee and Mienie (2013:89; *cf.* fn. 4) are of the opinion that an incumbent duty is placed upon schools to develop and encourage behaviour that is line with human rights values, as well as establish learner behaviour that is of a moral standard and which promotes citizenship. It can therefore be argued, since values-based education is incumbent upon schools as stated by Coetzee and Mienie (2013:89), that learner reasoning based on universal values would be an end result, which is in line with the perspective held by Prencipe and Helwig (2002:842). These universally recognised values should surpass the arbitrary or cognitive values chosen by particular individuals or cultural sectors, and can be reasonably defendable and generalised throughout all cultural sectors (Prencipe & Helwig, 2002:842).

Du Preez and Roux (2010:24) also point out that universal values are the foundation and absolute minimum values which members of the society (inclusive of learners) need to display, as they form the very fabric upon which societal behaviour rests. Thereafter, this foundation can be built upon by including values unique to that particular society. However, for the sake of the school scenario, the values as laid down in the Manifesto (DoE, 2001a:3) serve as a good starting foundation, so to speak the *absolute minimum values* referred to above by Du Preez and Roux (2010:24), although in actual fact these absolute minimum values have their origin in the Constitution. The Manifesto (DoE, 2001a:3) echoes the sentiments of Prencipe and Helwig (2002:842) as it states that values rise above the realm of culture and sphere of language; that values are the common thread that make life worth living; and that values help to establish ideologies that allow for effortless communal life.

The research findings of Prencipe and Helwig (2002:852) indicate that, as learners age, they develop greater awareness of democratic procedures and principles. In addition learners also understand how to apply these procedures and principles within social settings, such as society, school and family. These findings by Prencipe and Helwig (2002), Du Preez and Roux (2010), and Coetzee and Mienie (2013) reinforce the need for values-based education.

It can be deduced that if values are not undertaken in education at schools, learners would not appreciate or apply democratic principles – thus nullifying the aims of the Constitution. The findings by Prencipe and Helwig (2002), Du Preez and Roux (2010), and Coetzee and Mienie (2013) also highlight the importance of the values ascribed to in the Manifesto (DoE, 2001a:3) and guaranteed by the Constitution (1996a:sec.1(a) & sec.7(1)) as critical in reasoning based on universal values.

2.4.2 Values – a term that complicates education

Benson (2008:3; *cf.* 2.2) points out that different people hold dissimilar values and values are also essentially subjective, which is in conflict with the ideals of democracy. Various tags are attached to this term as values are not universal: people may refer to them frequently, but they may categorise them differently. An example would be South African values, Christian values and family values that point out the confusion and hindrance to education as people do not share the same meaning concerning the term *values* (Benson, 2008:4-5).

According to Nieuwenhuis (2004:55), values are reasoned individually and although they are concepts that can be shared by a collective group, they may not be held as similar in all respects by every member in the group. Still, the education system could endorse equality that develops the values of truth, respect and freedom which in turn is embraced by all education partners, and in so doing ensure that treating all people equally becomes a reality (Nieuwenhuis, 2004:63).

Ishii (2010:13) is of the opinion that there are core universal values namely truth, respect, equality and responsibility that are fostered within schools and districts, thus ensuring that learners of sound character (*cf*. 2.4.1.1) are developed. In view of the subjective nature of values, it is apparent, according to Benson (2008:3-12), that in the sphere of education, values should be replaced by virtues and that one should speak freely on what is correct and incorrect, fair and unfair, and evil and good.

Ishii (2010:13), together with Solomons and Fataar (2011:226), concur that values-based education envelops honest education, character education, moral education and citizenship education, and although different terms are used in the literature, they all fall under the umbrella of values-based education. The cognitive development theorists

(Power, Higgins, & Kohlberg, in Prencipe & Helwig, 2002:842) explain that learners should be motivated to undertake reasoning founded on values that are universal. At the same time, these universally recognised values should surpass the arbitrary or cognitive values chosen by particular individuals or cultural sectors, and can be reasonably defended and generalised throughout all cultural sectors (Prencipe & Helwig, 2002:842).

Solomons and Fataar (2011:228-229) alert us to the following notions that are held in academic circles concerning education and values:

- Kerr (in Solomons & Fataar, 2011:227) places values-based education into two ***categories***, namely fostering propositional knowledge: understanding governmental structures and undertaking societal procedures that are constitutionally sound.
- Kohlberg (in Solomons & Fataar, 2011: 229) discards the belief that values which should be taught by educators would be given to them without accessing what point the learners have attained in terms of their development in morals. There are two phases to values-education (Solomons & Fataar, 2011:229): (1) the continuous acquisition of societal standards, emerging values, new abilities and respectable behaviour; and (2) critically distinguishing oneself from other things.

On the other hand, a school is the vehicle that needs to transform learners from private individuals into productive members of a modern society (Learner Code of Conduct Guidelines, 1998:reg.1.4). Moving from the position of just being an individual to a member of society, requires open pre-planned debates about the accepted values of society (Bak in Solomons & Fataar, 2011:229), which is in agreement with the Manifesto (DoE, 2001a:11; *cf.* 1.4.1).

The pre-planned debates about acceptable values can begin at primary school level, as stated by Solomons and Fataar (2011:229) with the intention to empower learners to make values-based decisions and act in a manner that is in keeping with the values discussed.

2.4.3 International standpoint on values and education

For the sake of a wider perspective on values and how they are regarded globally, this sub-section was included. World-wide steps have been taken by UNESCO Member States to incorporate values within various countries' education systems (UNESCO, 2013:1). The following section will examine the steps that were taken by these Member States and will analyse them in the following section along with the key steps taken by the United Kingdom, the United States of America, Australia and New Zealand concerning values-based education.

2.4.3.1 The UNESCO stance on values in education

The 37th session of the General Conference held in Paris during 2013 reflected on the strategies that were taken at the 1974 General Conference: these strategies called *the recommendations* provided a structure for fostering values and instilling principles of human rights values within and throughout the sphere of education (UNESCO, 2013:01). Additionally, these recommendations were said to be achievable through the use of guiding principles and a sharing of lessons learnt among the various member states (UNESCO, 2013:01).

In an unexpected move, the UNESCO Conference in 2013 highlighted the recommendations as set out by UNESCO in 1974 as an area of concern. Information gathered by the Member States established that the implementation of the edicts made at the 1974 Conference with regard to various policies had not occurred efficiently and effectively. Thus, in the wake of this finding, the Member States are currently transforming the core values, described in the 1974 recommendations, into particular abilities in order to highlight the significance of learners' embracing essential values, methodologies and abilities (UNESCO, 2013:1; *cf.* 2.1). The endeavours by UNESCO in 2013 to reassert the 1974 recommendations and guiding principles are outlined below:

- The 1974 General Conference restated UNESCO's duty to motivate and nurture all Member States in achieving its on-going aim to ensure that every person is educated. The 1974 Conference also highlighted the prominence of the continued fostering of justice, encouraging freedom, upholding human rights and encouraging of peace (UN, 1974:01).

- The UNESCO values of justice, freedom, peace and human rights described above are in line with the founding values of advancing human dignity, promoting equality and encouraging human rights and freedoms as laid down in the Constitution (1996a:sec.1(a) & sec.7(1); *cf*. 2.5.1 & 1.4.1).
- The United Nations Charter (1945), the Universal Declaration of Human rights (1948c) and the International Covenant on Economic, Social and Cultural Rights and on Civil and Political Rights (1948b) are the regulations that ascribe the core human rights values and essential liberties that the UNESCO conference of 1974 attested to (UNESCO, 1974:2; *cf*. 3.2.6).
- According to the UNESCO 37th general conference (UNESCO, 2013), the values encouraged at the 1974 conference had been incorporated into existing charters and structures: the World Programme for Human Rights Education, the UN Declaration for Human Rights Education and Training, the International Contact group for Citizenship and Human Rights Education and Training (UNESCO, 2013:Annex.1(1)).
- Education is the focal point in ensuring that learners develop and adhere to the human value of equality in every action undertaken (UNESCO, 1974:02).
- Education has the incumbent duty to aid in the nurturing of fundamental qualities, essential aptitudes and indispensable abilities within learners in order to ensure that a balanced exploration of pertinent elements and truths are viewed when making values-decisions (UNESCO, 1974:02; *cf*. 1.1).
- National legislation has been expanded and strengthened to encourage the Recommendations of 1974 (UNESCO, 2013:01), thereby ensuring that not only learners' responsibilities, but also acting upon those responsibilities in the preservation of peace both nationally and globally is specified clearly (*cf*. 2.5.1). This attempt at laying down also extends to the understanding of the value of non-violence (*cf*. 2.5.1) and the rejection of hostility, dominant power and practice of violent acts in order to subjugate individuals and warfare (UNESCO, 1974:02).
- UNESCO (2013:01) points out that the intensity of education that is in line with the fostering of peace and the development of human rights values has increased.

- The UNESCO conference of 1974 encouraged all Member States to develop and implement national policies that would improve the efficiency in which education allows learners to appreciate the fundamental values of equality (*cf*. 2.5.1), peace (*cf*. 2.5.1), justice, the infusion of human rights values (*cf*. 1.1) and essential freedom (UNESCO, 1974:2-3).
- Appreciating the value of equality can be infused within learners through the day-to-day acts of education when the precepts of the Universal Declaration of Human Rights (1948c) and the International Convention on the Elimination of All Forms of Racial Discrimination (1965) are recognised as essential components of nurturing learners' personalities (UNESCO, 1974:3).
- Education bodes well as a tool to encourage and promote circumstances that embrace the following values (UNESCO, 1974:3-4): (1) the fundamental value of the equality of all people; (2) the promulgation and preservation of peace through the denouncement of warfare; (3) the advancing of science and technology; and (4) the non-infringement and encouragement of human rights values towards all people.
- The goals and objectives as laid down in the Charter of the United Nations (1945), the Constitution of UNESCO (1945), and the Universal Declaration of Human Rights (1948c) ought to permeate throughout the sphere of education (UNESCO, 1974:02; *cf*. 3.2.6).
- The human rights values attested to by UNESCO in 1974 were advanced in the 2013 Conference, as the Member States provided feedback concerning their national legal structure formulated in their respective countries to implement the recommendations. The reports displayed positive feedback on the establishment of productive legal and effective constitutional structures and raised awareness for the advancement of human rights values and the promotion of peace education (UNESCO, 2013:Annex.1(2).
- It is mentioned prominently that the curriculum both within the school and the further education system is vital in ensuring that the recommendations cited during the 1974 UNESCO conference are undertaken, in addition to celebrating national and international days ordained for, among others, the advancement of human rights.

- UNESCO (2013:Annex.1(2)) pays attention to a comprehensive list of pertinent matters that Member States provided on those that had been addressed in their various educational strategies. The pertinent matters that were highlighted and which are relevant to this study are human dignity, peace, human rights, citizenship, equality, non-violence and Ubuntu.

The Member States, as attested to by UNESCO (2013:01), are in agreement that the appropriate mechanism to safeguard the essential rights specified in the 1974 Recommendations is legislation. An example of prolific legislation that safeguards essential rights is echoed, for instance, in the Constitution of Guatemala which (1) affirms that the key objective of education is to obtain the understanding of values that are universal and which (2) affords its nationwide attention to the methodological education of human rights values. The Constitution (1996a:sec.29) indicates the importance of democratic values in education (*cf*. 3.1). It can thus be inferred that our Constitution aims at ensuring that South Africa stays true to values within the sphere of education which are in line with the recommendations made during the 1974 UNESCO conference.

The UNESCO conference also highlighted the steps taken by countries around the globe to infuse human rights values within their education systems. In the section to follow, a closer look at specific steps taken by particular countries will be taken.

2.4.3.2 England

The goal of the schooling curriculum, according to Arthur (2005:245), is to inculcate within learners the ability to discriminate correct from incorrect, endorse responsibility, encourage rights and inculcate lasting values. Values-education has been emphasized in the United States of America, and this emphasis has been followed by the Labour Government of England which is also swayed by communitarianism as seen in various policies, for example character building in school (Arthur, 2005:245). An experiment, called Values Schools, was conducted in the UK with the West Kidlington School, where Ofsted declared that (1) all activities were affected positively by the experiment; (2) a traditionally underperforming sector of the society was now performing beyond its social status and this, according to Office for Standards in Education (Ofsted) in England, could only be attributed to the values strategy along with it; (3) learners displayed attitudes that

were positive in their social relations; (4) learners approached their academic activities with a more positive attitude; and (5) learners developed increased awareness that they were responsible for their own actions, resulting in increased attendance, improved school ethos, greater enjoyment of schooling activities (Lovat & Hawkes, 2013:2). The values strategy thus clearly enhanced social, academic and personal development (Lovat & Hawkes, 2013:2).

In addition, Arthur (2005:242-245) describe the actions undertaken by the government in England to introduce character education at schools as follows: (1) the Conservative Party introduced the National Curriculum in 1988, which in section one ascribes the duty of all State-run schools to encourage physical growth, inspire a moral code of conduct, stimulate spiritual and cultural advancement, and advance mental growth; (2) the Conservative party, while in power from 1979 to 1997, developed strategies to circumvent the fall and deterioration of morals within society by promoting family centred values; (3) in the Statement of Values, Aims and Purposes of the National Curriculum 1999, several values are encouraged which include fostering respect, advancing truth, promoting justice, developing trust and the ability to discriminate right from wrong; (4) the Labour Party, when formulating the new national education curriculum 2000, aimed to establish a set of values that would be the undertone of the curriculum and be advanced in schools; (5) schools in England have an obligatory duty to conduct citizenship education in English-medium schools and this proclamation lead to the Green Paper: Building On Success and the White Paper: Schools Achieving Success in 2001 (Arthur, 2005:242-245).

2.4.3.3 United States of America (USA)

In the USA there has been the propagation of a myriad of associations, programmes, pertinent literature and syllabus resources on values-based education (Arthur, 2005:245). Benninga *et al.,* (2006:448) explain that the USA government enacted a legislation that ensures that no learner remains behind and that both the federal government and the National Education association are in agreement that schools have a two-pronged responsibility that needs to be fulfilled, namely academic and character education.

The White House provided funding for a number of Values Building Conferences where thoughts on how to advance values in American children were offered by both the right and left of the political spectrum (Arthur, 2005:245). The outcomes of several of the studies undertaken in the USA that displayed academic performance as improving through the implementation of character education (*cf.* 2.4.1.2) is described by Benninga *et al.* (2006:448) as follows:

- Peaceful Schools Project and Responsive Classroom: Learners who undertook these programmes obtained better test results than leaners in other schools who did not participate in standardised tests.
- The Child Development Project (CDP): a subsequent study was conducted with the learners who attended the CDP elementary schools and were now in middle school. The learners were achieving higher marks in their tests and course grades than learners who did not attend a CDP school.
- Seattle Social Development Project: the study examined how the Seattle Social Development Project effected learners who participated in the project at elementary school and how they performed at middle and high school. The results were similar to those of the CDP schools (Benninga *et al.*, 2006:448).

The literature mentioned above displays the support and importance of values-based education within the USA governmental structure.

2.4.3.4 Australia

The Australian government initiated a Values Education Program which began in 2003 with a trial study that led to the National Framework for Values Education in Australian Schools being developed (Lovat & Hawkes, 2013:3).

From September 2006 to April 2008 the Australian government implemented the Values Education Good Practice Schools project (VEGPS). This was a project which took an in-depth look at the methodologies that can be utilised to implement the National Framework for Values Education in Australian Schools successfully, as well as recognise various practices that can enable the successful implementation of values-based education (Lewis, Mansfield & Baudains, 2008:140).

The VEGPS project sampled 316 schools which were divided into 51 groups spread throughout the Australian country: there were 100 000 learners, 10 000 educators and 50 university academia who participated in the study, as indicated by Lovat and Hawkes (2013:3). The project allowed for greater insight in values education and established a program to promote and provide support to practices that improved values education within the Australian school (Lewis *et al.*, 2008:140).

The findings of this intensive study, as indicated by Lovat and Hawkes (2013:3-4), are illustrative of the following pivotal roles that values play in education: (1) the teaching and learning ethos improved; (2) learner attentiveness increased; (3) learners displayed greater positive spirit towards academic work; (4) learner-educator relationships grew in strength; (5) learners showed an increased desire to achieve academically; (6) there was an increased level of respect, greater harmony and a more fruitful learning environment in classrooms; (7) an increase in learner attention span occurred; and (8) learners showed an improved ability to work both as a member of a team and individually.

The final report on the projects, named Giving Voice to Impacts of Values Education, was completed in 2010 and it concluded that values-based education influenced learners positively as it created a values awareness, learner well-being, advanced learner connectedness, and promoted activity, and encouraged transformation (Department of Education – Australia, 2010:974).

According to the National Framework for Values Education in Australian Schools (Department of Education – Australia, 2005:1), the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) encouraged the development of the National Framework in conjunction with the guiding philosophies with regard to values-based education in 2002. MCEETYA declared its standpoint concerning values-based education as follows: (1) education embodies character formation together with the development of learners skills; (2) values-based education can reinforce learners' social responsibility, advance dedication to self-fulfilment, develop self-confidence, encourage an optimistic attitude and aid learners in applying ethical decision-making; and (3) parents have an expectation that schools are an avenue to aid learners to comprehend and advance individual and communal duties.

Values-based education has been transmitted in the National Framework for Values Education in Australia. The government has included a number of values that would be cascaded to learners by educators within this framework. Keown *et al.* (2005:204-205) list the values that are encompassed in Australian Schooling as:

- promoting care and compassion;
- encouraging a *do your best* attitude;
- advancing fair go – a reasonable chance to attempt something;
- advancing freedom;
- promoting honesty and trustworthiness;
- encouraging integrity;
- inspiring respect;
- developing responsibility;
- harvesting understanding;
- motivating tolerance; and
- promoting inclusion.

2.4.3.5 New Zealand

The New Zealand school curriculum comprises of three pillars, one of which is values, and the vision states that learners would continuously advance values, expand knowledge and develop competencies which will allow them to live a life that is sustaining and complete (New Zealand, 2007).

The UNESCO office of New Zealand, together with the Living Values Trust, provided sponsorship for various conferences within New Zealand in 2000 (Snook, 2005:5). In addition various other projects were also undertaken, namely (1) the virtues projects; (2) the living values project; (3) a book on values at school, QPEC's activities, was introduced; (4) the values in education conference; and (5) the value audit pilot study. The sponsorship of numerous conferences is indicative of the immense importance UNESCO and the Living Values Trust place on values-based education and the imperative role that values plays in ensuring that the goals of education are achieved (*cf*. 2.1).

Moreover, the curriculum at schools re-emphasizes values that are commonly held by people, and shared accountability. Both these aspects are also regarded as the foundation of the democratic society of New Zealand and the following non-exhausted list of values is incorporated: (1) show excellence; (2) be absolutely reliable; (3) be respectful; (4) foster equality; (5) encourage diversity; (6) promote fairness; (7) foster integrity (New Zealand, 2007:7). In this regard, the various actions undertaken by the New Zealand government in order to encompass values within the education system highlight the pronounced significance the New Zealand government places on values-based education.

Keown (in Snook, 2005:195) holds the opinion that learners will scrutinise the effects and circumstances of the values held by others and the values that structures within society are based on. This opinion is in line with the stance undertaken by the Ministry of Education which was not to advocate a particular strategy, but rather to sanction schools to take on values-education determinedly through programmes that are appropriate to their school's circumstances (Snook, 2005:195). However, the official South African perspective is that values need to be discussed and debated (Department of Education, 2001a:3) and the mechanism for the debate that needs to occur falls within the framework of the Life Orientation curriculum offered at school (*cf*. 1.4.1).

2.5 THE INTERRELATIONSHIP BETWEEN VALUES, POSITIVE DISCIPLINE, SCHOOL GOVERNANCE AND EDUCATORS

In this section, the researcher will indicate the intertwined connection between values and positive discipline as they are reflected in practical school governance, namely the Code of Conduct,that each School Governing Body must have in place after consulting not only the school's parents/caregivers, but also its educators and learners (Schools Act, SA, 1996c:sec.8(1); Learner Code of Conduct Guidelines, 1998:reg.1.5).

2.5.1 Values and education

De Klerk and Rens (2003:356), in their leading-edge work on values, expound that values control the manner in which people conduct themselves. This is common in most research with regard to values,. For example, values are lived by; values provide guidance to our

conduct and decisions are made that are in line with values and enacted (Department of Education, 2001a:10; Nieuwenhuis, 2004:57; Arthur, 2005:240; *cf*. 2.2).

Moreover, Nieuwenhuis (2004:57) is of the opinion that the behaviour individuals display is an exhibition of the values system they hold as individuals and that it is essential to a productive life. The imperative nature of values in education can succinctly be seen in the Constitution which is the supreme law of the country (1996a:sec.2) as it affirms the advancement of the democratic values (1996a:sec.1(a)-(d)). In support, the Schools Act (SA, 1996c: sec.8(1) and the Learner Code of Conduct Guidelines (SA, 1998:reg.1.9) develop this advancement further. The Schools Act (SA, 1996c:sec.8(1) dictates the mandatory requirement that all public schools need to adopt a Code of Conduct and this requirement is further enhanced in the Learner Code of Conduct Guidelines (SA, 1998:reg.1.9) as it states that the Code of Conduct must encompass the values stated in the Constitution (1996a:sec.2).

The prescriptions with regard to values is further enhanced by the Manifesto (DoE, 2001a:1-59) which highlights the mutual expectations with respect to the methodologies that public schools should administer to aid learners to acquire a greater degree of value judgement (De Waal, Mawdsley & Cumming, 2010:47). The purpose of teaching values at schools, as cited in the Manifesto (DoE, 2001a:3), is to aid learners in the achieving of (1) higher levels of values judgement; (2) a wide-ranging understanding of values; and (3) an understanding of the essence of values to elevate society. Van Der Westhuizen and Maree (2010:4) emphasize the pivotal role that education plays as an instrument in the inculcating of values in learners. At the same time, Thompson (2011:397) echoes the sentiments offered by Van der Westhuizen and Maree (2010:4) that values-based education is essential at school level.

Contrary to the stance of the Manifesto (DoE, 2001a:3) and Thompson (2011:408) that values must be taught at schools, Keet (2010:40) argues that there is no lack of values at schools, but rather the omnipotent controlling individualistic self-absorbed, egocentric *I am entitled* behaviour which contributes to ill-discipline at schools, general moral deterioration and disparities that are socio-economical in nature. For that reason, Keet is perhaps missing the point that a pressing need has arisen to assist learners in achieving

superior levels of moral judgement, as advocated by the Manifesto (DoE, 2001a:3) and De Waal *et al*. (2010:47).

Values-based education at schools should allow learners to identify and participate in the trials that face society today – thereby nurturing an ardent dislike towards principles and acts that are entrenched in the fostering of racism, encouraging disrespect towards human dignity, and promoting diversity (Solomons & Fataar, 2011:230). Values-based education can be envisaged as a mechanism that allows learners to recognise values within their sphere of living; applies values in the realm of relationships that are undertaken; understands societal circumstances; and crafts positive attitudes towards other individuals, possessions and societal conditions (Arweck & Nesbitt, 2004:251). Prabhu (2011:1728) not only indicates various interrelationships that exist between education and values, but also a great amount of support between them.

It stands to reason from the arguments of the above-mentioned authors that values-based education in schools holds significant standing. Silcock and Duncan (2001:246-252) point out that values are effectively learned at schools through three propitious circumstances:

- The ideal conditions for the incorporation of values into learners' lives comprises learner's voluntary commitment. Values cannot be taught to learners unless they exhibit a conscious commitment towards the process.
- A values-based education needs to move toward the direction of personal transformation concerning learners and learning area content.
- A correlation between what learners are taught and the social and political factors of society is necessary.

The above-mentioned academics describe the vital role and imperative need for values in schools. The incorporation of values within the school structure leads to the nurturing of an effective and efficient school environment which is conducive to teaching and learning.

2.5.2 Values and the school environment

Rossouw (2003:415) and Ferreira, Jacobs, Coetzee-Manning and De Wet (2009:163) concur that, in order for productive teaching and learning to take place, it is essential that

an environment favourable to discipline be established. This is further emphasized by Barnes, Brynard and De Wet (2012:69) when they highlight positive discipline as imperative in ensuring that efficient and effective teaching and learning take place. Learners at schools have the right, as stipulated by the Learner Code of Conduct Guidelines (SA, 1998:reg.4.6), to a school environment that is safe and clean. A definition offered by Bender and Emslie (2010:65) of positive school environment[6] is that it refers to a place where interpersonal relations are infused with care, support, values, objectives, standards, the opportunity to take part in school events and make various decisions.

The manner in which the outlook, philosophies, values and inspiration of the participants of an organisation are influenced by the prescribed system, informal management style and additional environmental impacts is termed *school environment* (Osman, 2012:950). Duze and Rosemary (2013:53) affirm that in 2012, the National School Climate Centre acknowledged the school environment as reflective of the standards, objectives, values, education, knowledge and practices undertaken by leaders at schools in interpersonal relations.

The maintenance of an environment that is conducive for work being completed is encouraged through discipline (De Klerk & Rens, 2003:357). Gorman and Pauken (2003:30) cite various benefits that are achieved when ill-discipline among learners is not tolerated, one of which is the achievement of a school environment that is free of threats, aimed at curbing learners' disorderly conduct; and not permitting establishing a school environment that does not allow threats to cause any fear. De Waal (2011:175) elaborates on the essential human rights values perpetuated in section 24 of the Constitution (1996a) which guarantees an inherent right to an environment that is free from harm: that in the sphere of education it entails the requisite of the educating process being undertaken in conditions that are safe and secure.

The implementation of discipline practices at schools has two fundamental goals, firstly guaranteeing the protection of learners and educators, and secondly creating an efficient and effective environment favourable to productive teaching and valuable learning

6. The school environment and the school climate are utilised synonymously in this study.

(Ferreira *et al.*, 2009:160). Barnes *et al.* (2012:69 & 79) indicate that the detrimental consequence of learner ill-discipline that has become commonplace and that is not being handled appropriately at schools is forfeiting the possibility of a positive school environment. The research of Barnes *et al.* (2012:79) indicates that occurrences of learner ill-discipline at schools that exhibit a positive environment lean towards becoming fewer.

The continuous and intensive effort required to aid learners in acquiring knowledge is harvested in a learning environment where there is enjoyment and a thirst for efficient teaching and learning, imbued with the values shared by all partners within the school environment (Osman, 2012:951). The achievement of this ever propitious learning environment is depicted in the figure below, Figure 2.2, which was adapted by the researcher from Joubert *et al*. (2004:80-81). This figure illustrates how a conducive learning environment is harvested through elements of the Constitution and the school's Code of Conduct.

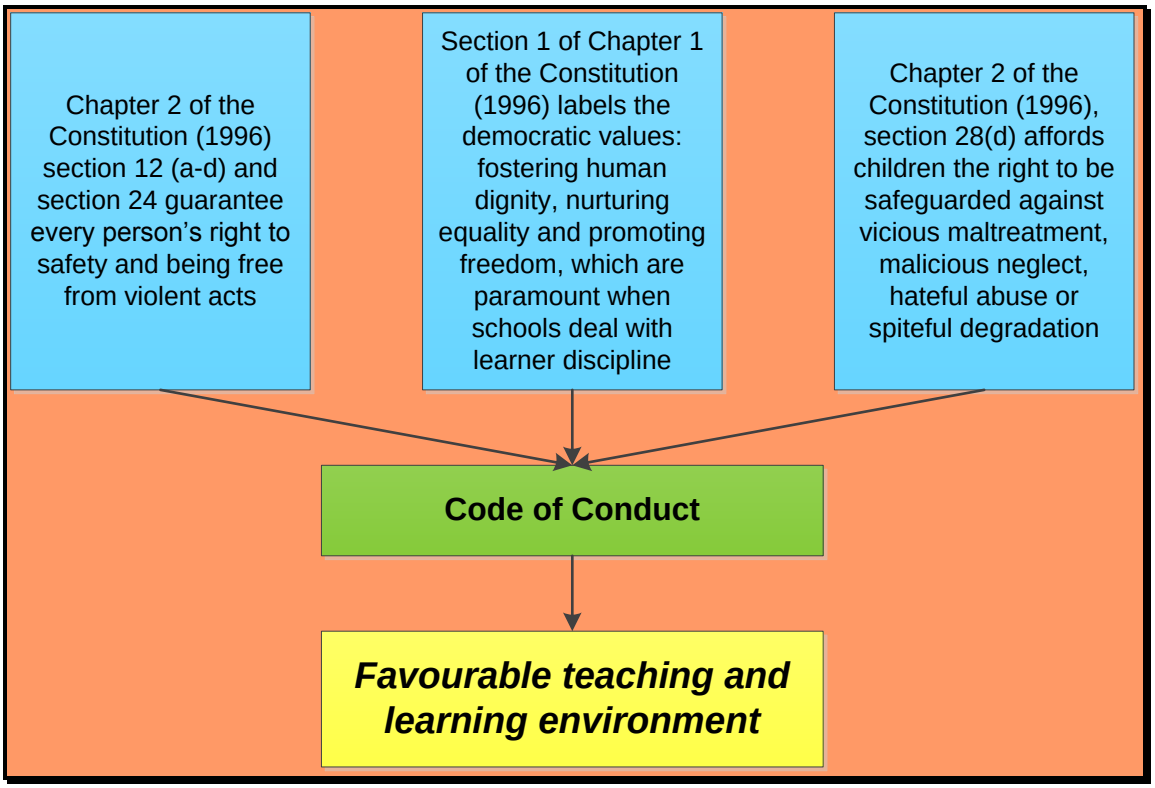


Figure 2.2: Achieving a favourable teaching and learning environment
(Adapted from Joubert *et al*., 2004:80-81)

Lesotho endeavours to achieve an encouraging learning environment that is respectful of human rights values and essential freedoms, and that promotes teaching and learning, which is in keeping with the impetus of the Article 28a of their own Constitution (Lesotho, 1993). Moreover, Ferreira *et al*. (2009:160) draw attention to the fact that their education aims and human rights values can only be accomplished when the learning environment is in line with the requirements of propitious teaching and productive learning. In addition, the creation of this productive teaching and learning environment is the incumbent duty of school management and educators. Coetzee (2010:486) agrees that an incumbent duty is placed upon educators to create an environment that encourages open and productive communication and a platform where learners can openly convey their opinions without the fear of reprisal and rebuke.

2.5.3 The mutual inclusivity of positive discipline, educators and values

Coetzee and Mienie (2013:87) are of the opinion that ill-discipline has a negative impact on the school environment and on the spirit and welfare of the educators. The following section aims to highlight the interrelationship and interdependence of positive discipline, educators and values, and the creation of a school environment that is conducive to effective and efficient teaching and learning.

2.5.3.1 Educators as custodians of the values system

The then president of South Africa, Nelson Mandela, stated at the Saamtrek Conference (DoE, 2001b:20), that the most influential way for children to acquire values is to see how people, among others educators, for whom they have great admiration and prodigious respect, epitomise these values in their demeanour and being.

Piaget's theory is in line with the message of Mandela as the implication of the Piagetian theory is that children in general lack the capacity to distinguish between correct and incorrect behaviour and their comprehension of morality is dependent on the examples grown-ups who hold positions of authority display (Thompson, 2011:395). It is pivotal that educators, according to the Manifesto (DoE, 2001a:21), imbibe the values enshrined in the Constitution and behave in a manner that befits sound role models. Joubert *et al*. (2004:86) hold it as vital to a values-focused education methodology that learners feel

that there is a demonstration of values and attitudes in their educators' lives, as well as in the methodology of the school towards discipline. Educators have two critical roles, as discussed by Thompson (2011:397), which they need to play in values-based education: they need to educate learners using methods that are creative and not enforce what is right and wrong upon learners; and be worthy role models.

Educators lead by example (SA, 1998:reg.1.6), therefore they should be exemplary examples that learners can emulate. Masitsa (2008:244) reminds everyone that educators are envisaged as role models by learners, therefore all their actions – even ones required when disciplining a learner – need to be of the highest standard, since such actions are recognized by the learners as behaviour that should be aimed for. The imperative acknowledgement that educators are role models is also stated by the Manifesto (DoE, 2001a:21), which concurs with the above researchers, namely De Klerk and Rens (2003:367), Rossouw (2003:432), Joubert *et al*. (2004:86), Masitsa (2008:244) and Thompson (2011:397).

An illustration of an educator's paramount role in values-based education is illustrated by the case study conducted by Leefon, Jacobs, Le Roux and De Wet (2013:1-8). Ralene Leefon who was an educator at a school, was experiencing such considerable disciplinary problems that she decided to undertake a study that looked into the effects of advancing positive discipline by concentrating on her own personal conduct and instilling a values system within the school (Leefon *et al*., 2013:1).

2.5.3.2 Values and positive discipline

School discipline is explained as the term for various strategies that are undertaken to ensure co-ordinated, regulated and organised individuals and activities (Ferreira *et al*., 2009:163). Similarly, according to Bray (2005:135), disciplinary measures are used to encourage and sustain a disciplined school environment, as well as at the same time forbidding and chastising undesirable behaviour through methods that inspire offenders to improve their behaviour. In order to establish positive discipline within a classroom environment, such discipline needs to be founded on values (Du Preez & Roux, 2010:24; *cf*. 2.3.2.1). Thus, if the values are not undertaken within the education system, the result would be anarchy at schools (SA, 2001a:24) and learners' lives would very likely take a

wrong direction (Thompson, 2011:398-399). The achievement of higher moral judgement may be realised, as argued by the authors discussed above, through advancing values at school which, in turn, would lead to improved discipline as learners will endeavour to act in a manner that is in keeping with the values enshrined in the Constitution (1996a), creating a favourable teaching and learning environment.

Rossouw (2003:415) and Ferreira *et al*. (2009:163) concur that a favourable school environment can be achieved by putting in place effective provisions and procedures to maintain school discipline. While Bray (2005:134), describes the crucial and inextricably important role that discipline plays in education, this crucial aspect is unfortunately not defined in legislation.

To this end, the Schools Act (SA, 1996c:sec.8) sets forth protocol with regard to the Code of Conduct for learners in order to aid in the establishment of sound discipline at schools (*cf*. 2.5.1). The Code of Conduct echoes the founding democratic values of the Constitution by advancing the values of human dignity, equality and freedom; and the objective should be upholding discipline that is positive and not implementing disciplinary measures that are castigatory and chastising in nature (De Waal *et al.*, 2011:65&66). Moreover, discipline which is positive is an idea underpinned by the objectives of education which are firmly founded on values and principles; it is not mere penalties, processes and directives; it is a disciplinary system that highlights how to improve behaviour, rather than give impetus to past negative behaviour (Nuoffer, 2011:2 & 4).

Articles 28 and 29 of the Universal Declaration on Human Rights (UN, 1948c) highlight the interconnectedness of positive discipline and values. As declared in article 28, every learner has a right to free primary education. The policies on discipline utilised in schools need to be imbued with the core values of non-violence and human dignity. It is vital towards positive discipline to use the core values of non-violence and human dignity when developing a disciplinary protocol. In this way, the relationship between positive discipline and values is displayed. Article 29 of the Universal Declaration on Human Rights (UN, 1948c) describes the goals of education and these goals that are described below are infused with values, once again illustrating the principles of positive discipline:

- The observance of human rights should be fostered through the education process.

- Learners should develop respect for others and the ability to live in a manner that is peaceful.
- Learners should be taught to be respectful of the values upheld by parents.
- The school environment should be a place where there is no form of violence, but has a learner-friendly atmosphere and the curriculum must be infused and underpinned by human rights values.
- Accomplishing a violence-free learner-centred school environment is achievable through the adoption of a Code of Conduct.
- Staff members should use positive discipline strategies when interacting with learners, thereby refraining from violence, providing feedback that is constructive, providing clear guidelines and teaching instructions, as well as reinforcing learners positively.

2.5.3.3 The practice of positive discipline within the classroom

Incorporating positive discipline in classrooms in order to accomplish the universal article 29 (UN, 1948), requires carrying out the steps that follow below: they are infused with human rights values, thus illustrating the unique, yet paramount, relationship that exists between values and positive discipline.

Step One

Step one of founding positive discipline: Develop a clear distinction between discipline and punishment (Coetzee & Mienie, 2013:90; *cf*. 2.3.1).

The Merriam-Webster dictionary (2013) describes punishment as the action of punishing, causing anguish, agony and/or harm which serves as revenge; it is treating another person severely or dreadfully. Discipline, however, according to Venter and Van Niekerk (2011:251), is about educating learners on suitable behaviour and the upholding of values and norms. While Joubert *et a*l. (2004:78) concur with Venter and Van Niekerk (2011:251), they maintain that discipline also entails the development of discipline and control within oneself. In this regard it is noteworthy that the Learner Code of Conduct Guidelines (SA, 1998:reg.1.4 & 7.1) indicate that educators have been mandated to encourage discipline in order to promote and direct learners towards the achievement of self-discipline.

Step Two

Step two of founding positive discipline: Create productive relationships between learners and educators which are saturated with trust and mutual respect (Coetzee & Mienie, 2013:90; *cf*. 2.3.2).

Such productive relationships between educators and learners can be attained by upholding the following principles, according to Coetzee and Mienie (2013:91-92):

- Support deferential interactions between educators and learners.
- Pay due attention to the significance of human rights values concerning learners in order to enhance respect between them and educators: therefore foster human dignity, uphold freedom and maintain security.
- Inspire learners to share their viewpoints since the human rights value of freedom of expression is imperative to the positive discipline approach: sharing their viewpoints allows for the propagation of sound relationships between learner and educator.
- Promote human rights values within the sphere of education in order to harvest and nurture decent, sound, fruitful and productive relationships between learners and educators, thus creating positive discipline in the classroom.
- Advance human rights values when dealing with situations where a learner faces possible disciplinary actions.

Step Three

Step three of founding positive discipline: Create a learner-friendly positive schooling environment (Coetzee & Mienie, 2013:90; *cf.* 2.6.1)

In addition to the methods highlighted in section 2.6.1 of this study on the role of the Schools Act (SA, 1996c:sec.8 (1)) in creating a positive school environment, Coetzee and Mienie (2013:92) add the following recommendations:

- The promotion of human rights values is the key mechanism that can be used to promote a positive school environment.
- The precursors to the creation of a positive school environment are directives, procedures, instruction and organisation.

- The learners should be active participants in the decision-making process (for example: disciplinary policy) and a learner's right to be heard needs to be observed.
- Educators need to enhance their skills and techniques when dealing with disciplinary issues as they need to have the capacity to deal with ill-discipline in a productive, positive manner through the upholding positive disciplinary principles.
- When creating a positive disciplinary environment, it is vital that learners realise that there are indeed consequences for wrongful acts and not be under the impression that positive disciplinary strategies imply no penalties. In this regard, South African case law concurs with the principle that wrongful acts have consequences and two specific examples are relevant to this study:

1. The High Court-case of *Mose v Minister of Education WP and Others* [2008] Cape of Good Hope Provincial Division case no: 13018/08 (hereafter *Mose*)

The Applicant was the mother of Luzuko Mose, a learner at Fairbairn College, who was said not only to be smoking and selling dagga at school, but was also allegedly selling dagga to fellow learners of Fairbrain College while in school uniform at a park in Goodwood. The action taken by the School Governing Body was subsequently to expel Luzuko from school. As a result, Luzuko's mother brought an action on appeal against the decision to expel Luzuko from school based on the following grounds: (1) the process that came to the conclusion that Luzuko had to be expelled occurred procedurally unfair (*Mose*, par.6-7); (2) the Respondents did not apply their minds reasonably; (3) no indication was given that the Respondents had followed the rules of natural justice; (4) the Third Respondent acted in ill faith; and (5) the First Respondent was *functus officio* (discharged from office) when he decided that the appeal would be denied (*Mose*, par.6).

The claim that the process was procedurally unfair was set aside by the Judge as he concluded that, all things considered and how the process unfolded, as well as the ample opportunity that had been available for the applicant's attorney to cross-examine the witness, proved that the proceeding was in fact fair (*Mose,* par.15, 6 & 17). The Judge also found that the School Governing Body was just in finding that Luzuko was smoking dagga (*Mose*, par.15). The evidence of proceedings undertaken in regard to the Third Respondent refuted the Applicant's allegation of ill faith and the Judge found the First

Respondent to have acted in a fair and just manner after consideration of the evidence provided by that Respondent (*Mose*, par.18 & 20). Finally the rule *nisi* (the Applicant sought relief by asking the High Court to issue an order that called on the Respondents and interested parties to appear and show just cause on a specific date) was discharged and the Applicant's charges were dismissed with costs (*Mose*, par.23).

Reflecting on the facts of the minor Luzuko's serious misconduct, the High Court pointed out (1) that "the ills of our society have spilled over [to our schools] which... should be safe havens for education;" and (2) learners' "constitutional right to proper basic education" may never be jeopardised by a fellow learner's serious misconduct (*Mose*, par.21). In addition, sounding a warning to all learners – yet noting the significance of those at high schools specifically – the High Court declared that learners need to realize that misbehaviour will incur corrective action being taken – which may be inclusive of exclusion from school. Learners had to be alerted by the open society's example of misconduct attracting sanctions in this regard (*Mose*, par.21).

2. The court case of the *Western Cape Residents' Association obo Williams and Another v Parow High Schools* 2006 (3) SA 542 (C) (at 545B-C) (hereafter *Williams*)

Parow High School had refused permission to the Grade 12-female learner, Williams, to attend the matric farewell, due to her unremitting ill-discipline. The parents brought the action to Court on the grounds that the decision not to allow Williams to the matric farewell was an infringement of her fundamental rights to human dignity, essential freedom of expression and equality. The Court, however, concluded that attending a social activity such as the matric farewell was not an enforceable learner right, but a privilege (*Williams*, at 544).

The Court stated that learners may be rewarded for positive discipline at school by being granted privileges as part of teaching them lessons on discipline and authority. However, this privilege could be revoked upon a school's discretion and such revoking of a privilege is in no way an infringement of the learner's fundamental human rights to human dignity and equality. At the same time, the Court also went on to indicate that it would, in fact, violate the other learners' rights to human dignity and equality if the privilege were awarded to a learner who did not achieve it fairly (*Williams*, at 545B-C).

In the researcher's opinion positive discipline, positive school environment, values and educators are interdependent in achieving specific education directives (*cf.* 2.1), as can be inferred from the above discussion. The mutual inclusivity of positive discipline, educators and values (*cf*. 2.5.3), is a complex, yet fundamental relationship that needs to be maintained in order to accomplish both the goals and mandates of education (*cf.* 2.1). This fundamental relationship demonstrates the vital role values play in every facet of the triangle, namely the educator, positive discipline and the school environment.

2.6 POSITIVE DISCIPLINE, VALUES AND THE LEARNER CODE OF CONDUCT

As was stated above, a favourable school environment which, among others, is referred to in the High Court case of *Mose* (par.21), is achievable through infusing positive discipline. The legislation that regulates the disciplinary measures implementable at schools comprises the Constitution with its Bill of Rights (Constitution, 1996a: Chapter 2; *cf.* 3.2.1.1) and the Schools Act (1996c; *cf*. 3.2.1.2). Masitsa (2008:236) agrees with Joubert *et al*. (2004:79) that the Constitution and the Schools Act are regulatory statutes with regard to school discipline. Disciplinary rules, which are pivotal to school discipline, must be contained within a school's Code of Conduct (Bray, 2005:133). Moreover, while it is clear that sound school discipline is fundamental to the effective teaching and learning process, the term *discipline* or *school discipline* is not defined by the Schools Act (SA, 1996c; *cf*. 3.2.1.2) or by the Learner Code of Conduct Guidelines (SA, 1998; *cf*.3.2.3.1). Nevertheless, as the Code of Conduct is a document that provides a set of principles that encourages virtuous behaviour (Bray, 2005:134), in the researcher's opinion one would expect definitions of weighty terms such as these two, that point towards successful teaching and learning at school level, to form a vital part of both or at least one of the two documents. Without practicable definitions schools could still be seen to be left to their own devices in aiming towards realizing education goals.

2.6.1 Positive discipline and the Code of Conduct for Learners to ensure a positive school environment

While De Klerk and Rens (2003:354) and Du Preez and Roux (2010:14) concur that values are fundamental to sound discipline, the pivotal role played by values within the

education sphere is reviewed in several studies, for example the Manifesto (DoE, 2001a), De Klerk and Rens (2003: 353-371), and Du Preez and Roux (2010: 13-26) which display a similar positive trend of thought concerning the significant relationship between values and school discipline. The sentiment surrounding values and school discipline is also echoed in the National Curriculum Statement Overview document (Department of Education, 2002:8) that declares (1) the fostering of values as of vital significance not only for personal growth, but also to guarantee that the new democratic South African society shapes its identity according to the foundation of democratic values; and (2) the nurturing and developing of learners through the educational structures in South Africa will ensure the embodiment of values. The culmination of embedded values within learners leads to their undertaking actions for the improvement of society. The actions undertaken will be founded on the prescribed values set out in the Constitution (1996a:sec2) namely: *upholding democracy, maintenance of equality, protection of human dignity, preservation of life and perpetuation of social justice.*

However, South African schools are marred with undisciplined learner behaviour (Bray, 2005:133) and are violent and crime-ridden. What is more, they are perceived to have the potential of being in immense danger, according to the South African Institute of Race Relations (in Barnes *et al*., 2012:69). The gravest concern which was verified by The Centre for Justice and Crime Prevention was that educators were not equipped to manage the immense disciplinary concerns at schools (Wolhuter & Russo, 2013:1).

Undisciplined behaviour nullifies the best efforts made within the education sphere with regard to creating a positive, efficient and effective learning environment (Bobape-Baloyi, 2010:iv). Studies mentioned above (*cf.* 2.5.3.3; *cf.* 2.6.1) credit values as a positive mechanism to instil discipline within learners and create an ethos at schools that allows for effective teaching and learning to take place. Education founded on values can be compared to a tool-kit that can be utilised in everyday life when faced with situations that involve the dynamics of relationships, dealing with social circumstances and developing values-based attitudes towards other people, possessions and the social constructs that are accessible (Arweck & Nesbitt, 2004:251). Values-based education allows for the development of a higher degree of moral fibre within learners, thereby allowing learners to attain a greater capacity to make decisions that are sound and based on worthy assessment (Manifesto; DoE, 2001a:3). In turn, if values-based decisions are to be made

by learners, as stated in the Manifesto (DoE, 2001a:3), it can be deduced that learners would make decisions which would allow for continued productive teaching and learning. Such decisions would lead to not only eradicating disciplinary problems (*cf.* 2.1; *cf.* 2.2.2) at schools, but also achieving positive discipline through instilling values within learners.

In turn, Masitsa (2008:234) supports discipline as fundamental to constructive teaching and learning. A school's Code of Conduct for learners should thus incorporate democratic values and ensure that discipline is administered, fostered and maintained at schools (Bray, 2005:134). The mandatory need for schools to have an enforceable document that shows the role of values in relation to positive discipline is therefore, according to the Schools Act (SA, 1996c:sec.8(1); *cf*. 3.2.1.2), the Code of Conduct. Furthermore, the Schools Act (SA, 1996c:sec.8(1); *cf*. 3.2.1.2) places an incumbent duty upon the School Governing Body to develop such a code. In support of this legislation, the Manifesto (DoE, 2001a:129), Bray (2005:133) and Oosthuizen, Wolhuter and Du Toit (2003:470) echo the mandatory obligation of School Governing Bodies to adopt a school Code of Conduct for learners.

A Code of Conduct mandatorily needs to be aimed at creating a well-disciplined and purposeful school atmosphere, devoted to the enhancement and preservation of the highly valued learning process (Schools Act; SA, 1996c:sec.8.2; *cf*. 3.2.1.2). Moreover, the aim of such a document is highlighted in various studies undertaken with regard to discipline at schools, namely the Manifesto (DoE, 2001a:129), Oosthuizen *et al*. (2003:470), Joubert *et al*. (2004:80), Bray (2005:133) and Masitsa (2008:236). Oosthuizen *et al*. (2003:470) further describe the Code of Conduct as a document that affords the school a legal foundation for the identification and eradication of behaviour that is counterproductive to the learning process.

The Code of Conduct must be formulated for the purpose of positive discipline and not lend itself to a punitive or punishment orientation (Learner Code of Conduct Guidelines, SA, 1998:reg.1.4*; cf*. 3.2.3.1). Among others, Joubert *et al*. (2004:80) advance positive schooling by highlighting the Learner Code of Conduct Guidelines (SA, 1998:sec1.6;*cf*. 3.2.3.1) as these guidelines place their focal point on the advancement of positive discipline, the development of self-discipline and the instilling of a standard of behaviour that is acknowledged and acceptable by civil society.

Rossouw (2003:427) labels the code as preventative in nature as it illustrates to the learners the exact expectations anticipated from them in terms of conduct. In this regard, Joubert *et al*. (2004:80) agree that the code serves as a preventative measure by the mere fact that, according to legislation and departmental guidelines, it must encompass disciplinary regulations which ensure that learners are aware of the conduct that is anticipated of them. Additionally, while Oosthuizen *et al*. (2003: 470-471) agree that in essence a school learner code is a preventative disciplinary measure, as indicated by Bray (2005:135) and Masitsa (2008:236), there are punitive remedies that can be embarked on for the transgression of acceptable conduct.

The punitive aspect is not completely refuted in the Learner Code of Conduct Guidelines (SA, 1998; *cf.* 3.2.3.1), as regulation 1.4 states that its *primary focus* must be positive and not punitive discipline. It can thus be deduced that the ancillary focal points may encompass punitive measures: two examples would be regulation 1.11 which addresses disciplinary measures, and regulation 3.5 which indicates that learners must be made aware of the reason behind their action being deemed as a contravention of the Code of Conduct and why punitive action is being undertaken against them.

2.6.2 Values and the Code of Conduct for Learners

Among others, the Learner Code of Conduct Guidelines (SA, 1998; *cf*. 3.2.3.1) describe and illustrate the relationship that exists between the Constitution and the Schools Act, as it becomes clear through a close reading of all the regulations that values need to play a pivotal role when schools are in the process of formulating a Code of Conduct.

The Constitution (1996a; *cf*. 3.2.1.1), Schools Act (SA, 1996c; *cf*. 3.2.1.2) and provincial regulations/guidelines in their entirety are documents that a Code of Conduct is subjected to as declared by the Learner Code of Conduct Guidelines (SA, 1998:reg.1.3; *cf*. 3.2.3.1). Since the Code of Conduct is subject to the Constitution, it stands to reason that the democratic values encompassed within the Constitution need to be infused also and, in addition, the Code of Conduct must set a benchmark for behaviour that is in keeping with moral values (SA, 1998:reg.1.4). The moral values, norms and principles that are imbued in the Code of Conduct should also be upheld by the community (SA, 1998:reg.1.9).

In the opinion of the researcher, values form a crucial and fundamental factor that needs to be focused on when developing a school's Code of Conduct since a Code of Conduct is developed primarily to establish a disciplined and a purpose-driven environment where effective teaching and learning takes place (Learner Code of Conduct Guidelines (SA, 1998:reg.1.1; *cf*. 3.2.3.1). As a result, the researcher considers it as crucial, in order to achieve a productive environment, that the values identified in the Constitution are embraced and upheld in a school's Code of Conduct.

2.7 SUGGESTED THEORETICAL FRAMEWORK

Various theoretical frameworks are available from a myriad of academics. However, the framework that the literary review of this study highlighted to the researcher, comprises values as the golden thread that runs through every facet of education.

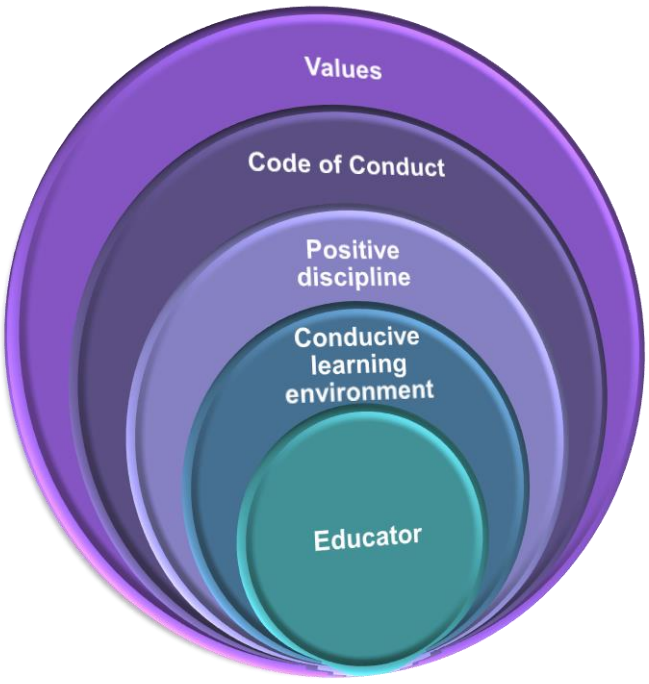


Figure 2.3: Suggested theoretical framework

Due to the pivotal role that values play in education, there has been legislation provided both nationally and internationally (*cf*. 3.2; 2.4.3) in this regard, thus making it mandatory that all schools practise the values as set out in the Constitution (1996a; *cf*. 3.2.1.1 &

1.4.1). As such, values should radiate throughout the relationships and procedures within the school environment, and values should permeate the Code of Conduct which is the disciplinary tool that needs to be applied at schools. Values should be the undertone of all actions undertaken by the school so as to make them a part of learners' demeanour.

Values as a basis allow learners to build strong, sound characters (*cf*. 2.4.1 & 2.4.2), thus developing the ability to distinguish right from wrong and truth from untruth within learners. The development of discrimination allows for learners to make choices that promote positive discipline at schools, thereby ensuring a school environment that is conducive to teaching and learning (*cf*. 2.6.2). Values within the system of education allow for the development of positive school discipline (*cf*. 2.3.2.1) and positive discipline in the school setting ensures productive teaching and learning, which is in line with the vision of the Gauteng Department of Education (2012).

The Code of Conduct is seen as instrumental in ensuring that values are imbued in all processes and procedures (*cf*. 2.6.2), and when utilised appropriately, such a code could ensure that the values founded in the Constitution (1996a) are practised and become part and parcel of learner demeanour. However, in order for the Code of Conduct to be effective, it needs to be a '*living, working'* document (*cf*. 3.2.1.2 & 3.2.3.1). The Code of Conduct needs to be enveloped and enforced during school activities in order to ensure that the document is not perceived to be a piece of paper that is presented to learners upon enrolment. At the cornerstone of school discipline and the infusing of values within schools' structures, sits a school's Code of Conduct for learners. Thus in order for the values laid down in the Constitution (1996a) to be transmuted to school level, the Code of Conduct needs to be an effectively operable document.

Since the Code of Conduct (*cf*. 2.5.3.2) includes values, once appropriately applied, it will envelope a learner's day to day activities. Learners will begin to act in accordance with values, thus giving rise to positive discipline. The outcome of appropriately applying the Code of Conduct is therefore positive discipline (*cf*. 2.6). However, there is also a larger impact once learners start to encompass values and include values in their actions: soon all actions undertaken by them will be in keeping with values. This has far-reaching consequences: firstly the school environment will be conducive to teaching and learning, secondly the learners would behave in a values-based manner with their families and

communities, and lastly the learner will behave in a values-based manner within society, thus realising the edict of a values-based society as stated in the Constitution (1996a:sec.1(a)).

A favourable teaching and learning environment is inevitable when there is positive discipline among learners (*cf*. 2.3). The emergence of positive discipline would ensure that both educators and learners can perform at their optimum and realise their true potential. Positive discipline would allow for the effective and efficient utilisation of time – thus ensuring that educators can enjoy the freedom to go further than the basic requirements stipulated in the curriculum, as there would be sufficient time to complete the curriculum and add on new innovative initiatives. A conducive learning environment provides the stimulus for growth and motivation of both learners and educators. Since there is a propitious environment, the members of the environment, namely *educators* and *learners*, would be happier and have a positive outlook on the sphere of education.

The educator is depicted in Figure 2.4 in the smallest circle at the core of the process. This is fundamental to understanding that educators are at the heart of achieving values-based education. None of this would be possible without an agent or catalyst of change, namely the educator who serves as a shining example of how to imbue values (*cf*. 2.5.3.1).

2.8 CONCLUSION

This chapter examined the related literature available with regard to values and positive discipline. Initially, the chapter analysed the various definitions of values (*cf*. 2.2), discipline (*cf*. 2.3.1) and positive discipline (*cf*. 2.3.2) that are currently available. The study of pertinent literature aided the researcher in defining the terms *values* (*cf*. 2.2.2) and *positive discipline* (*cf*. 2.3.2.2) to be used in this study. The perspectives held on values in education were accompanied by a brief international perspective (*cf*. 2.4.3) to provide wider insight on the relationship.

Subsequently the interrelationship between values, positive discipline, school governance and educators (*cf*. 2.5) was scrutinized. There was close examination of values and environment (*cf*. 2.5.2), and the mutual inclusivity of positive discipline, educators and values (*cf*. 2.5.3-2.5.3.3). Understanding the relationship on positive

discipline, values and the Code of Conduct was implored (*cf*. 2.6.). The chapter concluded with a suggested theoretical framework (*cf*. 2.7).

Bearing in mind the researcher's exploration of currently pertinent and available literature that occurred in this chapter, the next chapter will present the basic legal framework that forms the backdrop to the study.

CHAPTER THREE

A BASIC LEGAL FRAMEWORK

"We do not act rightly because we have virtue or excellence, but we rather have those because we acted rightly"

~ Aristotle ~

3.1 INTRODUCTION

As declared in the Constitution (1996a:sec.29(1)(a)), the right to a basic education[7] is guaranteed to everyone in the country. Upholding this right, in the context of South Africa, will firstly lead to more learners' gaining the ability to overcome the pitfalls of poverty. In the second place, it will lead to learners' enhancing their capacity to participate successfully in the employment sector, and thirdly, it will lead to learners' gaining the aptitude to comprehend and appreciate[8] fundamental democratic values,[9] essential freedoms and indispensable rights, thus inspiring all citizens to be active participants in and safeguard the system of democracy (Van der Merwe, 2012:367).

As the Constitution is supreme (1996a:sec.2), the founding values that are stated right at the beginning, in section 1, stand as a precursor upon which all education legalisation is based. Legislation and regulations specifically laid down for education, such as the Schools Act (SA, 1996c) in its Preamble, the National Education Policy Act 27 of 1996 (SA, 1996b; hereafter Policy Act) in section 4(a), and the National Guidelines on School Uniforms (SA, 2006a; hereafter Guidelines on Uniforms) through regulations 2 and 6, display the critical and integral role of values within the sphere of education (*cf*. 1.1). The Saamtrek Conference (DoE, 2001b:7; *cf*. 2.5.3.1) highlights these two roles by encouraging the advancement of values within the school system, thus ensuring that learners possess fundamental values. De Waal *et al.* (2010:52) also echo the international significance of such advancement where they expound the declaration made

7. Mitra (2004:7) offers a definition for education (*cf*. 1.1).
8. Nieuwenhuis (2004:56-57; *cf.* 1.1) argues that while values burden human beings to act in accordance with them, this burden is dissipated to some degree by education through the creation of the aptitude to understand and be appreciative of the fundamental values.
9. Mitra (2004:7; *cf*. 1.1) also provides etymology of the term *value*.

by the *Fraser Court* in the United States, stating that it is the incumbent duty of schools to foster essential values that are vital to democracy.

To this end, several governments – both nationally and internationally – have compiled legislation, guidelines and policies in order to implement values within the education sphere. This chapter will scrutinize the following South African laws as part of original legislation, and policies, guidelines and regulations as part of subsidiary indicators that the researcher identified as being paramount to the infusion of values in education:

PRIMARY LEGISLATION

- **Ordinary parliamentary legislation**

  - National Education Policy Act 27 of 1996
  - South African Schools Act 84 of 1996
  - Employment of Educators Act 76 of 1998
  - South African Council of Educators Act 31 of 2000

SUBSIDIARY INDICATORS

- Policies
- Guidelines
- Regulations

For the purpose of this study, the structure above will guide the attempt at suggesting a legal framework towards understanding the relationship between values and positive discipline at Sedibeng-East primary schools.

3.2 LEGISLATION AND SUBSIDIARY INDICATORS ON VALUES

A variety of pertinent Acts and subsidiary indicators that allow for the infusion and practice of values within the education sphere (*cf.* 2.4) forms an essential facet of the study. This chapter will therefore endeavour to undertake a careful analysis of the relevant sections/items/regulations of the various laws, guidelines and policies that influence the national education system through the advancement of values.

3.2.1 Legislation

In terms of legislation, a wide range of Acts is available in terms of education. After careful consideration of the wide range and the aim of this study, the following statutes were then pinpointed as being most significant towards realising the aims of the research (*cf*. 1.4).

3.2.1.1 The Constitution

On the one hand, authors describe the Constitution as the most progressive Constitution in the world, mainly securing human rights for everyone in the Republic (Keevy, 2009:47; Van Vollenhoven & Blignaut, 2007:2). On the other hand, its Preamble pledges the country's obligation to achieve a society founded on human rights, social justice and democratic values (De Plessis, 2010:113). An even stronger viewpoint is that the passing of the Constitution shouldered revolutionary legal change within the country, as the Constitution (1996a:sec.8(1)) now binds the nation to fundamental values and principles (Beckmann & Prinsloo, 2009:172). Therefore, according to Bray (2005:133), a metamorphosis of the country's education system was required post 1994 in order for it to embrace the fundamental values set forth in the Constitution.

There are, however, several founding rights that are preserved in the Constitution, namely *human dignity* (sec.10); *education* (sec.29); *freedom of expression* (sec.16); *equality* (sec.9); *freedom of association* (sec.18); *the right of choice with regard to opinion, belief and religion* (sec.15); and *freedom to be part of any culture or language of choice* (sec.30 & sec.31; Smit & Oosthuizen, 2011:58). It is the researcher's opinion that the founding values specifically pertinent to this study are those of human dignity, the achievement of equality, and the advancement of human rights and freedoms.

With reference to advancing human rights and freedoms (*cf*. 1.1), section 29 of the Constitution refers to the right to a basic education that, according to De Plessis (2010:110), is conjointly applicable with the right to a harmless milieu in section 24. Reading the latter section together with section 29 indicates that all individuals have the

right to enjoy an environment[10] which is not detrimental to their welfare (1996a:sec.24(a)). If therefore follows that this conjoint application would include learners at public schools.

In this regard, a safe school[11] as such is distinguished by an ethos that promotes propitious teaching and learning, endorses favourable discipline, encourages being free of crime and violence, and demonstrates efficient educator conduct as well as upright management and governance practices (De Plessis, 2010:110). An ethos that supports of these aspects would be in keeping with sections 12 and 24 of the Constitution.

Still, section 24 goes on to declare, in section 24(b), that interested parties have a pivotal duty to ensure that an environment conducive to teaching and learning is accomplished. One group that forms such an interested party is the School Governing Bodies taken as a cluster. Serfontein and De Waal (2015:1-12) highlight the significance of this cluster for sound school governance as embedded in not only reflecting value-driven perspectives, but also confirming themselves in the form of effective, legitimate, democratic principles and high levels of institutionalization.

The responsibility is also placed upon courts to foster the value-driven perspective of human dignity, equality and freedom, as indicative of section 39 of the Constitution (Keevy, 2009:51). Alston, Van Staden and Pretorius (2005:149) clarify section 39(1) as speaking particularly to the understanding of the Bill of Rights and placing an incumbent responsibility upon courts, tribunals and forums to encourage the fundamental values of human dignity, freedom and equality (*cf*. 1.4). Moreover, Alston *et al.* (2005:149-150) infer that section 39(1) expands to bind school disciplinary committees where they point out that the Learner Code of Conduct Guidelines (SA, 1998:sec.13(2)), which emanated in line with a Schools Act directive (SA, 1996c:sec.8(3)), uses the word “tribunal” when referring to the small hearings that schools are to hold.

The section 39(1) constitutional expansion thus encompasses schools, as they are also commonly referred to as copying tribunals in conducting parts of their daily business by

10. While Lategan (2003:363) argues that discipline supports attaining a non-harmful school environment (*cf*. 1.1), Joubert *et al*. (2004:78) contend that it is vital for achieving a safe school environment to establish and implement fundamental values (*cf*. 1.1).
11. The CJCP documents the disturbing reality of unsafe schools statistically (cf. 1.1).

conducting hearings through a disciplinary committee (SA, 1996c:sec.8 & 8A). Schools are, according to Alston *et al.* (2005:150), additionally bound within the dictums of section 39 of the Constitution, such as the two words "must promote" (1996a:sec.39(1)(a)) which imply not only that schools must abide by the Bill of Rights, but also that they must advance the fundamental democratic values of human dignity, freedom and equality keenly.

Coetzee and Mienie (2013:88) concur with Alston *et al.* (2005:146) that the Constitution compels School Governing Bodies and educators to appreciate, encourage and fulfil the rights laid down in the Bill of Rights.[12] One such right, the freedom and security of a person, guaranteed by section 12, features as a significant right in a document of the Western Cape Education Department (2007:3; hereafter WCED). Since section 12(1c) indicates the right of everyone to be free from acts of violence, De Plessis (2010:114) signposts the fundamental role of schools in ensuring that everyone is protected at school and every learner is afforded due process of the law before any freedoms are withheld (Contitution, 1996a:sec.12(1)(a) & (b)).

According to section 12(1)(c-e), everybody is afforded protection against violence and torture and the implication is also that no learner may be punished in a manner that is painful, inhuman or humiliating. In addition to these stipulations, section 12(2) guarantees everyone the right to maintain the integrity of their body and psychology, which is inclusive of the safeguarding of psychological violence. With reference to protection from harm, De Plessis (2010:110) describes section 24 of the Constitution[13] as pointing to learners' right to a milieu that is not harmful to their welfare. This is supported by The WECD document (2007:3). It supports De Plessis by pointing out that section 24 implies following an ethos that does not cause harm to anyone's well-being and health at school.

Compliance with the fundamental values as set out in the Constitution[14] – namely those of human dignity, the achievement of equality and the advancement of human rights and freedoms – is a pivotal challenge, according to De Waal *et al*. (2011:63), towards creating

12. Section 1.4.1 of this study amplifies the obligation to abide and advance the tenet of the Constitution.
13. Luiselli, Putnam, Handler and Feinberg (2005:183, *cf*. 1.1) argue that efficient discipline practices establish safe environments (*cf*. 1.1).
14. Joubert *et al.* (2004) maintain adhering to the Constitution leads to safe school environments (*cf*. 1.1).

and maintaining a safe disciplined environment where productive teaching and beneficial learning can occur. It is in this instance of creating such an environment that the researcher became intrigued by the proposition of Joubert *et al*. (2004:78; *cf*. 1.1) that adhering to constitutional values are of significance when aiming for effective teaching and learning within a safe and disciplined environment.

In line with Joubert *et al*. (2004:78), the researcher maintains that fostering fundamental values, as laid down in the Constitution (*cf.* 1.4), within the school environment will lead to learners behaving in a positive manner, thus creating a productive teaching and learning environment and advancing the dictates of section 24 of the Constitution. Inculcating fundamental values from a school governance standpoint will allow learners the opportunity to imbibe fundamental values, thereby making them habitual and becoming a point that would inform all their actions and behaviour. In this way, fundamental values become a yardstick to measure one's behaviour, thereby ensuring that all behaviour is positive while the yardstick would also support maintaining an environment that is conducive for effective and productive teaching and learning.

The Schools Act not only espouses the directives that the Constitution lays down further, but also encapsulates the fundamental values in various sections of the document. An analysis of the pertinent sections of the Schools Act therefore follows below.

3.2.1.2 The South African Schools Act

While the supreme Constitution and various other statutes govern schools, the Schools Act (SA, 1996c), however, has the greatest influence on school discipline and promotes equitable admittance to education (Joubert *et al*., 2004:79). The uniform system of public schools with the objective of administering increasingly greater standards of quality education is fashioned by the legislative framework of the Schools Act (De Plessis, 2010:111). What is more, the Schools Act also provides directives concerning the managing of schools. This section therefore provides an analysis of the various sections of the Schools Act that are pertinent to tenets of this study.

Mestry and Khumalo (2012:99) explain that the Schools Act, specifically through sections 8(1) and 20(d), obliges School Governing Bodies to develop and adopt a Code of Conduct for learners which needs to be drawn up, among others, within the due process principle

of the Constitution (1996a:sec.33). Such learner codes should subsequently be founded on the fundamental values of equity, non-violence and non-discrimination (Bender & Emslie, 2010:61). In identifying the importance of reflecting the founding constitutional values[15] of human dignity, equality and freedom in schools' Codes of Conduct (Mestry & Khumalo, 2012:98; *cf*. 1.1), Joubert *et al*. (2004:78) concomitantly recognise the pivotal challenges attached to establishing and sustaining an ethos in schools conducive to effective teaching and learning.[16] Although the Constitution, serving as the ideal foundation, should inform all contents of school Codes of Conduct, each code also needs to reflect the particular characteristics of a school, the established ethics, as well as the culture and values of learners and the community in which the school resides (WECD, 2007:3). In this regard, schools are obliged by both sections 8 and 20 of the Schools Act (SA, 1996c) to compile Codes of Conduct in close consultation with all the partners that, after having been adopted, become the law of the school and the transgressing of such a law can therefore result in some form of penalty (Van Vollenhoven & Blignaut, 2007:5).

By referring to a Code of Conduct for School Governing Bodies which is aimed at improving and maintaining quality governance structures at public schools, subsections 18A(2 & 3) moreover oblige all these bodies to adhere to such a code. Since public schools are organs of the State (Constitution, 1996:sec.239), they are subject to the Bill of Rights, implying that School Governing Bodies have the responsibility to foster and safeguard human rights within their school environments and ensure that all school policies are reflective of human rights (De Plessis, 2010:111). In addition to this, Codes of Conduct for schools must, as propounded by Bray (2005:135), be formulated to encourage, preserve and uphold discipline among learners at schools and guarantee order and stability in the learner community. The main aim thereof is thus to create a well-disciplined and focussed school environment which is conducive to teaching and learning

15. As perpetuated by Mestry and Khumalo (2012:98, *cf*. 1.1), the Code of Conduct must encapsulate the values of human dignity, equity and freedom.
16. Part of this study's aim is to ascertain the participating educators and learners' understanding of the relationship between fundamental values and positive discipline (*cf*. 1.4).

(De Plessis, 2010:115). As such, a school's Code of Conduct is a vital tool for the effective managing of schools (Beckmann & Karvelas, 2006:18).[17]

A school Code of Conduct is described by various authors as follows:

- Bender and Emslie (2010:61) view a Code of Conduct as not only an indispensable document for the effective running of the school, but also as a document founded on the fundamental values.[18]
- Bray (2005:134), explains that a Code of Conduct not only encourages appropriate and positive behaviour, but also provides benchmarks for positive discipline.[19]
- A Code of Conduct contains clear directives with the objective of ensuring a well ordered and disciplined environment[20] (Botha, 2014:3).
- Schools' Codes of Conduct contain a set of moral behaviour standards for learners which aids the learners to be held accountable (Coetzee & Mienie, 2013:89).
- A Code of Conduct creates rules pertaining to acceptable behaviour that are incumbent upon all learners (Joubert *et al*., 2004:80).
- Codes of Conduct aim at ensuring propitious and well-disciplined learning environments that are conducive to productive teaching and learning (WCED, 2007:1).

To overcome the challenge of creating conducive teaching and learning school environments, the Schools Act (SA, 1996c) makes numerous references to the fundamental democratic values of human dignity, equality and freedom (*cf.* 2.5.1) in order to articulate and adhere to constitutional imperatives in this regard. The over-arching goal of the Schools Act is the upholding of learners, parents and educators' rights (Preamble) thereby placing emphasis on the promotion and encouraging of the fundamental values. The Preamble also declares that there is an essential need to transform South Africa into

17. The study also intends to ascertain the practical application of Codes of Conduct at schools and the extent to which these documents are living documents (*cf*. 1.5.2).
18. The document analysis will permit the scrutinizing of the Codes of Conduct in order to ascertain the extent to which the fundamental values are encompassed (*cf*. 1.5.2)
19. The research will analyse the extent to which positive discipline is practised at schools critically (*cf*. 1.5.2).
20. The qualitative analysis adopted for this study will aid in verifying whether clear directives are laid down in the Codes of Conduct (*cf*. 1.5.2).

a democratic country, therefore highlighting that the education system needs to uphold the fundamental values specified in the Constitution too. These dictates in the Preamble indicate to schools and the various aspects of school governance not only that every person must adhere to the constitutional values, but that they must also promote and encourage these values (*cf*. 3.21.1).

Bearing in mind the dictates of the Preamble, it makes sense that initiation practices would be in contravention of the Constitution. The Schools Act re-iterates the non-acceptance of initiation practices as they hamper the process and development of a truly democratic ethos (SA, 1996c:sec.10A(3)(2)). As a consequence, the prohibition of initiation practices in section 10A(3)(2) of the Schools Act ensures the safeguarding and fostering of values enshrined in the Constitution and pays particular attention to safeguarding the values of human dignity and equality (*cf*. 1.4.1).

While various instances in the Schools Act highlight fundamental values, the researcher will draw attention to pertinent excerpts that she has identified as relevant to this study in the paragraphs that follow. Firstly, the value of human dignity is safeguarded by subsection 10A(3)(c) (SA, 1996c) that prohibits initiation practices resulting in individuals carrying out acts that are mortifying and fierce, and which are in direct conflict with a person's value of his/her human dignity. It is furthermore recognised that initiation practices allow for some individuals not being treated equally, which would infringe upon their human dignity (worth as human beings; subsection 10A(3)(b)) and the value of equality.[21]

Section 5(1) of the Schools Act addresses the value of equality (*cf.* 2.5.1) further by stating that public schools may not discriminate unfairly against learners concerning admission and learning necessities. Section 5(4)(c)(i) provides that public schools (1) must admit learners on an equitable underpinning; (2) may not embark on any undertaking of discrimination that is unfair towards learners; and (3) must act justly when admitting a learner who is not of school-going age, without infringing on the democratic value of equality of other learners in that classroom. These three provisions reiterate the

21. Initiation practices contravene the tenets of the Constitution which are highlighted in section 1.1.

high regard in which the school education sphere holds the founding democratic values prescribed in the Constitution's Preamble (1996a).

Fundamental values expand and need to be adhered to when drawing up policies, as indicated in section 6(3) which prohibits all racial discrimination when establishing educational policies in terms of, for example, language at public schools (SA, 1996c). In addition, section 7 allows public schools to hold religious practices within school premises as per rules of the School Governing Body as long as such practices observe equality, and entry is free and voluntary in nature. These measures aim at maintaining and upholding the democratic value of equality in respect of religious practices at South African public schools. Lastly, while the Schools Act (SA, 1996c:sec.8(7)(a-c)) highlights the value of upholding equality during a disciplinary procedure, section 9(1A) explains that such a procedure must be in line with the edicts set out in section 8 to ensure that democratic values are upheld.

It therefore follows that the Schools Act, as illustrated above, is reflective of many aspects of the Constitution, especially in terms of democratic values. The accommodation of values within this Act allows the founding values to infuse all policies and procedures within the school and education domain. The inclusion of the founding values within the Act and the encompassing of the values within a school's Code of Conduct provide a productive and positive recourse to educators in the face of ill-discipline (*cf*. 1.1). When applied in every aspect of school life, the founding values not only support learners' awareness of these values, but also guide learners in applying them in real-life when they are tasked with a decision-making process. Once the process of making decisions is initiated by considering values, learners' actions will eventually become governed by the values that will ensure a positive learning environment. In this regard, this Act alerts everyone to the fact that it is incumbent upon school principals to ensure that legislation and policy are implemented effectively (SA, 1996c:sec.16(2)(VI)).

The researcher is of the opinion that the obligations that school principals and their School Governing Bodies need to fulfil as per legislation and the policies they need to carry out while ensuring effective implementation thereof, ought to ensure that values permeate schools. If this is not the case and values do not permeate a school, then the principal and School Governing Body are ignorant of these specific obligations. One such statute

that requires effective implementation is the Policy Act and an analysis of sections from this Act that are relevant to this study, follows below.

3.2.1.3 The National Education Policy Act

The Minister of Basic Education is responsible for regulating the education policy, among others, concerning *productive planning, effective management and exceptional monitoring of the welfare of the education system* (Joubert, 2008:235). In the middle of the construction phase of the Policy Act (SA, 1996b), according to De Waal *et al*. (2011:61), the linguistics of the Act underwent transformation in order to ring true to the tenets of South African education. These tenets now refer to advocating the founding constitutional values thus leading to the Policy Act enveloping an attitude of equality, as this Act aims at ensuring both that schools are governed in a democratic manner and that there is an improvement in the dreadful conditions that previously disadvantaged schools had to endure (De Waal *et al*., 2011:61-61). Setlalentoa (2013:79) maintains that these two aspects – democratic school governance and improved previous appalling conditions at schools – would ensure that education becomes equitable for everyone.

The Preamble of the Policy Act, as described by Smit and Oosthuizen (2011:58), highlights that advancing legislation should promote transformation of the national education system in a democratic manner that ensures not only serving the needs and interests of all citizens, but also upholding their fundamental rights. Upholding the constitutional provisions and aligning the education policy with the dictates of the Constitution is, according to Van der Vyver (2012:330), the reason for the enactment of the Policy Act. Churr (2013:277-278) expounds this argument by highlighting section 3(1) which indicates that the Minister of Basic Education must develop the national education policy while bearing in mind constitutional and Policy Act provisions. In addition, section 4(a)(v) points out that the Policy Act needs to advance and protect the fundamental rights of all citizens as described in Chapter 3 of the Constitution. In this regard, Maphosa and Shumba (2010:389) concur with Churr (2013:277-278) that the Policy Act must ensure upholding the Constitution and advancing democratic values at schools. At the same time, educators need to ensure that the Constitution is not violated, which is in line with the premise that Chapter One of this study encapsulates (*cf*. 1.1-1.4.1.1).

Section 4(a) of the Policy Act, as explained previously, encourages promoting and safeguarding the constitutional decrees of every person (Horsten & Le Grange, 2012:526). These decrees are declared in the Act as section 4(a)(i) proclaims that no department of education or education institution may discriminate unfairly against any individual. Section 4(a)(ii) supports the fundamental right to a basic education, as stated in the Constitution (sec.29(1); *cf*. 2.5.1) and declares admittance to educational institutions as needing to be based on being fair-minded. Section 4(a)(vi) highlights the citizenry freedoms laid down in the Constitution (1996a:sec.12, 15, 16 & 18; *cf*. 2.5.2) which are extended to education establishments. In addition, the Policy Act also supports the value of equality and human dignity in section 4(a)(vii) which protects the establishment of education institutions that are founded on shared linguistic, cultural or religious preferences, provided that they do not infringe on any individual on the basis of race. Section 4(a)(viii) supports the freedom of choice value (*cf.* 2.5.1), as individuals at schools have a choice as to the language and cultural life they wish to ascribe to.

In the final instance, section 4(b) proclaims that the objective of the Policy Act is to support the education system in making contributions towards (1) the moral upliftment of South Africa; (2) the advancement of democracy; and (3) advocating human rights. According to Smith and Oosthuizen (2011:59), section 4(b) therefore calls for policies to be advanced that would include the growth of democracy in the education system. It is evident from the Policy Act, which forms part of legislation, that the fundamental values of human dignity, freedom and equality stand uppermost in the transformation and democratisation of the country's education system.

With fundamental values permeating legislation, the researcher believes that if schools were to implement values properly, the implementation would inadvertently lead to these values becoming a way of life at schools. Moreover, the proper implementation of **values** would ensure that not only the school environment, but also the learners imbibe[22] fundamental values, thereby curbing numerous disciplinary problems through positive discipline. In this regard, the researcher would like to emphasize the vital role that

22. The imbibing of values is succinctly captured by De Klerk and Rens (2003:356), Lategan (2003:363) and Nieuwenhuis (2004:56-57) in section 1.1.

educators play in imparting and advocating fundamental values, by discussing the incorporation of fundamental values as also widening the focus to the Employment of Educators Act 76 of 1998 (hereafter Employment Act) in the following section.

3.2.1.4 The Employment of Educators Act

Since 1994, the State has undertaken the education reform process through the incorporation of previously denied values, such as the value of equity and the ideal of democracy (Smith, Beckmann & Mampane, 2015:2369). The Employment Act is legislation that speaks to educators' employment by the State concerning their terms of service with regard to the circumstances for releasing educators, the conditions of retirement and prescriptions of discipline (Beckmann, 2013:566). Moreover, Seeli and Rambuda (2014:88) point out the incumbent duty that the Employment Act places on principals to ensure that educating learners is undertaken in a manner that is in line with approved policies. In pointing out this responsibility, it can be inferred from Seeli and Rambuda (2014:88) that principals have an obligation to ensure that the fundamental values as stipulated in the Constitution (*cf*. 3.2.1.1), the Schools Act (*cf.* 3.2.1.2) and the Policy Act (*cf.* 3.2.1.3) are incorporated in schools.[23]

Remaining true to the fact that fundamental values are paramount in education, Beckmann and Prinsloo (2009:181) argue that the school is an expansion of life at home and it therefore needs to echo, among others, the instilled values of the community in which it resides. The value of fairness is, for example, exhibited in section 6(3)(b)(v) of the Employment Act which stipulates that recommendations concerning employing educators need to adhere to the principles of equity, equality and other democratic principles and values (Beckmann & Prinsloo, 2009:181). Such stipulation once more points to educating learners in a manner that is in line with policies, which could be seen as implying the inculcating of values at school level to advancing learners' developing a value-driven way of life.

23. The duty placed on principals is pivotal in ensuring that the pervasiveness of ill-discipline in schools is curbed (*cf*. 1.1).

Although the Employment Act governs the conditions of employment for educators, the Act encompasses various facets that intertwine with the founding values of the Constitution. In its adherence to the founding values, the Act ensures that educators are treated in line with the constitutional dictates, which in the researcher's opinion inadvertently trickles down to learners being treated in the same regard. Similar to the opinion raised concerning learners in section 3.2.1.3, the same analogy could be utilised for educators. As soon as educators are treated in accordance with the founding values and their work environment is permeated with these founding values, the educators are more likely to act in a manner that is in line with them. As such, educators conducting themselves in a value-based manner will not only serve as sound examples to learners, but, in addition, their interactions with learners will also be infused with founding values.

The infusion of fundamental values that are found in educator-specific legislation in addition to the Educators Employment Act, occurs in the South African Council for Educators Act 31 of 2000 (hereafter SACE Act; SA, 2000a). This SACE Act is therefore discussed and analysed in the section below.

3.2.1.5 The South African Council for Educators Act

The SACE Act makes provision for the formulation of a much needed statutorily governed body, namely the South African Council for Educators (*hereafter* SACE; De Plessis, 2010:120). It is mandatory that all educators in South Africa are registered members with the SACE council, as it is a requirement of the teaching profession (Joubert, 2014:9). In addition to this, De Plessis (2010:120) points out that SACE is responsible for promoting educators' professional advancement and establishing a code to govern the professional conduct for educators, which is described in a document named SACE Code of Professional Ethics (hereafter SACE Code; SA, 2000b).

De Wet (2013:26) highlights the fact that the SACE Code (SACE, 2000b:item 2.3) calls for educators to foster, maintain and recognize the values imparted in the Constitution. Item 3.1 additionally calls on educators to be respectful of learners' dignity, considerate of learners' beliefs and appreciative of learners' constitutional rights. Taking it one-step further, item 3.3 calls on educators to endeavour to harness within learners the desire to develop a value system in line with the fundamental values described in the

Constitution.[24] Moreover, in general, the SACE Code promotes the advancement of the fundamental values as contained in the Constitution. In this regard, Coetzee and Mienie (2013:89) also refer to items 2.3, 3.1 and 3.3 before they add item 3.7 (SA, 2000b), which calls for encouraging equality between male and female learners, to support their conclusion that educators have a duty to abide by and foster fundamental values, as well as develop positive discipline within the school and classroom which are interconnected.

The researcher is in agreement with the Coetzee and Mienie (2013:89) conclusion that educators have the vital duty to ensure that the learners are submerged and immersed in the fundamental values declared in the Constitution both in the classroom and at school. Submerging and immersing learners in fundamental values will ultimately lead to positive discipline, thus ensuring a safe and secure school environment where productive teaching and learning can take place. In the end, learners will then go out into society embracing the fundamental values in every action, thereby leading to a Republic that stands true to the dictates of its Constitution.

The sections to follow describe various subsidiary indicators that have an impact on education and that indicate the extent to which values are infused within this level of legislation.

3.2.2 Subsidiary values-relevant indicators in the form of policies

In keeping with the scrutinizing of ordinary legislation, the researcher will continue to scrutinize various subsidiary policies, in an effort to gain greater insight into the inequitable relationship between fundamental values, learners, educators and the school environment.

3.2.2.1 Manifesto on Values, Education and Democracy

The Manifesto (DoE, 2001a) puts forth a set of values which encapsulates the principles of the Constitution and which Du Preez and Roux (2010:15) believe is the foundation for

24. The research study will determine (a) the extent to which values form part of positive discipline; (b) educators and learners' interpretation of values; (c) the perceptions educators and learners hold regarding the role values play in discipline at their schools and to what extent school Codes of Conduct reflect values (*cf*. 1.3.2).

discipline at democratic public schools. What is more, the values enshrined in the Manifesto aid learners in achieving greater levels of moral decision-making (De Waal *et al*., 2010: 47).

The values stated in the Manifesto serve as a yardstick of values to support discipline at schools (Du Preez & Roux, 2010:24). Ten values that are listed in the Manifesto are pertinent to education, namely democracy, social justice and equity, equality, non-racism and non-sexism, Ubuntu (human dignity), open society, accountability (responsibility), the rule of law, respect and reconciliation. However, in terms of the parameters of this study, the researcher will pay attention to the values of equality, Ubuntu (human dignity), open society, accountability, rule of law and respect (*cf*. 1.4.2) which are described in the Manifesto as follows:

- **Equality**: All persons are equal before the law and may not be discriminated against unfairly concerning race, gender, pregnancy, marital status, ethnic or social origin, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth. No child within in the country may therefore be turned away from a school due to the incapacity to pay school fees (*cf*. 1.4.2).
- **Ubuntu** (human dignity): Ubuntu is an African expression which in rough translation means 'I am human, because you are human.' From the value of human dignity, stems the practice to be kind, compassionate, respectful and selfless (*cf*. 1.4.2).
- **Open society**: In terms of the Constitution, freedom of the press, academic freedom, freedom of conscience, religion, thought, belief and opinion, artistic creativity, and freedom of assembly, association and expression are values that lead to an open society (*cf*. 1.4.2).
- **Accountability**: Accountability implies that all partners, parents, administrators, educators and learners are responsible for their individual behaviour and the advancement of our nation. Coupled with the rights that the Constitution affords everyone are specific responsibilities and duties (1996a:sec.3(2)(b); *cf*. 1.4.2).
- **Rule of Law**: As South Africans, the supreme law of Constitution holds us accountable. In terms of schools, the rule of law aims at ensuring accountability as there are consequences for not abiding by the Code of Conduct (*cf*. 1.4.2).

- **Respect**: This is a precursor to productive communication, teamwork and productivity. Mutual respect between learners and educators is essential for productive teaching and learning (*cf*. 1.4.2).

As illustrated above, the Manifesto outlines the practices that public schools should implement in an effort to aid learners in attaining higher levels of moral acumen (De Waal *et al*., 2010:47). In this regard, a firm value base that is attained through dialogue is crucial to the achievement of positive discipline within classrooms (Du Preez & Roux, 2010:25). Du Preez and Roux (2010:15) additionally argue that the fundamental values as laid down in the Constitution form the foundation upon which discipline rests. This is the stance that the researcher advocates, namely that infusing fundamental values within the educational spectrum in relation to educators and learners will lead to a disciplined and efficient environment. Bearing in mind De Waal *et al*. (2010:47) coupled with Du Preez and Roux (2010:15), the researcher stands firm in arguing that values, specifically those described in the Constitution, when adhered to and practised not only lead to a positively disciplined school environment, but also encourage learners to undertake actions that are in line with fundamental values.

Since it is vital that all learners and educators are treated as equal in creating a positive and productive school, in an effort to ensure that schools act in an equitable manner, legislation is also provided for learners and educators who face the health challenge brought about by HIV-AIDS/aids. The National Policy on HIV-AIDSAIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions (SA, 1999; hereafter HIV-Aids Policy) is expanded on below.

3.2.2.2 The HIV-Aids Policy

Ensuring that learners who are plagued by the HIV-Aids virus are treated in a manner that is in line with the tenets of the Constitution, has led to the development of a policy that regulates any interactions with victims of this deadly virus within the school environment. In -keeping with tenets of the Constitution, the National HIV-Aids Policy encourages the values of human dignity, equality, human rights and freedom by including the advancing of knowledge, fostering of skills, promoting of values and forming of

attitudes into the attempt to treat people with HIV-Aids humanely (Ferreira, Ebersohn & Botha, 2013:2).

The values of human dignity and equality (*cf*. 1.4.1) are also advocated in the HIV-Aids Policy as reducing the stigmatisation centred on the HIV-Aids disease and fostering behaviour that is not prejudiced speaking directly to human dignity and equality respectively. Moreover, this policy reiterates the founding value of equality in a number of instances, namely firstly by safeguarding those with HIV-Aids against unfair discrimination (SA, 1999:sec.3.1) within the school environment, as no discrimination, either directly or indirectly, against learners and educators is tolerated (Van Vollenhoven & Els, 2010:111; *cf.* 3.2.1.1). Secondly, any learner, educator or other staff member must be treated in a manner that is non-discriminatory, unprejudiced, caring and life affirming (SA, 1999:sec.3.2). In the third instance, any special measure that is applicable to HIV-Aids infected learners, educators or staff members should be reasonable and justified (SA, 1999:item 3.3). Sections 2.5 and 6.1 likewise uphold the value of equality by indicating that there is no obligation on any learner, educator or legal guardian to reveal their HIV-Aids status.

Protecting and safeguarding HIV-Aids-infected people's right to equality as described in the four instances above, infuse the value of human dignity. This is inferred from Duhaime (2016) who defines human dignity as an individual or group's feeling of respecting oneself, embracing self-worth, and harvesting physical-psychological honesty and enablement. These facets of human dignity are similarly visible within the HIV-Aids Policy when it maintains the value of equality. Since the above four instances of equality ensure that persons' self-worth, self-respect, and physical and psychological honesty and enablement are maintained, they result in enveloping the value of human dignity.

Accomplishing the value of human dignity is specifically in keeping with section 10 of the Constitution (1996a), which stipulates that a person's right to human dignity must be respected and protected. The Constitution not only guarantees the right to equality and

human dignity,[25] but it also affirms the value of human rights which is referenced in the HIV-Aids Policy (SA, 1999:sec.3.4). The HIV-Aids Policy emphasizes the need for the human rights, as declared in the Constitution, to be taught to all learners and educators as a preventative measure against discrimination (SA, 1999:sec.3.4; Van Vollenhoven & Els, 2010:113). Moreover, the HIV-Aids Policy goes on to explain that all rights as laid down in the Constitution concerning learners and educators shall be safeguarded in an equitable manner (SA, 1999:sec.2.7). The right to, among others, a safe learning atmosphere and human dignity for all learners and equality must therefore be safeguarded and ensured at all schools (Van Vollenhoven & Els, 2010:110).

The principles exhibited in the HIV/HIV-Aids Policy are reflective of the fundamental values in the Constitution. The careful consideration of this Hiv-Aids Policy for ensuring that the fundamental values of educators and learners' human dignity and equality are upheld, thus support the drive towards ensuring that the values are applicable to all citizens of the country. This support is of significance as it is imperative that educators and learners who are affected and infected with the HIV-Aids virus do not feel marginalised as that may lead to unproductive and ill-disciplined behaviour.

In terms of marginalisation, the State has taken into account the diverse languages present within the country, thus in terms of education, the Department of Education provided guidance concerning the language policy at school. Therefore, the focus now turns to the Language in Education Policy (SA, 1997) below.

3.2.2.3 Language in Education Policy

Bearing in mind that South Africa can be described as a country in which diversity has become a national asset, the obligation of the then Department of Education to continue advancing the official languages and encouraging multilingualism in education (SA, 1997:item1) cannot be taken lightly. In a clear effort to advance languages across the school education spectrum, School Governing Bodies have been laden with the duty of deciding on the language policies at their schools, provided that the policy and its

25. The highlighting of and recognition given to ensuring that the values of equality and human dignity are maintained with regard to HIV/aids victims in trying to ensure non-marginalization and protection of **'everyone's'** right (*cf*. 1.1).

development are free from any form of unfair discrimination (Beckmann & Prinsloo, 2009:175). However, the matter of who has the final authority, between School Governing Bodies and provincial education departments, in determining, for example, school language policies has recently been taken to task by the latest BELA Bill and the issue has not yet been resolved.[26]

At the same time, the Language in Education Policy (SA, 1997) also advances an additional founding value, namely equity, which stems from item 5 of the document. In the section on aims, one of the primary objectives of this policy is indicated as ensuring that there is even-handedness in education (*cf*. 1.4.2 & 2.3.2) and access that is worthwhile towards achieving learners' complete involvement in the South African economy and contribution to society. However, a number of schools are advocating English as the language of learning and teaching as opposed to using the learners' mother tongue, while Bloch (in Phatudi & Moletsane, 2013:158) advises that especially the first three years of learners' education should occur in their mother tongue. The aims mentioned in the Language in Education Policy not only refer to the founding value of equality, but also support directing the decision-making process of schools and harnessing the ideal that equality should be encouraged as well as practised in all educational decision-making.

Unfortunately, one cannot view the Language in Education Policy in isolation, as learners and their parents are subject to other challenges. During the researcher's professional work with rural, town, farm and private primary schools, a number of learners attended schools that did not offer their mother tongue as a medium of instruction. One of the realities that becomes evident when one compares rural schools to town schools, is the lack of infrastructure at the former schools. Thus, if parents have the opportunity to send their children to a town school with better infrastructure, although the school might not offer their mother tongue as a medium of instruction, such parents are more likely to choose that school. With South Africa being a young developing democracy that still has

[26] The latest Basic Education Laws Amendment Bill (BELA Bill) is currenty in process. The heat is on – the Department of Basic Education has called for an extension due to many comments and extensive feedback that they had received.

a long way to go on the road to addressing existing inequalities, the practical application of the language in education does, unfortunately, present challenges.

Currently called the Department of Basic Education (previously named Department of Education), it provides several guidelines, indicated in the Schools Act (SA, 1996c) as that the Minister of Basic Education would develop them, that are intended for being used by schools. These guidelines consist of particular regulations that aim at the smooth and efficient running of schools. The section below will examine guidelines that are appropriate to this study.

3.2.3 Subsidiary values-related indicators in the form of guidelines

Educators are obliged to abide by the fundamental values as laid down in the Constitution coupled with the directive to proceed from a point of positive discipline (Coetzee & Mienie, 2013:87). This two-pronged expectation placed upon educators requires the aid of guidelines that educators could enforce to navigate their actions. Thus, the Department of Basic Education provides the following guidelines to a school's administration which, if adhered to while compiling the school's regulations, will aid educators in achieving their directives.

3.2.3.1 Learner Code of Conduct Guidelines

These guidelines (SA, 1998) not only replicate the values embodied within the preamble of the Schools Act, but schools should also take heart from their existence as their primary aim is also to encourage schools to manage discipline in a positive manner (Coetzee & Mienie, 2013:89; SA, 1998:item 1.6). For that reason, this section will proceed to scrutinise facets of the guidelines that are in line with the tenets of this study analytically.

In adhering to section 1(a) of the Constitution (1996a; *cf*. 3.2.1)), items 1.3 and 1.4 of these guidelines in actual fact place an incumbent *duty* upon the school's Code of Conduct to include human rights and establish principles of moral behaviour (*cf.* 1.1), as the word *must* is used (*cf*. 1.4.1). The School Governing Body has an obligation to advance the teaching and disciplining of learners according to methodologies that foster human rights, which Coetzee and Mienie (2013:90) believe lead to a mandatory outcome of positive discipline. Most probably Coetzee and Mienie's perspective was inspired by

the court in *Antonie v Governing Body, Settlers High School* (*Antonie*) 2002(4) SA 739 (C) where the finding clarified that learners must develop into responsible citizens who understand the significance of exemplary behaviour (SA, 1998:items 14 & 1.6) within the framework of human dignity, equality and freedom. Clearly, in this regard, the court also supports adherence to the Learner Code of Conduct Guidelines.

Among others, Coetzee and Mienie's viewpoint and the judgement in *Antonie* are also supported by subsidiary indicators in the form of the Learner Code of Conduct Guidelines. These guidelines provide a Constitution-affirming framework for drawing up such codes in that firstly the fundamental rights guaranteed in Chapter 2 of the Constitution (1996a) *must* be promoted and followed, as stated in items 3.2 and 4.1 of the guidelines (SA, 1998; *cf*. 1.4.1). In terms of this study, the latter two regulations support schools in upholding the fundamental values of equality, human dignity, human rights and freedom (*cf*. 2.5.1). Secondly, since all school and classroom rules need to align to the school's Code of Conduct for learners, as suggested in item 5.1 (SA, 1998), it stands to reason that both school and class rules will be imbued with the fundamental values of equality, human dignity, human rights and freedom as soon as schools react positively to the available subsidiary indicators.

Specific instances where the Learner Code of Conduct Guidelines protect the value of equality are found in item 4.2 which specifies that learners are equal before the law and must receive the advantages the law has to offer equally (*cf*. 1.4.1). In addition to this, items 4.3 and 4.4.3 also address the value of human dignity as they aim at ensuring that the dignity of every learner is appreciated and that disciplinary systems at schools are founded on human dignity. Moreover, these guidelines highlight the importance of encompassing values within these codes, thus illustrating the importance the State places on the encompassing of values within the sphere of education. The researcher is of the opinion that the mere fact that values form a key part of the disciplinary tool at schools in the form of the school's Code of Conduct for learners, indicates an inextricable relationship between values and positive discipline.[27]

27. The inextricable relationship between values and positive discipline expands to the mandatory duty placed on Schools Governing Bodies to encompass a set of moral values to be upheld in the Codes of Conduct (*cf*. 1 .1.1) as explained by Mestry and Khumalo (2012:97), thus achieving positive discipline.

The Guidelines on Uniforms that are discussed below is an additional subsidiary indicator provided by the State to aid the school's administration, thereby aiding the educator.

3.2.3.2 Guidelines on Uniforms

The Guidelines on Uniforms (SA, 2006a) were formulated to aid School Governing Bodies at public schools to create and uphold dress codes for learners that do not impinge on their constitutional rights, thereby assisting in the minimisation and eradication of disciplinary problems among learners (De Waal *et al*., 2011:66). However, these Guidelines on Uniforms have come under scrutiny with regard to safeguarding learners' fundamental rights. The synopsis of the court cases below, among others, highlights the difference of opinions in the comprehension and implementation of the dictates declared in the Guidelines on Uniforms.

Concerning the ground-breaking case of *Pillay v MEC for Education, KwaZulu-Natal and Others* (*Pillay Eq Court*) AR 791/05) [2006] ZAEQC 1, the reason behind and the facts of the case are as follows. The mother of a learner in Durban, Kwa-Zulu Natal, brought the case to the Equality High Court, because the school would not allow her daughter to wear a nose stud as it contravened the school's Code of Conduct for learners, which stipulated that learners were only allowed to wear earrings and a watch in terms of jewellery. While the school afforded some learners the privilege of religious concessions, the school officials did not believe that the Pillay learner's request to wear her nose stud was a legitimate religious practice in order to render her the concession. The learner's mother brought a claim and requested that an interdict be brought against the principal to stop her from discriminating unfairly against her daughter by being discriminatory against her religion or culture. Concurrently, the mother also asked for a court order to necessitate the management of the school to advance towards attaining transformation. The Durban Equality Court, however, ruled the school's Code of Conduct as not being unfairly discriminatory and that the school acted in a manner within their authority.

The High Court[28] overturned the *Pillay Eq Court* ruling, as it held that wearing the Hindu nose stud was not in violation of the school's Code of Conduct. As part of the argument,

28. *Pillay v MEC for Education, KwaZulu-Natal* 2006 6 SA 363 (N) (*Pillay High Court*).

the High Court found that the school had erred in their reasoning to treat all female learners in the same light, since the Pillay learner belonged to a previously disadvantaged sector of society, namely the Indian racial group. The High court therefore concluded that allowing sleeper and stud earrings, but not a nose stud, was unlawful and the school's failure to acknowledge the differences of learners and treat them in accordance with such differences, denied the Pillay learner the benefit and chance of profiting from her cultural and religious practices.

The Respondents were not satisfied with the outcome of the *Pillay High Court* case, thus they took the case further to the Constitutional Court.[29] In sum, the Applicants in *Pillay CC* argued that the *Pillay High Court* had faltered by (1) looking into the matter guided by only the Equality Act; (2) finding that the school's Code of Conduct actually took all learner religions into consideration; and (3) indicating that the Code of Conduct was lawful as it had been drawn up by deliberating widely with all the pertinent parties. In *Pillay CC*, the Constitutional Court concluded that the school's Code of Conduct for learenrs did *not* eliminate all forms of discrimination, as it called for uniformity among learners. Consequently the Judge found that the school had discriminated unduly against the learner and that the school needed to amend their Code of Conduct to not only include religious divergence, but also processes for administering and permitting exemptions from strict adherence to the Code of Conduct for learners.

In *Antonie*,[30] a Grade 10 learner at Settlers High School converted to Rastafarianism and decided to wear her dreadlocks. This school found her guilty of misconduct as she continued to wear the dreadlocks without tying up her hair, which contravened the Code of Conduct for learners, and they took action to suspend her from school for five days. The High Court described inconsistencies and inaccuracies between the school's Code of Conduct and the decision to suspend the learner, and stipulations in the Constitution (1996a). In one instance, the High Court explained that to implement the school's Code of Conduct in an unyielding manner devoid of taking into account what the wearing of dreadlocks might say about the learner's culture and customs, contravenes the values of

29. *MEC for Education, KwaZulu-Natal v Pillay* 2007 1 SA 474 (CC) (*Pillay CC*).
30. *Antonie v Governing Body, Settlers High School and Others* 2002 (4) SA 738 (C).

being just and reasonable. The latter two values are regarded as are underpinning elements to the Constitution (1996a). The High Court also stipulated that to liken the learner wearing dreadlocks and a hat to '***immoral, promiscuous or shockingly inappropriate behaviour'*** was a deliberate infringement of the learner's human dignity. The learner's religious values, which are upheld by a constitutional right, took precedence over the school's values in this specific case, in line with section 2 of the Constitution (1996a; *cf*. 3.2.1).

The safeguarding of learners' fundamental rights was ultimately advanced and realised in the ruling of the above court cases, but it needs to be remembered that this safeguarding was also the very foundation upon which the Guidelines on Uniforms were promulgated. If schools had reacted positively laread to the subsidiary indicators such the Guidellines on Uniforms, then fewer incidences would probably occur where learner rights are infringed or disregarded. While bearing in mind these court cases and their approach to a school's uniforms in preserving learners' fundamental rights in general, it is also clear upon reading the Guidelines on Uniforms that the right to equality is advanced in subsidiary indicators. Moreover, the gist of the right to equality is easily recognisable in these guidelines that, among others, ensure that wearing uniforms does not serve as a prerequisite for admission into a school and definitely support the drive against learners making demands concerning wearing expensive clothing to school (SA, 2006a:reg.2; 6(2); 14 & 29(1)).

De Waal and Cambron-McCabe (2013:97) point out that the intention of the Guidelines on Uniforms is to provide directives towards establishing public school dress codes that do not encroach on learners' constitutional rights. While safeguarding fundamental rights tries to ensure that all learners are on an even footing, there are unfortunately numerous such cases that happen even though they do not reach the courts (De Waal *et al*., 2011:63). The non-disclosure of such cases regrettably prevents the preservation of a learner's fundamental values, thereby rendering the Guidelines on Uniforms ineffective in such cases.

Additionally, apart from these guidelines endorsing fundamental rights, De Waal *et al*. (2011: 66) argue that in reply to the greater frequencies of school violence, the Guidelines on Uniforms also highlight the prospect of school uniforms serving as a mechanism to

reduce problems with discipline and improve safety at schools. Schools need to regard learner uniform policies as potentially delicate matters and therefore need to develop them while keeping in mind their learners' rights and values. Such a school policy is also not a one size fits all policy, as each learner, due to South Africa's great diversity, has his/her own culture, norms and traditions that schools have to account for. Schools should thus undertake uniform regulations in close proximity to the Constitution, to ensure that they maintain the fundamental values of learners especially.

In an effort to ensure the safety, security and productivity of schools, the Department of Basic Education also advocates several regulations that schools need to observe. The researcher will therefore discuss regulations that are essential to the doctrines of this study below.

3.2.4 Subsidiary values-related indicators in the form of regulations

Section 3.2.4.1 below discusses the regulations that are relevant in terms of supporting school safety and initiation practices (Regulations for Safety Measures at Public Schools; SA, 2006b; hereafter Regulations for Safety Measures)) and Regulations to Prohibit Initiation Practices in Schools (SA, 2002; hereafter Prohibiting Initiation Practices)). Hence, the section engages with and highlights the aspects that are in line with the constitutional decree and that foster the founding values.

3.2.4.1 Regulations for Safety Measures

The protection of the values of equality, human dignity and freedom are called for in section 9(1), 10 and 12(1) of the Constitution (1996a) respectively. Bearing in mind the superior nature of the Constitution's directives, it stands to reason that due to the fact that the Regulations for Safety Measures (SA, 2006b) refer to protection of schools and their members the values of freedom, human dignity and equality (*cf.* 2.5.1 & *cf*. 1.4.2) are also implied. In a bid to make schools a safer place for learners and members of staff, the document called Regulations for Safety Measures (SA, 2006b) develops protective directives in terms of regulation 4(1), 4(2), 4(3) and 4(4) which safeguard learners against any threatening behaviour. This document goes on to include a list of prohibited items in regulation 4(2), thereby taking steps towards ensuring the fundamental values as well as establishing a peaceful conducive schooling environment.

The main directives in order to support safety at schools as set out in the Amended Regulations for Safety Measures (SA, 2006b) and highlighted by De Waal (2011:181-182), indicate, with reference to the original Regulations for Safety Measures at Public Schools (SA, 2002), that the items this study highlights were not changed in the amended document, as the table below shows:

Table 3.1: Main directives of Regulations for Safety Measures

Regulation	Directive
Regulation 4(1) and 4(2) (a, b & d)	These two regulations declare schools as drug and hazardous weapons free zones.
Regulation 4.3(a)	If there is substantial suspicion that there are illicit drugs and/or dangerous weapons on the school grounds, it warrants a police search.
Regulation 5.2(a-f)	The regulation stipulates the measures that need to be adhered to upon a person entrancing the school premises.

The Regulations for Safety Measures (SA, 2006b) attest to supporting and realising the fundamental values set out in the Constitution. More especially, in supporting the fundamental values, these regulations foresee schools that are productive and well disciplined. In addition to the regulations emphasized by De Waal (2011:181-182), there are additional regulations that can be deduced to speak to the protection of the fundamental values. The additional regulations as stated in Regulations for Safety Measures (SA, 2006b) are:

- 5(1-4) which speak to the safety of members of the school fraternity;
- 8A(2) which emphasizes the need for safety procedures to be in place when learners are participating in school activities;
- 8D(1-3) which provide procedures and processes that ensure the safeguarding of learners during the transportation process;
- 8E(1-5) which highlight the safety of learners during physical activities;
- 8F(1-4) which speak to processes and procedures that need to be followed during an emergency or fire;

- 9(5-6) which implore the development of plans to ensure that violent threats are averted, as well as ensuring the protection of learners, parents and staff members during school events; and
- 9(7) which states that it is unavoidable for schools to make the public aware of the fact that public schools have the right to be safeguarded against acts of violence, and which is indicative of the founding values in the Constitution.

In the researcher's opinion, the above-mentioned regulations plead with schools to set up the safety mechanisms offered in the regulations. By doing this, the school may be able to minimise, if not alleviate, possible threats that could hinder a productive and conducive schooling environment. Setting up such safety mechanisms would also advance the drive towards upholding and safeguarding the fundamental rights of equality, human dignity and freedom of all members of the school.

In addition to the above regulations, the section closes with analysing the document Prohibiting Initiation Practices (SA, 2002) and its tenets that are expressive of the founding values within the Constitution.

3.2.4.2 Prohibiting Initiation Practices

There is an expectation, according to De Plessis (2010:109), that school safety would be under control due to security offered by the Constitution, the right that both parents and caregivers have to safe schools for their children and educators' right to uphold authority. However, the reality is that the situation at South African schools is marred with violence (*cf*. 2.2.1). Bearing the De Plessis observation in mind, it is beneficial for the present study to analyse the specific excerpts of Prohibiting Initiation Practices (SA, 2002) that instil the fundamental values set forth in the Constitution in relation to the school environment, learners and educators.

The table below illustrates the regulations that are pertinent to this study:

Table 3.2: Main directives of Prohibiting Initiation Practices

Human dignity	Regulation 3.2.2 indicates that learners have an intrinsic right to dignity. Coupled with this is the right for their needs to be generally respected with human dignity.
	Regulation 3.4 points to protecting learners from being treated in a manner that causes emotional or physical discord in a learner, as well as safeguarding them against negligent, ill-treatment, abusive and degrading behaviour; thus protecting the right to human dignity.
	Regulation 4.1 prohibits the practices of initiation and acts that disregard a learner's human dignity.
	Regulation 4.2 calls for no behaviour that treats an individual as inferior or is impolite or degrading in any manner.
	Regulation 5.3 points out that disciplinary methods need to be based on the value of human dignity.
Adhering to both values of human dignity and equality	Regulation 3.1 affirms no unfairness and equal opportunity.
	Regulation 5.1 places the onus on principals to ensure initiation practices do not occur and implement systems to support learners' being free from persecution, which endorses the value of equality and human dignity.
	Regulation 5.2 points to the responsibility of principals to create environments and ethos where learners are free from injury, attack, pestering, mistreatment, degradation and acts of intimidation from others. This regulation aims to realise the values of human dignity and equality.
Fundamental values	Regulation 3.3.1 credits learners with the right to freedom and security, and encompasses the right not to be treated or chastised in an agonising or demeaning way. This regulation thus fosters the value of freedom.
	Regulation 4.4 offers protection for learners against mistreatment from others. This regulation promotes learners' acting in a manner that embraces the founding values as set out in the Constitution.
	Regulation 6.1 indicates that educators need to nurture, foster and safeguard learners' democratic rights as described in regulation 3.1 to 3.5.

Once again, the values set forth in the Constitution (1996a) are translated into the suibsidiary indicators that aid in maintaining school discipline. It still begs the question as to why, with expansive legislation available and the in-depth use of the founding values within them, violence still occurs at schools. When school administration has to deal with these incidences of violence, there are procedures and protocol that need to be followed in order to ensure a just process. One such procedure that is pertinent to this study, is described in the Devices to be Used and Procedure to be Followed for Drug Testing (SA, 2008; hereafter Devices for Drug Testing) which the next section looks at critically.

3.2.5 Subsidiary indicators in the form of procedures

The Department of Basic Education has established procedural protocol that needs to be adhered to when undertaking certain actions, which tried to ensure the non-infringement of both learner and educator rights as established in the Constitution. Procedures that are pertinent to this study are forthwith established.

3.2.5.1 Drug Testing Procedure

The increasing number of drug abuse cases raised concerns of uncertainty within some schools, hence the government, heeding these concerns, amended the Schools Act to include provisions for random search and seizure exercises and drug testing at schools (Joubert, Sughrue & Alexander, 2013:115). This amendment was already called for by De Waal six years before (2007:242-243), where she points out both the urgency for and the fact that section 36(1) of the Constitution would not preclude this kind of testing. It therefore follows that also De Waal's plea was most probably heard and responded to in 2008. The long-awaited Devices for Drug Testing (SA, 2008) moreover clarifies in item 1 of Annexure A, that the democratic value of human dignity (*cf*. 1.4.2) is pertinent to this guideline.

Item 1, Annexure A (SA, 2008), in keeping with section 8A of the Schools Act (SA, 1996c) reiterates that it is imperative that the value of human dignity (*cf*. 1.4.2 & 3.2.1.2) be adhered to when ensuring that the school environment is eradicated of drugs and dangerous devices. However, as the act of testing for drugs could be an infringement of learners' constitutional and individual rights, testing must be conducted in an environment that protects the learners' rights in relation to privacy and adheres to the principle that the

results of such testing cannot be shared, except with the parent or guardian of the learner in point (De Waal, 2007:233).

The statement by De Waal (2007:233) is in line with items 6.1 to 6.3 of Annexure B (SA, 2008) which state that the processes and procedures that are followed during seizure and drug testing need to be administered in a manner that is respectful and adheres to the values[31] enshrined in the Constitution. Concurring with De Waal (2007:233), that testing must be completed in a setting dedicated to protecting an individual's right to dignity, bodily integrity, and confidentiality in accordance with the policy of the school, medical processes and moral guidelines, Joubert *et al*. (2013:117) add that testing must be done as part of an organised intervention or preventative plan.

The call for an intervention and prevention plan by Joubert *et al*. (2013:117) is in keeping with Annexure B, item 1 (SA, 2008) which declares that the goal is to (1) identify learners who are struggling with substance abuse; (2) provide strength for addicted learners and (3) execute drug testing. However, the bone of contention mentioned by De Waal (2011:179), is that while drug testing may contravene the learner's right to human dignity, right to privacy and right to property, it begs to reason that it is imperative that close consideration be given to the learner's fundamental rights. In as much as the learner's fundamental rights may be infringed, one should not forget that fundamental rights are not absolute, as indicative of the limitation clause set forth in section 36 of the Constitution (1996a; *cf*. 3.2.1.1). In addition, the Learner Code of Conduct Guidelines (SA, 1998:item 11(c)) calls for the possibility of learner suspension due to the unlawful procession of drugs, alcohol and intoxicants listed in the Code of Conduct (Coetzee, 2005:286).

Therefore, eradicating the elements of drugs from the school environment would allow for the realisation of item 1, Annexure B, of the Devices for Drug Testing (SA, 2008) which declares that the goal of the guidelines is to create a schooling atmosphere that nurtures discipline, is focused and devoted to developing and maintaining learning methodology that is of quality.

31. Definition of the term values is encapsulated in section 1.1.

There are international laws that are impressed upon the Department of Basic Education, and the following section captures those that are specifically relevant to this study.

3.2.6 International law – a binding legal indicator for South Africa

Legislation affecting education extends to the global sphere. South Africa is a member of both the United Nations and United Nations Education Scientific and Cultural Organisation (UNESCO), thus the edicts that govern these organisations concerning education are also mandates for the national education system. The researcher therefore refers to these mandates below.

In the researcher's opinion, the foundation for international human rights law rests on the Universal Declaration of Human Rights (UN, 1948c), and the international laws governing human rights can be extrapolated as guiding edicts for human rights values.

Universal Declaration of Human Rights (UN, 1948c)

The Preamble of the Universal Declaration of Human Rights (UDHR, 1948c) recognizes the intrinsic dignity as well as the equal and absolute rights afforded to all people. The intrinsic dignity and absolute rights are said to be the foundation of essential peace, fundamental freedom and indispensable justice in the world.

The Universal Declaration of Human Rights (UHDR, 1948c) highlights the essential right that all people have to education in Article 26(1). Coupled with Article 26(1) is the directive expressed in Article 26(2), which stipulates that education has the essential duty to foster the complete development of the human personality and to harness respect for essential human rights and indispensable freedoms.

Apart from the Universal Declaration of Human Rights, there is an obligatory duty for educators to encourage human rights, which can be determined, as stated by Coetzee and Mienie (2013:88), in the Preambles of the following international law documents:

- **The Convention on the Rights of the Child** (CRC, 1989) where it states in this Preamble that a learner needs to be equipped to live his/her life and to be able to grow up within the ideologies of The Charter of the United Nations: the values of *peace, dignity, tolerance, freedom, equality* and *solidarity.*

- **African Charter on the Rights and Welfare of the child** (ACRWC, 1990) as the Preamble takes into consideration that, due to the learner's requirements for physical progress and mental growth, the learner needs specific care in respect of moral development advancement, mental improvement, social expansion, physical progress and health growth.
- **The African Charter on Human and People's Rights** (ACHPR, 1981) since, according to the Preamble, it is resolute that there is a responsibility to encourage and safeguard the rights and freedom of people, which would include learners.

The Preambles are direct and outspoken on the importance of human rights values in education. In so doing, the international community solidifies accountability and clearly holds, among others, the education system answerable to the mandates set forth, which are also in keeping with current South African legislation.

As pointed out by Coetzee and Mienie (2013:88), it can be inferred from the Preambles that international human rights law envisions creating at least four rudimentary principles. These rudimentary principals would include that (1) individuals have a responsibility to respect the rights of others; (2) the organs of State need to encourage human rights; (3) education is the tool utilized most to foster human rights; and (4) learners need to be educated about human rights to live socially responsible while finding their correct places in society (Coetzee & Mienie, 2013:88).

To the researcher it is clear from the Preambles highlighted, that values are seen as essential to education at international level. The importance accrued to the values at this international level points to trusting the Department of Basic Education to ensure that the values are upheld within the South African education system. International law provides a legal foundation as common fabric to all countries that undersign the documents for implementing and developing their own laws at national level and citing the Preambles above, places values at the core.

3.3 CONCLUSION

The above-mentioned legislation and subsidiary indicators specifically label the importance and mandatory requirement of values, urging that they need to be upheld by schools also. The Minister of Basic Education, Motshekga (SA, 2011), embraces the fact

that values are at the cornerstone of the curriculum (SA, 2001a), while De Waal *et al*. (2010:62) state that the cornerstone of all South African education values are the ten secular values highlighted by the ministry.

However, according to a former Minister of Education, Kader Asmal (SA, 2001a:18), values need to be debated actively, negotiated thoroughly, synthesized accurately, modified continuously and earned truly. While Nieuwenhuis (2004:57), Arthur (2005:240) and Du Preez and Roux (2010:23) agree that values need to be modified and debated constantly, Du Preez and Roux (2010:24) go on to state that discipline at schools could be underpinned by *an agreed interpretation* of values.

To this end, the legislation described in Chapter Three is testament to the importance, significance and priority given to the fundamental values by the State in order to accomplish the overarching goal of the Constitution (1996a:Preamble), namely to attain a democratic society grounded in fundamental human rights, democratic values and social justice (*cf*. 3.2.1.1). The relationship that the Constitution has with the school's Code of Conduct highlights the pivotal role the drawing up and implementation of a school's Code of Conduct play in maintaining discipline, if not to say, positive discipline (*cf*. 3.2.1.2).

It is gratifying to note that the available legislation and subsidiary indicators in the sphere of education are all grounded in the fundamental values laid down by the Constitution. Having said that, it needs to be noted that the golden thread in the documents that were relevant towards playing a key role in this study – as they form part of these two forms of South African legislation – is apparently tied together by values.

Bearing in mind the researcher's exlopration of the basic legal framework that forms the backdrop to the study in this chapter, the next chapter will look into and present the empirical research design of this study.

CHAPTER FOUR

EMPIRICAL RESEARCH DESIGN

"Research is creating new knowledge"

~ Neil Armstrong ~

4.1 INTRODUCTION

The preceding two chapters provided the setting on how best to take this study forward in terms of the research design component. Zooming in on these chapters, Chapter Two was completed in order to establish the review of pertinent literature on specific values and school discipline. Chapter Three, on the other hand, suggested a legal framework within which this study could be presented.

Research is explained as a methodical procedure of gathering and rationally analysing data for a particular purpose (McMillan & Schumacher, 2006:9). Keeping McMillan and Schumacher's statement (2006:9) in mind, it was vital in Chapter Two to understand the perspectives that exist with respect to values in education (*cf*. 2.4.1; 2.4.1.1-2.4.1.3; 2.4.2; 2.4.3.1-2.4.3.5). In addition to understanding the existing literature perspectives, an analysis of the interrelationship between values, positive discipline, school governance and educators was undertaken (*cf*. 2.5.1; 2.5.2; 2.5.3; 2.6). Upon concluding Chapter Two, it became clear that the researcher needs to understand the overarching legislation, guidelines, regulations and policies that govern values within the sphere of education, and as a result Chapter Three evolved (*cf*. 3.2.1 – 3.2.6).

This chapter is now dedicated to the research design of the study, to support an understanding of the relationship that exists between values and positive discipline within the selected primary schools in Sedibeng-East [D7]. The researcher adapted a plan by Creswell (2003:5), to succinctly explain the research design process for this study in Figure 4.1 below.

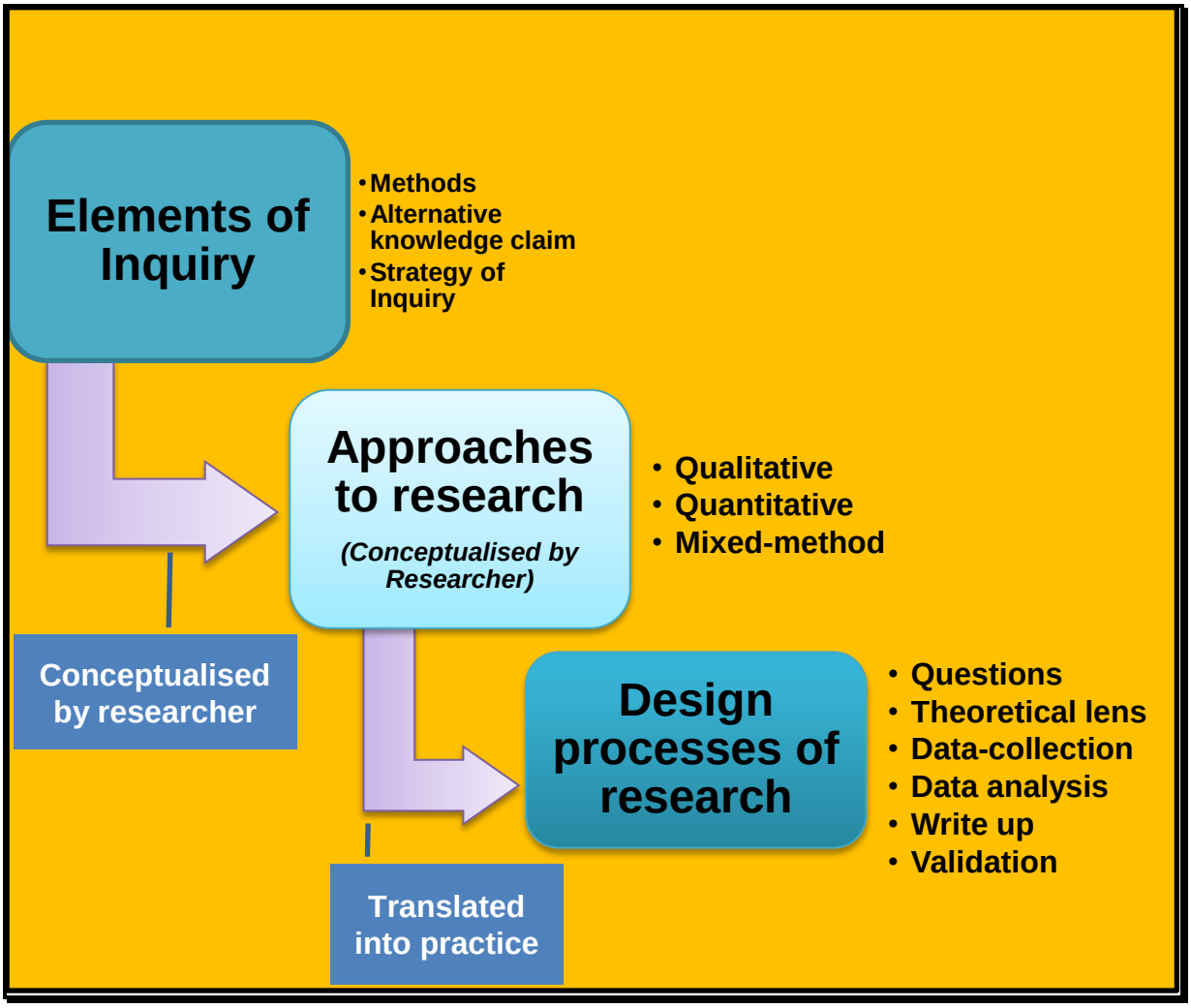


Figure 4.1: Alternate knowledge claims

(Adapted from Creswell, 2003:5)

Research is not only a methodical procedure to gather, analyse and interpret data, but is also conducted in order to enhance researchers' comprehension of the concept that they are studying (Leedy & Ormrod, 2005:2). Jansen (2007:3-5) characterises sound research questions as exhibiting the qualities of (1) conciseness; (2) being easy to understand; (3) being functional in practice; (4) not dictating answers; (5) being well-designed; (6) being well-timed; (7) eliciting further questions; (8) using accurate grammar; and (9) representing a complex problem in literature and/or society.

This chapter carefully examines the sampling technique, population determinants, criteria for the measuring instruments, the statistical analysis measures, scoring methodology and interpretation principles. The analysis of this chapter begins with both the

understanding of various research paradigms and analytically deciding which paradigm best suits the nature of this study.

4.2 RESEARCH PARADIGM

The reason for conducting research is stated as wanting to gain an understanding of the world in which we live and this understanding is influenced by one's viewpoint of the world, as well as one's perception of the reason behind the understanding (Maree & Van der Westhuizen, 2007:31). The viewpoint and perception are believed to be a rudimentary set of principles that direct actions also known as paradigms, epistemologies, ontologies or broadly conceived research methodologies (Creswell, 2009:6). In short, it is the researcher who begins a study with particular underpinning assumptions in relation to what he/she intends to find out and by what method the learning will take place (Creswell, 2003:6). The five research paradigms discussed below are positivism, post positivism, constructivism, activism and pragmatism.

4.2.1 A comparison between research paradigms

The following section undertakes an analysis of the fundamentals of each of the five research paradigms that were considered, in an effort to understand the various commonalities and differences that exist between them. Subsequently, after careful consideration, the paradigm that would suit this study was selected and the selection is motivated in 4.2.1.6 (*cf*. 1.5.1).

4.2.1.1 Positivism

Positivism explains the marvels of the social world and its various phenomena through the utilisation of the model available in the natural science (De Vos *et al.*, 2011:6). De Vos *et al.* (2011:6) further declare that positivism (1) encompasses the methodology and processes adopted by the natural sciences as apposite to the social sciences; (2) does not accommodate phenomena that are non-observable through the indirect help of apparatus or through directly experiencing and observing the phenomenon; (3) entails knowledge that is scientific in nature attained as a result of accrueing facts that are verified; (4) hypotheses developed from scientific theories are handed in for empirical testing and (5) have a specific standpoint on values.

4.2.1.2 Postpositivism

As the name suggests, this paradigm is representative of the train of thought after **positivism**, which includes that there is no room to be positive in terms of our knowledge claims when the actions and conduct of humans are studied. There is, additionally, a belief that the causes of a phenomenon are determinants of the phenomenon's effects or results (Creswell, 2009:7). However, determining the cause-effect relationship in a particular study and applying it to other situations can be challenging, as is pointed out by De Vos *et al.* (2011:7). The goal of research, then, is to rely as much as possible on the participants' views of the world as opposed to beginning with a theory, as in the case of postpositivism the researchers create or advance a philosophy inductively (Creswell, 2003:9).

4.2.1.3 Constructivism

In the paradigm of constructivism, the participants of the study are actively involved in the entire research process and become associates in the entire venture as they hope to comprehend the world in which they are living and working (De Vos *et al*., 2011:7).

4.2.1.4 Activism: the advocacy paradigm

The **advocacy** paradigm allows for the highlighting of various social issues that are interweaved with politics and the participants become actively involved in the study, such as designing questions (Creswell, 2009:9). This worldview calls for a shift towards life improvement, transformation and reorganisation (Creswell, 2003:10).

4.2.1.5 Pragmatism

The pragmatic paradigm lends itself to the mixed-method approach and ascends out of circumstances, prevalent consequences and undertaken actions. Moreover, the paradigm is not restrictive in terms of approaches that may be used to comprehend the problem – in fact, all approaches are welcomed, and emphasis is placed on the research problem that will be studied (Creswell, 2009:10; *cf*. 1.5.1).

4.2.1.6 The research paradigm selected for this study

The research paradigm selected for this study, is **pragmatism** (*cf*. 1.5.1), since the pragmatic worldview is compatible with and responsive to many facets that are common to this study. The following facets that are echoed about pragmatism and which are in agreement with the main aim of this study, are pointed out by Creswell (2009:10-11):

- the pragmatic paradigm is not obligated to a particular philosophy, as it lends itself to the mixed-method approach;
- various collection and analytical methods can be used for data, as pragmatists do not view the world as a complete unity;
- both the qualitative and quantitative methodology can be utilised, as they would aid understanding the research problem, since a pragmatist believes that truth is that which works at that particular moment in time; and
- pragmatism allows for the use of (1) various methods, (2) diverse paradigms, (3) assumptions that are different and (4) multiple forms of collecting and analysing data.

In this study, the pragmatic approach was shaped by an epistemological foundation, which implies being molded by focusing on *how we know what we know* and *what we need to do to produce knowledge* (Neuman, 2011:93). According to Newby (2010:93), the very word “how” points to the fact that there are more valid and less valid manners of acquiring understanding and knowledge. By recognizing and being aware of one’s own views and understandings, as indicated by Neuman (2011:93), a researcher could tell truth apart from fiction or deception by examining pragmatic reality to generate independent knowledge.

The researcher of this study used both quantitative and qualitative research phases within a mixed-method design. While the quantitative phase consisted of the completion of questionnaires by participating educators and participating learners in Grades 6 and 7 (*cf*. 1.5.2), the qualitative phase comprised a basic document analysis of the participating schools’ Codes of Conduct (*cf.* 1.5.2.2). Thereafter, the researcher analysed the data sets that were collected separately at first and then brought the two analyses together through triangulation as the preferred type of mixed-method design for this study (*cf*. 5.12).

4.3 EMPIRICAL RESEARCH

Empirical research was undertaken to discover awareness on the relationship between values and positive discipline at schools within the Sedibeng-East District of the Gauteng Department of Education.

Research design articulates the various steps that need to be completed throughout the research process precisely in order to accomplish the aim of the specific study (Sahu, 2013:25). In other words, according to Sahu (2013:25), it is merely proactive planning of the methodology to be utilised during particular steps of the study, for example concerning the aim of the research, the accessibility of resources and the time that is available. McMillan and Schumacher (2006:23) concur that the purpose of a research design is to develop a specific plan for generating empirical evidence which will be utilised to answer the research question/s. The plan enables the conclusions from the answers to the research questions to be the most valid and credible.

The nature of the research design for this study was that of concurrent mixed-method (*cf*. 1.2 & 1.5.2.4). A descriptive survey design (which was the quantitative phase of the mixed-method design) and an interpretive document analysis (which was the qualitative phase of the research design) were utilised to accomplish the research objectives. The mixed-method design is not merely the collection and analysis of both qualitative and quantitative data, but rather the utilisation of both qualitative and quantitative approaches concurrently[32] – with triangulation as the chosen type of mixed-method design – which allows such a study to be of greater strength than a study with a single approach (Creswell, 2009:5).

The strength of the mixed-method approach is further aided by the review of pertinent literature that is applicable for the undertaken study, thus the following section explores the review of literature as undertaken by the researcher.

32. Sections 4.3.5.1 and 4.3.5.2 contain reasons behind the concurrent triangulation mixed-method design.

4.3.1 Review of the literature

Leedy and Ormrod (2005:64) explain the essence of a literature review as not only to evaluate the academic viewpoints and preceding conclusions regarding the study, but also to re-investigate what has already been completed in studies that are similar in nature.

Information concerning values and discipline was gathered through the use of various primary and secondary literature sources: Sabinet, Juta, EBSCO Host, ERIC, SAGE, books and eBooks, among others, were consulted to discover pertinent literature. The keywords utilised during database searches were *values*, *values*, *positive discipline*, *discipline* and *schools*. The information acquired from primary and secondary sources was used to assemble standardised questionnaires for collecting information concerning particpants' awareness on the relationship between values and positive discipline at schools within the Sedibeng-East District of the Gauteng Department of Education.

The questionnaires were developed with the aim and objectives of the study, which are described in the excerpt in the ensuing section, in mind.

4.3.2 Aims and objectives

Based on the above-mentioned discussion, the researcher would like to frame the purpose to this study as follows:

- The purpose of this concurrent triangulation mixed-method study (*cf*. 1.2 & *cf*. 1.5.2.4) was to examine the awareness of learners and educators concerning the relationship between values and positive school discipline. By examining these understandings, the aim was to answer the primary research question that guided this study (*cf.* 1.3.1), which looked at determining to what extent values form part of positive discipline at Sedibeng-East primary schools.
- The rationale for conducting a qualitative phase while doing the quantitative phase was to better understand the learner and educator understandings that were gathered during the quantitative phase. Thus the researcher was guided by secondary research questions (*cf*. 1.3.2) to complete this study, and the objectives were as follows:

- To establish to what extent legislation, guidelines and policies describe/designate values. To this end, numerous available literature sources were reviewed (*cf*. Chapter Three) which also helped to inform the developing of two questionnaires: one for educators and one for learners. The researcher conducted a document analysis of the participating schools' Codes of Conduct (*cf*. 1.3.1; 1.5.2.1.2; Chapter Five) in addition to the questionnaires.
- To determine what positive school discipline comprises of. The researcher aimed at determining this by reviewing the literature that was discovered during the various searches (*cf*. Chapter Two) and then using the literature review as well to develop questionnaires which were completed by the participating schools' educators and Grade 6 and 7 learners (*cf*. 1.5.2.1.1).
- To realize the primary research objective, the researcher developed an educator questionnaire which focussed on determining the following aspects among the participating educators:

  - How educators interpreted positive school discipline (*cf*. Annexure G1: items C 25-48)
  - How educators interpreted the term values (*cf*. Annexure G1: items C1-C12)
  - Which awareness educators held regarding the existing discipline at their schools (*cf*. Annexure G1: items E14-E20)
  - Which awareness educators held regarding the role that values played in discipline at their schools (*cf*. Annexure G1: items 24.1-24.3; *cf*. C28 & C3 1)

- To realize the primary research objective, the researcher developed a learner questionnaire which focussed on determining the following aspects among the participating learners:

  - How learners interpreted positive school discipline (cf. Annexure G2: items C25-48)
  - How learners interpreted the term values (cf. Annexure G2: items C1-C12)
  - Which awareness learners held regarding the existing discipline at their schools (cf. Annexure G2: items E14-E20)
  - Which awareness learners held regarding the role that values played in discipline at their schools (cf. Annexure G2: items 24.1-24.3; cf. C28 & C3 1)

In lieu of accomplishing the aims and objectives of the study, the appropriate research design is described forthwith.

4.3.3 Research design

Research designs are strategies and processes for research that extend the conclusion from wide assumptions to comprehensive approaches of data-collection and analysis (Creswell, 2009:3). McMillan and Schumacher (2006:117) describe a research design as the strategy for choosing subjects, research locations and processes for data-collection in order to find a solution to the research questions.

4.3.3.1 Defining the term *research design*

The research design process not only, according to McMillan and Schumacher (2006:22), presents a plan on how to complete the study, but also includes the processes to enable the study's completion (for example under what circumstances, at what point and from whom the data will be acquired). In simple terms, *planning* is research design, as it encompasses the procedure to be adhered to, the data to be gathered and the analysis of the collated data (Leedy & Ormrod, 2005:85).

4.3.3.2 A comparison between three types of research designs

The approaches to research design that the researcher considered in this study were quantitative, qualitative and mixed-method. As a precursor to determining the appropriate research design, one needs to consider (1) the research paradigm selected for the study; (2) the methods of data-collection; (3) the methodology utilised for the process of gathering data; (4) analysing and interpreting the data; and (4) the techniques employed for strategy inquiry (Creswell, 2009:3).

- **Quantitative research**

Quantitative research (*cf*. 1.5.2.1.1) is generally carried out with the aim to clarify, foresee and control a particular phenomenon, and in most instances it culminates with either the ratification or rejection of the hypotheses in question. In that case, the quantitative researcher endeavours to begin with a particular hypothesis to be verified (Leedy & Ormrod, 2005:94). While the particular phenomenon can be measured,

quantified and analysed numerically, it is, however, highly dependent on the data-collection, accurateness of the instrument being utilised and the uniformity and efficacy of data (Sahu, 2013:7). Quantitative research, as described by Leedy and Ormrod (2005:96), makes reference to the features of the quantitative approach, among which are its affinity to represent big samples, homogenise instruments and numerical data.

- **Qualitative research**

Researchers in the **qualitative approach** (*cf*. 1.5.2.1.2) make presumptions on verifying theories through a process *of* (1) deduction; (2) developing safeguards against prejudice; (3) monitoring against different explanations; and (4) being able to postulate and duplicate the outcome (Creswell, 2009:4). These theories are often related to the reasons for inspiration, human conduct and the way the public feels (Sahu, 2013:7). As conferred by McMillan and Schumacher (2006:26), the qualitative researcher has to inquire and examine the chosen phenomenon by using numerous approaches until the phenomenon is clearly understood. The methodologies that a qualitative researcher can adopt to acquire data include texts, images, non-uniform observations and interviews (Leedy & Ormrod, 2005:96).

- **Mixed-method research**

Mixed-method is a combination of quantitative and qualitative research approaches, according to McMillan and Schumacher (2006:27). The convergence of qualitative and quantitative research which results in the mixed-method approach, allows the researcher to enjoy the benefits of (1) pre-decided and developing techniques; (2) closed-ended as well as open-ended questions; (3) numerous types of data sets; (4) numerical and document analysis; (5) gaining an understanding amid various databases; and (6) being in agreement with the pragmatic paradigm (Creswell, 2009:15, *cf*. 1.5.1).

4.3.3.3 The research design selected for this study

The pragmatic paradigm (*cf*. 1.5.1) was selected by the researcher for this study. Bearing this in mind and understanding that the pragmatic paradigm comprised the chosen quantitative data-collection methodologies of questionnaires and text analyses, the

researcher favoured a **mixed-method**[33] research design. Moreover, a mixed-method researcher centres the analysis on the presumption that gathering varied categories of data would be unsurpassed in offering an analysis of a research problem (Creswell, 2009:16).

A mixed-method (*cf*. 1.5.1-1.5.2.4) design, according to Creswell (2009:16), allows the researcher to:

- gather data using qualitative together with quantitative research design approaches;
- advance a basis for mixing;
- assimilate data at various phases of inquiry;
- offer graphic images of the processes in the study; and
- combine strategies from qualitative and quantitative research.

The researcher used a mixed-method design, as the quantitative research design component was conducted in the form of questionnaires that were completed by participating educators and Grade 6 and 7 learners. In addition, a document analysis of all participating schools' Codes of Conduct was undertaken which falls into the ambit of qualitative research design. The researcher was able to attain a holistic understanding concerning awareness held on the relationship between values and positive discipline firstly, through the completion of a developed questionnaire by both educators and learners, and secondly, the document analysis of the participating schools' Codes of Conduct. The analysis established the schools' adherence to legislation and the schools' perspective concerning the encompassing of values within the school environment.

The decision to conduct the research within a mixed-method research design was the starting point of the process. The guidelines concerning the various aspects of the research design process are scrutinized below.

33. The mixed-method approach was conducted in a concurrent triangulation manner.

4.3.4 Strategy of inquiry

Precise guidance on the processes in research design which are provided by the various types of qualitative, quantitative and mixed-method design is labelled *strategies of inquiry* (Creswell, 2009:11). Moreover, Creswell (2009:11) highlights that the researcher not only chooses the research design, but also needs to take a decision on the type of study to be undertaken within the sphere of the research design.

4.3.4.1 Defining the term *research strategy*

The research strategy explains the manner in which the study will be undertaken, as well as (1) the circumstances the data will be gathered from; (2) at what point the data will be gathered; and (3) who the data was assembled from (McMillan & Schumacher, 2006:22).

4.3.4.2 A comparison between five strategies of inquiry

There are a number of strategies available for the three main types of research design, and they are the following:

Table 4.1: Strategies of inquiry

	Qualitative Approach	**Quantitative Approach**	**Mixed-method Approach**
Strategies of Inquiry	**Narrative**	**Experiments**	**Transformative**
	Phenomenology	**Surveys**	**Sequential**
	Case study		**Concurrent**
	Grounded theory		
	Ethnography		

(Adapted from Creswell, 2009:17)

- A **phenomenological study** is a strategy that considers the viewpoints, discerns the awareness and interprets a particular situation (Leedy & Ormrod, 2005:139). A phenomenological study lends itself to greater comprehension of experiences that have been lived through (McMillan & Schumacher, 2006:333).

- A **case study** is an intense study of an incident, a procedure, a particular curriculum, an action undertaken, a group or a single person who is constricted by the factors of time and activity (Creswell, 2003:13).
- **Observation studies are** found within the quantitative field of study when a specific type of behaviour is studied and is measured in a particular way, for example rate of recurrence, accurateness and level of maturity. However, the researcher endeavours to remain an objective participant when analysing the behaviour (Leedy & Ormrod, 2005:180)
- **Survey research** offers a quantifiable or numerical account of tendencies, outlooks, or feelings of a populace by reviewing a sample of that populace through the use of questionnaires or planned interviews for the gathering of data. Such research is generally used to make generalisations from a selected sample to the population (Creswell, 2009:12).

After careful consideration and after probing deliberations were conducted, the researcher made a decision on the type of strategy of inquiry that would be utilised. The results of the decision are discussed below.

4.3.4.3 The strategies of inquiry selected for this study

The strategy selected for the quantitative phase of this study was **surveys** (*cf*. 1.5.2.1.1), as learners and educators at Sedibeng-East primary schools were invited to complete the developed questionnaires. These questionnaires provided a numerical account of the awareness held by the participating educators and learners in respect of values and positive discipline, and their feedback was analysed.

The researcher made contact with the various principals of the participating schools. The questionnaires, however, could not be delivered in person to the principals as the researcher moved abroad; therefore the questionnaires were delivered to the principals by Sedibeng-East.

The strategy selected for the qualitative phase of this study was **interpretative research** (McMillan, 2008:4-5; *cf*. 1.5.2.1.2), as the researcher invited all the schools to make specific school documents available. In this regard, the participating schools' Codes of

Conduct were collected by the researcher via email or an authorised representative). The documents were scrutinized and the researcher went on to study whether the legislative directives in terms of values were upheld.

Upon the conclusion of the type of strategy of inquiry that was undertaken in this study, the attention now shifts to the data-collection process as highlighted below.

4.3.5 Data-collection methods

McMillan and Schumacher (2006:323) stipulate the four phases of data-collection as planning, starting the collection of data, basic data-collection, last day of data-collection and completion.

No matter which data-collection method is selected, it is pertinent that the questions must be scrutinized to guard against ambiguity and allowing general subjectivity of the person who administers the questionnaire. It is therefore valuable to utilise data-gathering instruments that have been tested already (Sahu, 2013:28), and Creswell (2009:12) suggests the three strategies which are indicated in Figure 4.2 below.

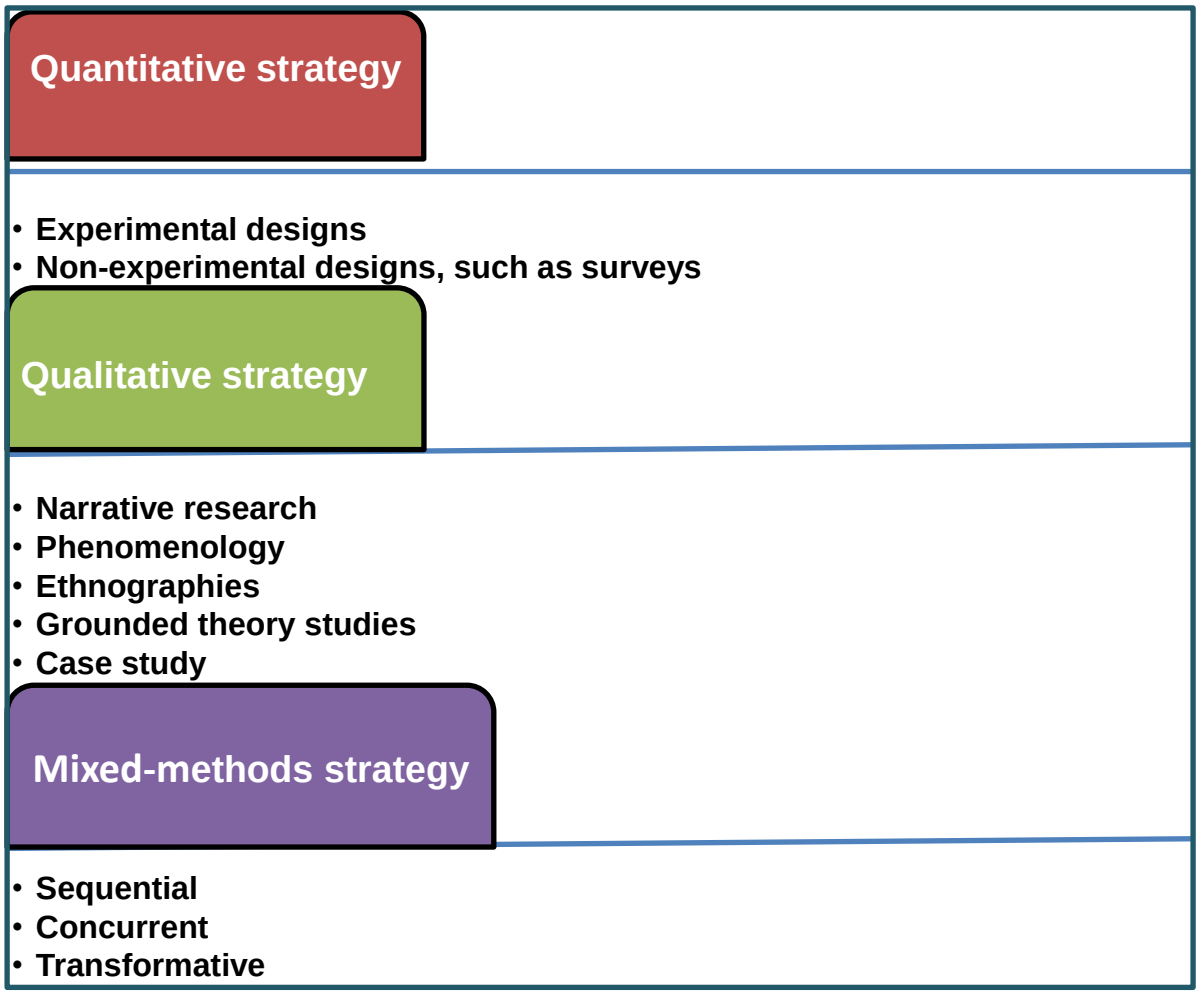


Figure 4.2: Three data-collection strategies

(Adapted from Creswell, 2009:12)

A quantitative research design encompasses two strategies, namely experimental and non-experimental. In an experimental design, the researcher fabricates the participant's experience and is able to have some control over participants by methodically impressing or suppressing itemised interventions. A non-experimental design[34] looks at relationships between things and explains how things have taken place without any fabrication of the conditions (McMillan & Schumacher, 2006:23-24; *cf*. 1.5.2.3.1).

34. The study undertook two self-developed, closed items Likert-scale questionnaires.

The qualitative research design encompasses case studies, ethnography, phenomenological study, grounded theory study and content analysis[35] (Leedy & Ormod, 2005:144; *cf*. 1.5.2.3.2).

Mixed-method design is characterised by specific types and researchers who decide on mixed-method can then use either the sequential, concurrent or transformative process. The researcher for this study chose a concurrent triangulation mixed-method design so that the processes would ensure that the qualitative and quantitative research sets combined into a broad analysis of the research problem (Creswell, 2009:14), and a visual presentation of such a concurrent triangulation mixed-method process is offered below.

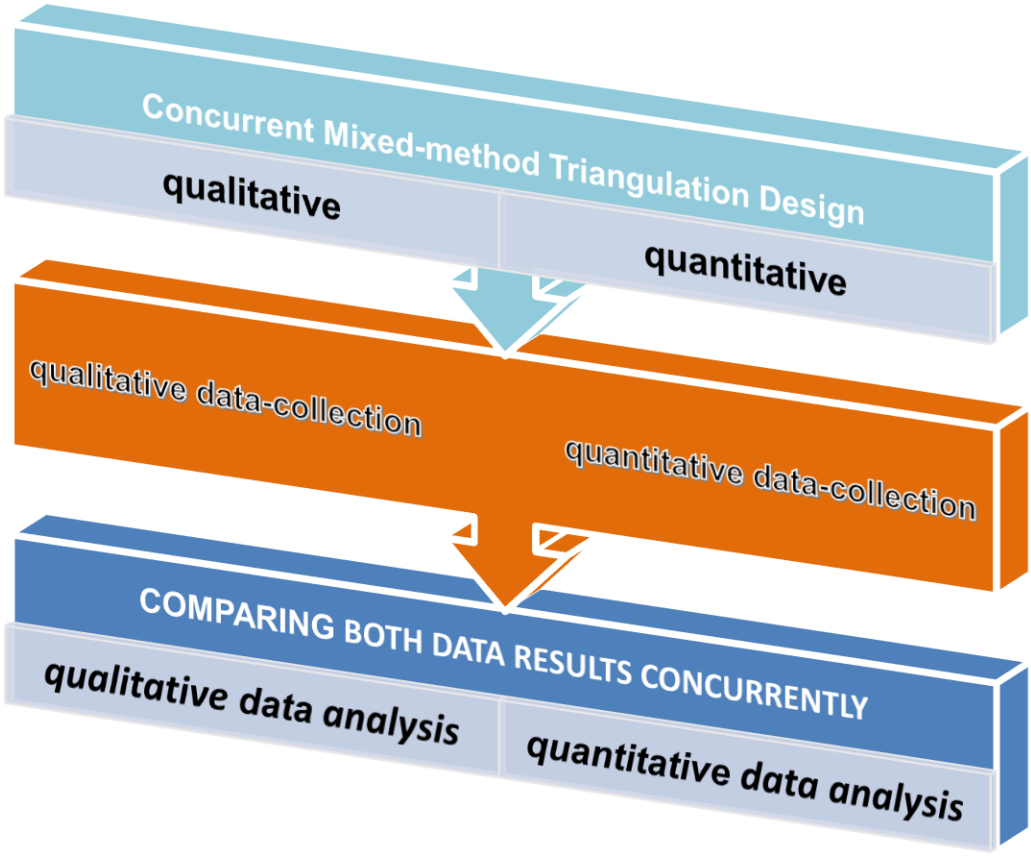


Figure 4.3: A concurrent triangulation mixed-method process
(Adapted from Creswell, 2009:210)

35. The researcher preferred content analysis in the form of document analyses of the schools' Codes of Conduct.

In displaying the concurrent triangulation mixed-method design in Figure 4.3[36] (*cf*. 1.2 & 1.5.2), the pertinent word is *concurrent* as it depicts that the gathering and the analysis of the qualitative and quantitative data occur at the same time (*cf*. 1.2 & 1.5.2.4).

4.3.5.1 Quantitative research phase – questionnaires

The quantitative phase of the research lends itself to the use of questionnaires, thus the design process of questionnaires is forthwith discussed.

The questionnaire design

Questionnaire design is a vital component of the research process. As this is the instrument where the data sets are produced, the researcher needs to be mindful of the nature of data that will be produced and the statistical methods that will be used to understand the data (Maree & Pietersen, 2007a:155).

Rea and Parker (2005:32) provide the following guidelines on designing effective questionnaires:

- **Study the introduction**: Make participants aware of the reason for the study and ease any concerns participants may have, as well as assure participants that their contribution is valuable.
- **Arrangement of the questions**: The manner in which the questions are laid out can affect the outcome of the research significantly. Therefore the following order should be adhered to:

Introductory questions: The participants should be able to answer these first questions with ease as these questions should inspire interest in the topic and motivate participants to continue answering the questionnaire.

Sensitive questions: Questions that are sensitive in nature should be place later in the questionnaire. This would alleviate any concern that the participants will stop answering the remaining components of the questionnaire. There is also a greater likelihood that the

36. Chapter 1, Figure 1.2 illustrates a concurrent mixed-method design, as adapted fromy Creswell (2012:540).

participants will answer sensitive questions if a relationship has been established between the participants and researcher during the questionnaire process.

Related questions: Questions that are related to one another should be clustered together, as it will allow the participants to give complete focus and concentration to a particular topic without attention being diverted.

Logical order**:** A sound research instrument contains a clear, logical order to a specific sequence of questions, therefore a questionnaire should follow a similar logical sequence.

Filter questions: These questions are used to prohibit some participants from taking part in the questionnaire.

Reliability checks: When a question of a sensitive nature is asked, it may become necessary to check the authenticity of the participants' answer. This can be achieved by asking the same question in a different way to verify that the answer elicited is the same as the answer in the previous question.

- **Format of questions**: A questionnaire generally contains open-ended or closed-ended questions. Closed-ended questions provide a closed list of substitute responses. Open ended-questions provide participants the freedom to write in any answer they wish to.
- **Questionnaire length**: The questionnaire should be as succinct as possible, while at the same time ensuring coverage of adequate subject matter with relation to the main aim of the study.
- **Questionnaire editing**: Once the questionnaire is designed, it should subsequently be edited for accurateness, comprehensiveness and precision.

The advantages and disadvantages of questionnaires are discussed in detail forthwith.

Advantages and disadvantages of a questionnaire

According to Kumar (2014:130-131; *cf*. 1.5.2.3.1), the following aspects refer to the advantages and disadvantages of using a questionnaire as a measuring instrument:

Advantages of a questionnaire

- ***It is inexpensive*:** Time, human and financial resources can be saved due to the fact that there are – for example – no interviews that need to be conducted. It is especially cost efficient when the instrument is administered jointly to a population. The researcher reached 873 participants at minimal personal costs. In addition, the questionnaires were developed to be completed in approximately 15 minutes, thereby ensuring that learning and teaching time was not disrupted to an extensive degree. The pilot study (*cf*. 1.5.2.6.1; 1.5.2.7.1 & 4.3.6.2**)** aided the researcher in guaranteeing that the questionnaires, among other parameters, were time conscious.
- ***Greater anonymity*:** The completion of a questionnaire is generally anonymous in nature, thus allowing participants to answer the questions with greater accuracy as they are aware that the answers cannot be traced back to them. The anonymity of this study's questionnaires allowed both learners and educators to express their experience freely without the fear of disapproval.

Pillay (2010:100-101) lists the following ***additional advantages***:

- *Convenience*: Participants can complete the instrument during the time that suits them. The questionnaires of this study were ideal for the participants, as the learners completed the questionnaires during the allocated time the principals made available to them and the educators completed the questionnaires according to their own schedule.
- *Sufficient time*: The participants are not restricted by time and they have greater time for reflection. In this study the participants had ample time to reflect as the questionnaires were collected a week after the date of submission.
- *Administration*: Various other people can administer the questionnaire. This was a vital advantage for the researcher, as she now resides in the USA and could not physically administer the questionnaires. In lieu of this, the district officials aided in the actual drop off and collection process of the questionnaires. *(cf*. 1.5.2.7.1)
- *Variety of views*: A questionnaire allows for a variety of views to be received. The questionnaires were handed out to participants in township and city schools, thereby ensuring the selected participants were diverse in terms of race, income level, culture and language.

- *Impersonal nature*: Greater validity in responses can be gained due to the impersonal nature of a questionnaire, as participants answer more objectively and candidly. This was a key advantage as the questions in the learner questionnaires spoke to the educators' incorporating values in the classroom, which the impersonal nature of the instrument aided in allowing the truthful answering of the questions.

Disadvantages of a questionnaire

Kumar (2014:130-131) adds the following ***additional disadvantages*** to those already mentioned (*cf*. 1.5.2.3.1) that could come into play when a researcher uses a questionnaire as part of collecting the data for research:

- *Limited application*: The instrument is restricted to a section of the population who are literate. People who are illiterate, very young, very old and handicapped are excluded from the study as this instrument cannot be adapted without limits. Since this study was interested in learners and educators at school, there was no participant who was illiterate, thereby bypassing this particular disadvantage. In addition, the language that was used in the questionnaires was age appropriate.
- *Low rate of response*: Questionnaires are infamous for a low rate of return. Participants do not return a completed instrument. The rate of response is dependent on the length, layout, interest and delivery method of the questionnaire. The quality of the cover letter also plays a crucial role in the response rate. At first, through the findings of the pilot study (*cf*. 1.5.2.7.1), it was found that both questionnaires were too long. Thus the researcher – with the assistance of her supervisor – eliminated questions through the use of the Pearson correlation method.
- *Self-selecting bias*: A self-selecting bias is observable when using questionnaires, as not all participants complete and return the questionnaires. Therefore it stands to reason that participants who returned the instrument have different approaches, characteristics and inspiration than the members of the sample who did not submit the questionnaires.
- *Restricted issue clarification*: Participants do not always have the opportunity to gain clarity on the questions, therefore if they understand the questions in different ways, the difference in understanding could affect the information provided through their

answers. The manner in which these two questionnaires was constructed allowed for the minimisation of issues that would need clarity.

- *Response to a question may be prejudiced by the response to other questions*: Since all questions can be viewed before answering, the answer to a particular question might be skewed by the awareness of other questions. The questionnaires were constructed in a manner that ensured the prejudice that arises from seeing all the questions before answering a particular question was limited.

Now that the design of a questionnaire and the advantages and disadvantages of using questionnaires have been taken into consideration, the next focus needs to fall on the distribution and administrative procedures that are forthwith discussed below.

Questionnaire distribution and administration procedures

A population is described by McMillan and Schumacher (2006:119) as the sum of all persons, objects and elements with a recognisable outline entailing particular and distinct character traits and to which it is at times envisioned to make generalisations on the outcomes of the research. The target population[37] is the complete collection of components for which survey data is utilised to make interpretations (Lavrakas, in Encyclopedia of Survey Research Methods, 2008:875). The Sedibeng-East district within the Gauteng Department of Education consists of 4150 Grade 7 learners and 4450 Grade 6 learners, as well as 252 educators from the primary schools which formed the target population for this study (*cf*. 1.5.2.2).

It is very seldom that a researcher can observe the entire population, thus a smaller collection of components are prudently selected and its physiognomies are used to estimate the physiognomies of the greater population. This is how Locke, Silverman and Wyrick (2010:43) offer the definition of a sample. Purposive sampling was used in this study and as the name suggests, this sample was selected for a specific purpose (Leedy & Ormrod, 2005:206).

37. The target population in this study was educators and Grade 6 and 7 learners from Sedibeng-East primary schools (*cf*. 1.5.2.2).

McMillan and Schumacher (2006:319) are in agreement with Leedy and Ormrod (2005:206) as they state that the foundation of purposive sampling is selecting particular components for a particular purpose, rather than acting arbitrarily. McMillan and Schumacher (2006:319-322) further stipulate the following characteristics of purposive sampling:

- The researcher chooses participants who are rich in information with regard to the research questions, since purposive sampling is a method that speaks to particular purposes in relation to research questions. The learners and educators in the Sedibeng-East district are at the forefront of education; therefore they were information rich for the purposes of this study.
- Researchers and informers use professional judgement when selecting purposive samples. As a previous Senior Education Specialist at the Sedibeng-East district, the researcher took an informed and professional decision when selecting the participants.
- The procedures undertaken by purposive sampling concentrate on the in-depth information that can be gathered from single cases. The researcher used the typical case sample strategy, as Grade 6 and 7 learners were identified as participants and educators. Thus the sample comprised of typical Grade 6 and 7 learners and typical educators.
- The sample size is associated with the objective, the main data-collection methodology to be used, the research problem under investigation and accessibility of cases that are information rich. This study had access to information rich cases as it was conducted with Grade 6 and 7 learners and educators that are on the cusp of education, as they are attending school and teaching respectively in the Sedibeng-East school district.

The sample population for this study was selected from the District within the Gauteng Department of Education (*cf*. 1.5.2.2). The sample comprised eight schools in totality from the Heidelberg and Vereeniging areas. Four participating schools were ex-Model C schools and four were township schools (*cf*. 1.5.2.2).

Since the sample population chosen by the researcher came from schools, the researcher undertook the collective administration of questionnaires. Kumar (2014:129) describes

collective administration as a method to gain a captive audience which is the best way, as it guarantees an extremely high rate of response due to a minority of respondents refusing to participate. It also allows personal contact with the sample and is the quickest way to collect data. The main limitation was that the questionnaires were restricted to the schools.

Questionnaires as measuring instruments for quantitative research

A questionnaire is a collection of uniform questions, also referred to as *items*. The items are organised in a particular structure that is fixed in order to gather data about topics that are being researched (Lavrakas, in Encyclopedia of Survey Research Methods, 2008:652).

Researchers should sensibly deliberate whether developing a new questionnaire is required. In a high degree of cases, an existing questionnaire can be utilised or adapted, rather than formulating a new one (McMillan & Schumacher, 2006:195). After careful consideration of questionnaires that exist within the field of research of this study, the researcher decided that it was necessary to develop new questionnaires that would be based on the literature sources in Chapters Two and Three which offered uniquely specific content. No existing questionnaires relevant to the topic of this study were discovered during the various literature searches.

No questionnaire, according to Rea and Parker (2005:30), can be viewed as idyllic for asking all the evidence that is thought to be essential for the study. A large number of questionnaires have both intrinsic advantages and intrinsic disadvantages. Knowledge and expert judgement must therefore be used by the researcher to create a series of questions that would capitalize on the advantages and minimalizes possible disadvantages.

The construction and formatting of the questionnaire form a key component of the questionnaire which is subsequently discussed.

Questionnaire construction and format

Larvarkas (in Encyclopaedia of Survey Research Methods, 2008: 652-653) describes the format, structure and construction of a questionnaire in the following manners as indicated in the paragraphs below.

Questionnaire construction

A researcher needs to meet the following four crucial requirements when constructing a questionnaire:

- sound knowledge of the research topic which can be obtained through analysing literature that is relevant and/or using a qualitative research methodology;
- awareness of concepts and hypotheses of research that have valid and reliable operationalization;
- either having a suitable collection of questionnaires that have been published to choose from, or being experienced in developing a questionnaire, or working in close corroboration with someone who meets one or more of these three aspects; and
- a clear understanding of the population that is being targeted.

The questionnaires developed for this study comprised of three sections, namely a cover letter to participants (*cf*. Annexure D, E & F), instructions to participants and the main body.

Questionnaire format

According to Larvarkas (in Encyclopaedia of Survey Research Methods, 2008:653) the format for questionnaires, should be as follows:

- Questionnaires should have a logical and natural flow and decrease the cognitive burden of the participants.
- Questions on topics that are related must be clustered together.
- Questions should sustain the timeline of events.
- The questionnaire should be user friendly and simple to understand.

- The questions should be spaced clearly, individually numbered and distinctive from one another.
- Instructions that are available on the questionnaire should have an easy layout and be clear and succinct.
- Idyllically, questions that are imperative to the study should be listed first so as to avoid participants' exhaustion concerning inspiration, recollection and question non-responsiveness.
- When a questionnaire looks professional, it leads to participants taking it more seriously.
- A "Thank you note" with the appreciation of the time and effort taken by the participants to complete the questionnaire is viewed by participants as more pleasurable.
- The cost and effect on participant behaviour should be considered when deciding on the length of the questionnaire.

The structure of the questionnaires for this study

The structure of the educator and learner questionnaires that were developed for this study is detailed below. The questionnaires were developed in a manner that was reader friendly and took into consideration the varying degrees of learners' linguistic skills.

The *educator questionnaire (cf.* Annexure G1*)* consisted of five sections:

Section A	Biographical Information	Questions A1-A6
Section B	School demographics	Questions B1-B3
Section C	Opinions on human values, discipline and school discipline	Questions C1 to C54
Section D	Values and the school environment	Questions D1 to D8
Section E	Learners, educators, positive discipline and Codes of Conduct	Questions E1 to E24

The *learner questionnaire* (*cf.* Annexure G2) consisted of five sections:

Section A	Personal facts	Questions A1-A3
Section B	School Information	Questions B1-B3

Section C	My ideas about values, discipline and school discipline	Questions C1 to C54
Section D	Values and the school environment	Questions D1 to D8
Section E	Learners, teachers, good discipline and school rules	Questions E1 to E24

The questionnaires were aligned, resulting in a smooth comparison process of awareness held by learners and educators in regard to values and positive discipline. Moreover, the district officials within the Sedibeng-East district handed the questionnaires to the principals of the eight schools in person. The principals thereafter ensured that the questionnaires were completed by the educators and learners during the appropriate allocated time, thereby safeguarding against the misuse of valuable teaching and learning time. The approximate time required for the completion of the questionnaires by both educators and learners was between 10 to 15 minutes.

A closed-items Likert-scale questionnaire (*cf*. 1.5.2.3.1) was used with a scale running from 1 to 4 (1 = Strongly disagree; 2 = Disagree; 3 = Agree; and 4 = Strongly agree, *cf*. Annexure G1 & G2). Grade 6 and 7 male and female learners from Sedibeng-East primary schools were selected (*cf*. 4.4) for this study. The Grade 6 and 7 learners were chosen as participants, because the Grade 8's had already completed the primary school phase and they had very busy schedules (*cf*. 1.5.2.2). The learners selected were multicultural and multilingual.

The questionnaires were developed from the literature review conducted (*cf*. 2.1-2.8) and the analysis of the legal framework (*cf*. 3.1-3.3). The questionnaires was drawn up to determine the awareness held by learners and educators within the Sedibeng-East district with regard to values and positive discipline. In this study the researcher developed two questionnaires (*cf*. Annexure G1 & Annexure G2). The first questionnaire (*cf*. Annexure G1) was handed to educators at participating schools in Sedibeng-East to determine awareness held on values and positive discipline. A summary of the findings and analysis of the questionnaires were completed by the researcher (*cf*. Chapter Five). The researcher used various statistical analysis indices to analyse the data collated from the questionnaires. Thereafter inferences and deductions were completed in relation to the population (*cf*. Chapter Five).

The format of the questionnaire is important to ensure that the instrument is reader friendly. Questionnaires are a medium that allows access to a vast quantity of people across a large geographical spectrum. In addition, participants can respond to the questions with peace of mind as their anonymity is preserved (Leedy & Ormrod, 2005:185).

The participants of this study were the educators and learners from primary schools in the Sedibeng-East district, and they formed part of the quantitative phase of the study. The qualitative aspect was completed through the completion of a document analysis (*cf*. 1.5.2) of the eight participating schools' Codes of Conduct.

Since the researcher decided on a concurrent triangulation mixed-method approach (*cf*. 1.2 & 1.5.2), the second aspect is the qualitative research paradigm which is espoused on further below.

4.3.5.2 Qualitative research phase – document analysis

Qualitative research is the collating of data while both the researcher and participants are face to face in their natural settings, describing a participant's or group of participants' activities, principles, views and insights (McMillan & Schumacher, 2006:315). Leedy and Ormrod (2005:133) are in agreement that qualitative research pays attention to occurrences that happen naturally, as well as studying the occurrences in all their intricacies.

The characteristics of sound qualitative research is said to be the following, according to Creswell (2009:175-176):

- the data is more often than not collected in its natural setting;
- the researcher plays a fundamental role as they are collecting the data;
- qualitative data sets are normally collected through the use of various data-collection methods;
- the data analysis is performed inductively;
- attention and care is given to the participant's perspective;

- the plan for research cannot be cast in stone as the researchers plans and processes may change, due to the demands or dictates that develop when the researcher is in the field collecting data;
- the study is often viewed through the theoretical lens by qualitative researchers;
- the researchers interpret the study findings; and a holistic viewpoint is opted for by the researcher.

The approach that was followed in this study for the qualitative phase of the research was a document analysis which is explained below.

Conducting a document analysis

The present study undertook a document analysis (*cf.* 1.5.2.3) of the official documents, namely the Codes of Conduct of the eight schools in the sample (*cf*. 1.5.2.3.2). Informed by an education law lens, the relevant official documents assisted the researcher in grasping which values should have been adhered to. In addition, the statistical data sets collated were used to propose tendencies, highlight questions that were new and authenticate the qualitative data (McMillan & Schumacher, 2006:357-358). Sahu (2013:71) advocates the study of related documents as it is vital to understanding a study holistically. A document analysis is generally a comprehensive and methodical inspection of the contents set forth in the specific document for the purpose of determining fundamental patterns, underlying themes and possible prejudice (Leedy & Ormrod, 2005:142).

The Codes of Conduct for learners were collected via email or by an authorised representative from the participating schools. A school's Code of Conduct is generally regarded as the governing document of schools and it encompasses the rules, processes and procedures that a specific school follows. Moreover, these rules, processes and procedures need to be in line with the applicable legislation and subsidiary indicators.

Judging from the contents stipulated in the participating schools' Codes of Conduct, the researcher was able to ascertain whether the schools' codes were in compliance with the legislation, regulations and policies that were highlighted in Chapter Three or whether these Codes of Conduct were not of sound standing.

The researcher endeavoured to accomplish the following through conducting a document analysis, informed by an education law lens, as stipulated in Chapter One (*cf*. 1.5.2.3.2):

- The document analysis allowed the researcher to look at what the school stated it did concerning the fostering of values within school discipline.
- The document analysis allowed the researcher to ascertain whether schools prepared their Codes of Conduct in line with, especially, the Schools Act requirements on values.
- The document analysis allowed the researcher to draw inferences on whether the Codes of Conduct were living documents or merely pieces of paper.
- Once the above aspects have been determined, the researcher looked at the Codes of Conduct and evaluated whether these codes' statements on values were upheld in everyday school life.
- The hope was to discover whether educators support the implementation of values in classrooms, as set out in the Codes of Conduct, and whether this led to positive outcomes in terms of discipline.

To complete a document analysis successfully, Leedy and Ormrod (2005:142) provide four steps that need to be followed:

1. **Identify particular material to be studied**: If material is extensive, picking a sample of the selected material is recommended. However, if the material is narrow, it can be studied in totality. The researcher was not able to study the material in its entirety as only seven schools' Codes of Conduct were available. Despite numerous efforts by the researcher, one school did not produce their Code of Conduct.
2. **Define the physiognomies and nature to be studied**: Such defining will ensure that the character traits and nature are defined accurately. The researcher established definitions in Chapters Two and Three as to the specific characteristic to be studied and these were extended by the reasons for conducting the document analysis above.
3. **Fragment complex material**: If the study lends itself to material that is complex, it is recommended that the material be broken down into smaller manageable sections. The document analysis for the eight schools was not complex enough to warrant fragmentation in this study.

4. **Analyse material for specific physiognomies and nature identified**: The material needs to be analysed for instances that lend themselves to the character traits and nature identified in step 2 above. Since the document analysis in this study looked at specific content that was explicitly stated in the Codes of Conducts for learners and the search was performed objectively, there was only the need for a signal judge.

While the above discussion looked at the successful completion of a document analysis, the researcher was, however, aware that there are advantages and disadvantages of using document analysis when conducting research. Therefore the section below highlights these advantages and disadvantages.

Advantages and disadvantages of a document analysis

Creswell (2009:180) highlights the following specific advantages and disadvantages to performing a document analysis within the qualitative section of a study (Creswell, 2009:180):

Advantages of doing a document analysis

The advantages and disadvantages, as they are outlined by Creswell (2009:180), describe factors the researcher had to consider when deciding to proceed with document analysis as a mechanism to acquire fundamental data. These factors are forthwith explored.

- A document analysis allows the researcher to enjoy the actual terms, phrases and linguistic of the research participants. The Codes of Conduct are formal documents that should encompass terms and language that are particular to the dictates of legislation, rather than the participant's terms and phrases, thus allowing limited personal terms and phrases in the document.
- The researcher has the flexibility to gain entry to the information at any point in time. Since the Codes of Conduct were received via email either directly from principals or from authorised representatives, the researcher had unlimited access at any given point in time with the documents. This flexibility allowed the researcher to gain an in-depth understanding and complete an exhaustive analysis on documents.

- The representation of data is well thought out due to the premise that the research participants have devoted attention in completing the document. It was disconcerning to discover that not all schools' Codes of Conduct were well thought out and in some instances it was clear that very little time and resources were invested in preparing the vital document.
- The advantage of saving time and money is enjoyed as the document is already written, thus there was no need to transcribe anything.

The disadvantages of the document analysis research design is henceforth discussed.

Disadvantages of doing a document analysis

- Not everyone is similarly eloquent and insightful. This lack of insight was noticeable in some Codes of Conduct when the analysis process transpired.
- Information may be delicate in nature, therefore inaccessible to the public or private. Document privacy was not a factor that influenced this study as the documents in question, namely the schools' Codes of Conduct, were openly available to the public.
- The information may be difficult to be sourced as some information can be problematic to find. Unfortunately, one of the participating schools did not hand their Code of Conduct to the researcher and was unwilling for it to be picked up by an authorised representative, or dropped off at the Sedibeng-East district office. Despite numerous telephonic conversations with school administration, and advising the school's administration to send the Code of Conduct to the district office along with the school's outgoing mail and hand it to a district official, namely an authorised representative, coupled with the researcher pleading for the Code of Conduct to be emailed, faxed, scanned or even Whatsapped to the researcher, as the school expressed technology challenges, the researcher's attempts failed.
- The analysis may require transliterating or computer scanning. No translation was needed as the Codes of Conduct were written in English.
- The material may unfortunately be unfinished. The Codes of Conduct were finished, thus this factor did not put any burden on the study.
- The precision and authenticity of the material may be questionable. Although there were Codes of Conduct that illustrated a high degree of precision and authenticity,

unfortunately there were some of the schools' Codes of Conduct that lacked a high degree of authenticity and precision (*cf*. 5.11) .

The document analysis process in this study, despite the challenges, allowed the researcher to analyse the participating schools' Codes of Conduct critically. In addition, through the various interactions between the school's administration and the researcher, it was evident which schools ensured that their Code of Conduct was easily available and accessible. The lack of some schools having a Code of Conduct on hand and administration having to find a valid copy – which happened on more than one occasion – speaks to the authenticity and quality of that Code of Conduct.

Focusing on the *quality* of the qualitative research is succinctly discussed below.

The quality of the qualitative research in this study

Quality within qualitative research is accomplished by ensuring that *validity*, *realism* and *efficiency* are safeguarded (Maree & Van der Westhuizen, 2007: 38). The researcher chose triangulation to consolidate the choice of conducting mixed-method research. A triangulation approach comprises, among other things, the concurrent collection of both quantitative and qualitative data. Moreover, such an approach amalgamates these two forms of data sets by means of using both quantitative and qualitative data analysis approaches, aimed at interpreting the results collectively to offer an improved understanding of a phenomenon (McMillan & Schumacher, 2006:404).

A choice exists concerning *the types of mixed-method design* that are available. As this study undertook a triangulation type of design, the various types of mixed-method design are represented diagrammatically below for the sake of clarity and openness.

Figure 4.4: Types of mixed-method design

(Adapted from McMillan & Schumacher, 2006:404)

The researcher completed the qualitative portion of the triangulation by conducting a document analysis (*cf.* 5.11). The results of the document analysis were compared with the outcomes of the quantitative research, namely the learner and educator questionnaires *(cf.* 5.12). Thereafter, the researcher compared the results of assessing the document analyses against the quantitative research results to the legal framework that was suggested in Chapter Three. These comparisons enabled the researcher to verify whether the participating schools were adhering to relevant legislation in terms of implementing values.

Maree and Van der Westhuizen, (2007:38) suggest that by paying attention to the credibility, confirmability, dependability and transferability of the qualitative research, the researcher can achieve an increase in reliability. Leedy and Ormrod (2005:100), however, are convinced that the words credibility, confirmability, dependability, verification and transferability should replace the term *validity*.

The quality of qualitative research and the facets of reliability and validity are further expounded on in the following section.

4.3.6 Reliability and validity – pilot study

The reliability and validity of this study were confirmed through the undertaking of a pilot study and the maintaining of validity principles respectively. The results of the pilot study are forthwith discussed.

4.3.6.1 Reliability of the pilot study

The reliability (*cf*. 1.5.2.7.1) of an instrument refers to the ability of the instrument to yield the same results, despite the instrument being utilised at different points in time and by different participants of the same population (Pietersen & Maree, 2007a: 215). The researcher used the Cronbach Alpha and Pearson Correlation Measure to verify the reliability of the instrument (*cf*. 1.5.2.7.1). The pilot study was conducted with learners and educators form the Sedibeng-West district, as they were not included in the final sample of the study. The pilot study unfortunately faced a challenge as there was a low rate of return for educators' questionnaires. Thus the Cronbach Alpha and inter-item correlation could not be calculated. The researcher, under the guidance of the supervisor, endeavoured to undertake the Pearson Correlation Measure on data captured from educators. The Cronbach Alpha and inter-item correlations for the learner questionnaires are discussed below.

Table 4.2: Pilot study participants – learners and educators

Participant category	N
Educators	**12**
Learners	**74**

Table 4.3: Pilot study – learner Cronbach Alpha/inter-item correlations

Participant category	Cronbach Alpha	inter-item correlations
Section C	**0.959**	**0.244**
Section D	**0.785**	**0.295**
Section E	**0.959**	**0.349**

All three **Cronbach Alpha** statistics were within the acceptable range of 0.6 to 0.8 as indicated by Pietersen and Maree (2007a:216; *cf*. 1.5.2.7.1) who advocate a range of 0.6 to 0.8 as acceptable values, while explaining further that 0.90, 0.80 and 0.70 are indications of high, moderate and low reliability values respectively.

The Cronbach Alpha for **Sections C and E** showed high internal consistency according to Pietersen and Maree (2007a:216; *cf*. 4.6), as the calculated 0.959 value, per Pietersen and Maree (2007a:216), displayed a high reliability value. **Section D** showed between a low and moderate value of reliability.

The inter-item correlations afford an assessment of item redundancy and according to Piedmont (2014:3303-3304), scrutinize the degree to which scores on one item relate to scores on all other items in a scale. Although Revelle and Zinbarg (2009:35) maintain that a range of 0.15 and 0.5 would indicate acceptable values for inter-item correlations, Piedmont (2014:3303-3304) indicates that the acceptable range for the average inter-item correlation should be between 0.2 and 0.40. According to the statistics in Table 4.3 above, it follows therefore that the inter-item correlations for all the sections of the learner questionnaire were of an acceptable range.

Unfortunately there was a low rate of return for the educator questionnaires during the pilot study. From comments made by the principal at the school that was used for the piloting phase, the length of the questionnaires and the expansive number of items that had to be completed could possibly have been the key reasons for the non-completion of the questionnaires by educators. In addition, the learner questionnaire proved to be not optimum for their attention span. Taking these aspects into account, it became clear that, in order not to frustrate educators and learners alike and to ensure greater response rates, certain items on the questionnaire needed to be deleted. A Pearson correlation was therefore completed under the guidance of the researcher's supervisors and items with values higher than 0.6 were deleted from the questionnaires.

In total, the following 37 items were deleted: C2, C8.2, C8.3, C27, C28, C18, C24, C39.3, C50, C52, C53, C57, D1, D7, E2, E4.2, E4.3, E6, E9.3, E13, E16, E17, E19.1, E19.2, E20.2, E21, E25.1, E25.2, E26.2, E27.2, E28.1, E28.2, E29.1, E29.2, E30, E31 and E35.1.

Pilot study

A pilot study (*cf.* 1.5.2.7) allows for the pretesting of the instrument on a small scale thereby assessing the (1) clarity of the questionnaire which checks the understanding of the questionnaires by the respondents, highlights ambiguities and displays if choices are

clear, in order to produce a response; (2) comprehensiveness of the questionnaire where it can be ascertained whether there are inappropriate, piecemeal, repeated questions and/or whether the questions gather the important information that is required for the study; and (3) acceptability of the study, which will highlight whether the questionnaire is too long, whether some questions may invade the privacy of participants, whether questions are moral and whether ethical standards are abridged (Rea & Parker, 2005:31-32).

The questionnaire was presented to the researcher's supervisors for editing. The questionnaire was piloted to a sample that consisted of 20 educators and 80 learners from a town school in the adjacent Sedibeng-West district. The number of responses for the pilot study was 12 educators and 74 learners. The aim of the pilot study was to determine the educators and learners' awareness on the relationship between values and positive discipline at their primary schools.

Bearing in mind that the purpose of undertaking a pilot study is to advance the achievement and efficiency of a study, the value thereof in completing the pilot study are (1) determining the appropriateness of the questionnaire; (2) testing and adjusting the Likert-scale as required; (3) understanding the amount of codes required per question' (4) determining the suitability of the data-collection processes; (5) deciding on the relevance of the sample framework; (6) determining the unpredictability within the chosen population; (7) understanding the rate of responses expected for the study; (8) understanding how effective the preparation and directions given to the fieldworkers were; (9) determining how efficient the workplace and field organisation was; (10) analysing cost estimates and duration of the investigation; (11) understanding the parameters of the researcher's participation; (12) scrutinizing the data scrutiny; and (13) assessing the study, as emphasized by Strydom (2011:241-247).

The reliability of the instrument was tested during the pilot study. The researcher determined the internal consistency which is believed to be one of the most communal form of reliability, as it can be predicted by giving one format of the exam on one occasion (McMillan & Schumacher, 2006:185). An analysis of Cronbach Alpha measures was implemented. Such a measure is a more generalistic measure of internal consistency and is used for items that are not rated on the spectrum of correct or incorrect, therefore

popular for questionnaires and survey data-collection (McMillan & Schumacher, 2006:186).

Actual study

The focus now turns to the results that were calculated after the actual study had been conducted.

Table 4.4: Participants of actual study

Participant category	N
Educators	**84**
Learners	**789**

The reliability of the educator and learner questionnaires for the actual study was measured using Raykov's rho reliability coefficient, indicated by the symbol *p* (*cf*. 5.5). While Cronbach's Alpha reliability coefficient was used to measure reliability together with Pearson's correlation for the pilot study, for the actual study the researcher preferred using Raykov's rho, as it provides a stricter measure for reliability according to Rouse, Veldhuijzen Van Zanten, Ntoumanis, Metsios, Yu, Kitas and Duda (2015:3).

The Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), Standardized Root Mean Square Residual (SRMR), Akaike Index Criterion (AIC) and Bayes Index Criterion (BIC) values were used to determine the best model fit. As stated, the best fitting model is described with a CFI and TLI above 0.90, an SRMR lower than 0.05 and an RMSEA smaller than 0.08 (Rouse *et al*., 2015:4). No specific cut-off values are specified for AIC and BIC – the lowest values indicate the best fit of the model to the data. In the analyses, the Maximum Likelihood Robust (MLR) estimator was used in order to take the skewness and kurtosis of the data into account. This means that the chi-square values, another indicator of model fit, cannot be compared to each other directly. The chi-square values were thus compared, using the Satorra-Bentler difference test. Once again, no cut-off values are specified. The smaller value indicates the better fit. Problematic items were identified as those with factor loadings below 0.35, and/or high modification index values with items and/or variables outside its

own factor. An item that showed high modification indices if error variances were allowed to correlate with another item within its own factor, was also specified in the model.

The original best fitting model for the actual study had the following indices: χ^2 = 6202.03 (4066); AIC = 83443.45; BIC = 84683.05; CFI = 0.78; TLI = 0.77; RMSEA = 0.04; and SRMR = 0.06. After model development, these values were as follows: χ^2 = 2126.44 (1413); AIC = 103802.05; BIC = 104670.54; CFI = 0.92; TLI = 0.91; RMSEA = 0.02; and SRMR = 0.04 (*cf*. 5.6).

Table 4.5: Descriptive statistics – questionnaires

Variable	M	SD	ρ	1	2	3	4	5
1. Values guiding actions (1-4)	3.08	0.59	0.71	-				
2. Results of class activity (1-4)	3.45	0.59	0.77	0.56‡**	-			
3. Development of intrapersonal skills (1-4)	3.42	0.56	0.73	0.63‡**	0.84‡**	-		
4. School support systems (1-4)	3.48	0.54	0.89	0.54‡**	0.68‡**	0.76‡**	-	
5. Positive discipline (1-4)	2.86	0.74	0.74	0.66‡**	0.59‡**	0.73‡**	0.61‡**	-
6. Positive environment (1-4)	3.23	0.64	0.66	0.57‡**	0.66‡**	0.79‡**	0.80‡**	0.71‡**

** p < 0.05*
*** p < 0.01*
† r > 0.30
‡ r > 0.50

The questionnaires tested within the acceptable reliability range of 0.66 to 0.89 (Raykov, 2009:223-232).

In addition to the reliability of the study, the validity was scrutinised below.

4.3.6.2 Validity

Validity is the extent to which the questionnaire (instrument) in terms of this study measures what it is required to measure and indicates the usefulness of the gauge of measurement (Sahu, 2013:41). Leedy and Ormrod (2205:92) are in agreement with Sahu (2013:41); however McMillan and Schumacher (2006:134) refer to validity as the extent to which studied scientific accounts of the phenomenon match the real world.

Quantitative research validity

Quantitative research is subjected to four categories of validity, as described by McMillan and Schumacher (2006:134) and as indicated in the paragraphs below.

Internal validity

Internal validity concentrates on the feasibility of fundamental associations between variables that are independent and dependent (*cf*. 1.5.2.7.1). When constructing the instrument, the researcher ensured that biographical data and type of school and area of school were requested. This allowed the researcher to establish the effect of those parameters on the responses of participants.

Construct validity

Construct validity determines the extent to which theoretical, targeted, underlying psychological constructs and elements are in fact epitomised by the interventions and measured variables. The researcher could not find a pre-drawn up instrument[38] that encompassed all the aspects she wished to study. However, when constructing the instruments, the researcher ensured that construct validity was maintained (*cf*. 1.5.2.7.1).

Statistical conclusion validity

Statistical conclusion validity speaks to the suitable use of statistical (*cf*. 1.5.2.7.1) assessments to decide whether relations that are proclaimed are a mirror image of the relations that are authentic. The researcher retained one of the university's statisticians to maintain statistical validity.

External validity

External validity is the ability to use results and the conclusion of studies to make generalisations to other individuals and localities. The sample selected for this study was representative of the larger population, namely the Grade 6 and 7 learners, and educators in South Africa. However, for the purposes of this study, it was feasible and practical to focus on the awareness held by Grade 6 and 7 learners, and educators at primary schools within the Sedibeng-East district (*cf*. 1.5.2.7.1 & 1.5.2.2).

38. The study comprised of two questionnaires which the researcher developed: for educators and learners respectively.

Instrument validity

The researcher selected questionnaires as the instruments with which to conduct the quantitative research phase of the study. Thus the validity of the questionnaires needed to be maintained. According to Leedy and Ormrod (2005:92), there are numerous procedures of maintaing the validity of research instruments, which would include face, content, criterion and construct validity. However, for the purposes of the instrumentation used in this study, the researcher concentrated on face, content and construct validity.

Face validity (Pietersen & Maree, 2007a:217): As the name suggests, the validity of the instrument is usually judged by a panel of experts in the chosen field of study. Judged on the face value, the instrument is scrutinized to establish if the items are logical in nature and theoretically precise (*cf*. 1.5.2.7.1). In order to maintain face validity, the researcher called upon one of her supervisors who is an expert in the field of study to verify that the questionnaire adhered to face validity. The supervisor also ensured that the researcher stayed true to the literature study that was completed, in order to ensure that the questionnaires were designed in a manner that allowed them to measure what they were was supposed to measure.

Construct validity (Leedy & Ormrod, 2005:92): This refers to the degree to which the instrument measures a particular character trait that cannot be observed directly, but can be deduced from the behavioural patterns of people. (*cf*. 1.5.2.7.1). The instrument adhered to construct validity as each section within the instrument addressed areas that were imperative to understanding the awareness held by educators and learners on values and positive discipline. The researcher's supervisor was able to render vital assistance in ensuring that the construct validity of the instrument was maintained.

Content validity (Pietersen & Maree, 2007a:217): When the items within the questionnaire are representative of the subject matter being studied, without exclusions, it is indicative of content validity. Thus it was advisable in order for content validity to be ensured, that the instrument be ratified by an expert in the field that was being explored (*cf*. 1.5.2.7.1). Once again, the researcher consulted one of her supervisors who is an expert in the field of this study. The supervisor offered salient advice on the maintenance of content validity and was able to render assistance in ensuring that the instruments were in line with the area of research. In addition, the instruments were drawn up with

close consultation of the literature review and the basic legal framework, thereby ensuring that the content would remain pertinent to the study at hand.

Having ensured that validity and reliability were maintained in the instrument, the researcher will now analyse the population/sample and research participants below.

4.3.7 Population/sample/research participants

An analytical examination of the population, sample and research participants was administered thus ensuring that sound research practices were upheld. The outcomes of the examination are described below.

4.3.7.1 A comparison between universe, population, study population and sample

McMillan and Schumacher (2006:119) describe (1) **universe or target population** as the gathering of entities or circumstances whether people, items or proceedings that comply with precise standards and to which we propose to generalize the outcomes of the research conducted; (2) the **population** (*cf*. 1.5.2.2) as a group of entities and circumstances that obey particular criteria and to which we propose to generalize the resulting research towards; (3) the target population (*cf*. 1.5.2.2) as more often than not differing from the list of entities from which the actual sample was truly selected, which is then called **survey or study population**; (4) the **participants** as the people who partake in the study and from whom the required data is assimilated, the collection of participants referred to as the **sample,** and (5) the **sample** as derived from a greater collection of entities or circumstance called the **population** (*cf*. 1.5.2.2).

The **universe or target population** (*cf*. 1.5.2.2) in this study was the Grade 6 and 7 learners, and educators at primary schools in South Africa. The **study population** was Grade 6 and 7 learners, and educators in the Sedibeng-East school district (D7), and the number of the sampled learners was 850 and that of the sampled educators was 120.

The sample that was carefully selected had to be illustrative of the population from which it was drawn, and for this, the researcher used ex-Model C schools, township schools and a dual medium school in D7 (*cf*. 1.5.2.2).

4.3.7.2 Sampling

Sampling (*cf.* 1.5.2.2) is administered in studies as it is impossible to include the entire population due to monetary and time constraints. Therefore a sample is drawn, ensuring that a valid generalisation to the population can be made (Maree & Pietersen, 2007b:172).

Stratified random sampling

Stratified random sampling is described by McMillan and Schumacher (2006:122) as separating the populace into subgroups (strata) on the foundation of the standards the researcher has selected, such as age and gender. When the populace has been separated into subgroups, the sample is chosen randomly from each subgroup. The number of subjects selected may be proportional or non-proportional.

- ***Proportional sampling*** is centred on the percentage of subjects in the populace that exists in the subgroups.
- ***Non-proportional sampling*** refers to the identical number of subjects being chosen in each subgroup.
- **Purposive sampling** (*cf*. 1.5.2.2), as the name suggests, refers to deciding upon the subjects based on the intent or purpose of the study. While this type of sampling is extremely suitable for particular research studies, an explanation concerning the reasons for selecting this style of sampling, however, has to be made available (Leedy & Ormrod, 2005:206). Maree and Pietersen, (2007b:178) declare that purposive sampling is completed when a particular intent is considered.

After careful consideration, the researcher selected purposive sampling for this study. Grade 6 and 7 learners, and educators were selected from the Sedibeng-East school district for this study (*cf*. 1.5.2.2.).

4.3.7.3 Sampling for this study

Purposive sampling was used for this study (*cf*. 1.5.2.2). The Grade 6 and 7 learners from four township primary schools and four ex-Model C primary schools, one of which is a dual medium school (*cf*. 1.5.2.2), was used in this sample. The Grade 6 and Grade 7 learners were selected as they were on the cusps of entering secondary school (*cf*.

1.5.2.2.1) and their age levels allowed for maturity in thinking and understanding, thus enabling them to answer questions appropriately.

In addition, the participating Grade 6 and 7 learners had experienced primary school life for several years. The Grade 6 and 7 learners predominantly had been at that particular school for the most part, thus they were exposed to the school's ethos, rules, discipline and Code of Conduct for an extended period of time.

Bearing this in mind, it stands to reason that the Grade 6 and Grade 7 learners were at primary school for an extended period of time and therefore would be able to provide an accurate account of the school's procedures, protocols and overall encompassing of values within the school.

4.3.7.4 Representativeness of samples

Leedy and Ormrod (2005:100) indicate that there is great diversity among the human race. It is preferred that participants be a representative sample of the population for which researchers want to derive conclusions about. Participating Grade 6 and 7 learners were therefore regarded as being representative of the population.

The data sets that were collected were collated from the research sample, and then the researcher did the relevant analyses. The analysis process is described below.

4.3.8 Data analysis: quantitative data

The researcher undertook both qualitative and quantitative research. Thus a data analysis process was performed on both types of data. The data analysis processes are described in the following two sections.

4.3.8.1 Data analysis: quantitative data

The statistical services of the North-West University, Vaal Triangle Campus, analysed the quantitative data for this study by using Mplus software. Frequencies, means and percentages were calculated and listed in tabular format, along with an exploratory factor analysis, confirmatory factor analysis, measurement model and structural model that were computed (*cf*. 5.1-5.10).

Descriptive statistics

A collective name for numerous statistical methods that are utilized to arrange and précis data in a purposeful manner is *descriptive statistics* (Pietersen & Maree, 2007b:183; *cf*. 1.5.6.1). The data sets are converted from a set of figures or observations into indices that explain or represent the data (McMillan & Schumacher, 2006:150). The researcher utilised frequency distribution and standard deviation types of descriptive analysis.

Frequency distribution is a numerical technique to summarise variables within a study. The various categories of responses of the study's variables are displayed in a table with the number of times/frequency of participants. The table often includes the frequency listed as a percentage of the size of the sample being studied (Pietersen & Maree, 2007b:183). It is a presentation of a set of tallies that is systematically arranged by the amount of times each tally was attained (McMillan & Schumacher, 2006:150).

Standard deviation is the calculation of the variability of scores which is indicated with the use of a numerical index or it can be described as the average length of the scores from the mean (McMillan and Schumacher, 2006:163). As indicated by Leedy and Ormrod (2005:262), standard deviation is the common measure of variability in most statistical practices. The standard deviation is the square root of the variance which provides a numerical value of the range of data values around the mean, thereby showing whether the values are in close proximity to each other or whether they are dispersed over numerous potential values (Pietersen & Maree, 2007b:188).

Keeping the spotlight on the total reach of the distribution articulates the degree to which the data values either form a bunch or stretch broadly over an array of probable values (Pietersen & Maree, 2007b:188). The actual study was analysed with Mplus software and using multi-level analysis, which is discussed forthwith.

Structural Equation Modelling

Structural equation modelling (SEM), which is also called path analysis with latent variables as stated by McDonald and Ho (2002:65), involves two components: firstly the measurement model which is representative of a set of ***p*** **variables** that is observable as several indicators of a reduced set of ***m*** **latent variables** which are usually common

factors; secondly the path model which explains the relationship of dependency that is typically accepted to be causal in nature between the latent variables. Thus the acronym SEM for the term Structural Equation Modelling, which is a combination of the measurement model and path model (McDonald & Ho, 2002:65). The quantitative data analysis of the actual study was completed by performing SEM. An Exploratory Factor and a Confirmatory Factor Analysis were completed on the data received for this study.

The Exploratory Factor Analysis (EFA) is used to discover the variables that are latent. It is frequently applied to select the most beneficial underlying latent construct that is used in the CFA when prior knowledge of the latent construct is minimal (Fan, Chen, Shirkey, John, Wu, Park & Shao, 2016:3). Fan *et al*. (2016:3) explain that the Confirmatory Factor Analysis (CFA) measures latent variables through a process of extracting the latent construct from variables, and apportions the maximum variance with associated variances.

An EFA (*cf*. 5.1) was performed on half of the data and based on its outcomes, a CFA (*cf*. 5.6.1) was performed on the second half of the data. The exploratory and confirmatory factor analyses culminated with seven possible factor structures yielding results. It was EFA on one half, then CFA from the EFA on the other half, and then CFA on the complete data set. All before specifying the measurement model, structural model and testing for indirect effects.

The 7.4 Mplus software was used to construct the SEM for this study. The Mplus 7.4 statistical programme (Muthén & Muthén, 1998-2016) was used to analyze the data.The Mplus program is a latent variable modelling program (Raykov, 2009:232). Subsequently the best fit measurement model (*cf*. 5.6.2) was developed with the reliability of the model scrutinized using Raykov's rho reliability coefficient.

The goodness of fit is tested for both the measurement and path models in different ways, and the various tests and their parameters are described below:

- X^2 – Chi-squared examines whether distributions of definite variables vary from one another; compares statistically the totals or amounts of categorical responses between two (or more) independent groups (Chi Square Statistic, 2013:1).
- *df* – degrees of freedom.

- Root Mean Square Error of Approximation (RMSEA) – is *a good fit when it is less than 0.05* and *an acceptable fit when it is less than 0.08* (McDonald & Ho, 2002:72).
- Comparative fit index (CFI) – acceptable when greater than 0.09 (McDonald & Ho, 2002:72).
- Tucker-Lewis index (TLI) – acceptable when greater than 0.09 (McDonald & Ho, 2002:72).
- SRMR – values should be less than or equal to 0.0815 (Hampton 2015:20-21).

The models are compared against each other with the use of the Akaike Information Criterion (AIC) as well as Bayesian Information Criterion. The lower the values of the AIC and BIC, the better the fit of the data to the measurement model. AIC provides a researcher with a relative approximation of information that is lost when said model is utilised to produce data and the BIC estimates how frugal a model is amid numerous contending models (Fan, Chen, Shirkey, John, Wu, Park & Shao, 2016:4).

The reliability of the quantatitaive data for this study was constructed using Raykov's Rho index, which provided a trustworthy form of measuring reliability. The composite **reliability** coefficients (ρ) were used to investigate if the instruments were reliable as proposed by Raykov (2009:223-232, with the acceptable reliability range being 0.66 to 0.89. The measurement Fit indices for the testing of a singular path coefficient (namely, ρ) is the basis of SEM evaluation (Fan *et al*., 2016:4)

The R^2 value was calculated, which is the statistical measure of regression. There the R^2 value is the structural relationship regression analysis value (Hampton, 2015:24). The Satorra-Bentler (S-B) chi-squared test was used in the study as it it generally regarded as one of the test statistics that are higly robust (Rouse *et al*., 2015:4). Lastly, a structural model (*cf*. 5.10) together with mediation was completed, describing the direction of the relationships. The mediation analysis is used to assess what effect the proposed cause has on a subsequent outcome through a proposed mediator (Preacher & Hayes, 2004:717). Preacher and Hayes (2004:717) further explain that variable are being called a mediator to the degree to which it accounts for the relation that exists between the predictor variable and the criterion variable.

Along with the quantitative data analysis, the qualitative data analysis was completed, as the researcher undertook a concurrent triangulation mixed-method for conducting this study. The dynamics of qualitative data analysis are described below.

4.3.9 Data analysis: qualitative data

Creswell (2009:185-189) indicates that, while the qualitative research analysis has the following six steps that are available to guide the research, the steps are not progressive, but rather interrelated:

Step 1: Arrange and assemble the data for analysis

Step 2: Read all the data

Step 3: Begin the comprehensive data analysis and code procedures

Step 4: Use the process of coding to create an explanation of the location or individuals in addition groups or analysis themes

Step 5: Describe how the qualitative narrative is going to characterise the descriptions and themes

Step 6: Interpret the data analysis.

The researcher in this study completed the above-mentioned six steps in analysing the qualitative data.

A study needs to maintain its ethical standards always in order to maintain its credibility. Keeping this in mind, the following section highlights the various steps that the researcher took to maintain a high ethical standard in this study.

4.4 ETHICAL CONSIDERATIONS

McMillan and Schumacher (2006:142) explain ethics as dealing with principles that are deemed to be correct or incorrect, appropriate or inappropriate, moral or immoral. Thus the researcher understood the necessity of allowing for critical reflection of the various ethical considerations pertinent to this study.

4.4.1 Ethical issues on informed consent

The participants of a study need to be aware of the attributes of the study, that their participation is completely voluntary and that they have the option to leave at any point (Leedy & Ormrod, 2005:101). The researcher made telephone calls to all the principals of the participating schools and made them aware of the details of the study (*cf*. 1.5.2.2). A letter was thereafter sent to them, requesting their school's assistance in the study. Once the green light was given by the principals, letters of requesting participation (*cf*. Annexure D & F) were sent to all the educators and learners at participating schools, detailing the reason for the study and making them aware that their participation was completely voluntary and they had the option to leave the study at any point. Acknowledgement slips were attached to the letters that were subsequently collected. Parents were made aware of the process, as learners atprimary schools are considered minors. The parents received letters that requested permission for learners' participation (*cf*. Annexure E), detailing the reason for the study and stating that learner participation was voluntary.

4.4.2 Ethical issues on the research problem

Creswell (2009:88) declares that, in order to avoid any ethical issues in the research problem (*cf*. 1.6), a pilot study (*cf*. 1.5.2.7.1; *cf*. 4.3.6.1) is advised. The researcher undertook a pilot study with learners and educators at a school in the Sedibeng-West district. The learners and educators who participated in the pilot study did not form part of the participants in the final sample (*cf*. 1.5.2.7). The pilot study was effective in highlighting areas of concern and these concerns were subsequently rectified, thus ensuring that the final sample enjoyed seamless and efficient research completion.

4.4.3 Ethical issues on the right to privacy

It is vital to ensure that the researcher maintain the participants' right to privacy (*cf*. 1.6). The researcher needs to ensure that the privacy of participants is maintained in the research report, irrespective whether it is written or oral, so that no person should become aware of the identity of the participants (Leedy & Ormrod, 2005:102). The researcher in this study was able to maintain the privacy of the participants as all entries were anonymously completed. The anonymity of the participants ensured that the researcher

was unaware of the identity of the participants, thus negating the possibility of revealing any participants' identity. Concerning the document analysis, the researcher used pseudonyms to protect the privacy of the participating schools *(cf*. 5.11).

4.4.4 Ethical issues on the purpose and questions

The area of concern highlighted by Creswell (2009:88) in this regard, is the non-alignment of the purpose between participants and researchers. This possible concern was alleviated in the study by conducting telephone conversations (*cf*. 1.5.2.2) with the school principals on the purpose of the study, as well as the inclusion of the purpose of the study in all letters of request sent out to participants *(cf*. 1.6; Annexure C-F).

4.4.5 Ethical issues in writing and disseminating the research

Linguistics *(cf*. 1.6) that are found to be biased against a particular person concerning either their gender, race or sexual orientation need to be refrained from (Creswell, 2009:92). The researcher called for the assistance of her supervisors while drawing up the questionnairse. Bias was therefore minimalized and virtually eradicated.

The quashing, fabricating or creating of findings *(cf*. 1.6) in order to ensure the success of the study are ethical issues that researchers need to be aware of when recording research (Creswell, 2009:92). The researcher and the statistician at the North-West University, Vaal Triangle Campus, who was employed for the data analysis would like to emphasize that the results obtained from the questionnaires were managed in a manner that was impartial and unprejudiced (*cf*. 1.6).

The researcher is generally required to offer the research location with an initial copy of any publications from the study (Creswell, 2009:92). The researcher consulted the participating schools (research sites) and inquired whether they desired a copy of the research publication: no school responded in the affirmative. However, the Gauteng Department of Education'sss Research division will be forwarded a copy of the research publication for record purposes and as per their request.

4.5 FEEDBACK ON POSSIBLE CHALLENGES

The researcher envisaged the following possible challenges to the study as stated in Chapter One (*cf*. 1.8) and now reports on the degree to which these challenges hampered the completed study.

4.5.1 Questionnaires

The non-submission of questionnaires – The learner questionnaires were submitted with an overwhelming positive response rate of 92.5%. However, the educator response rate proved more challenging at 60% in the **pilot study** (*cf*. 1.8). The major concern of the educators seemed to be about the length of the questionnaires as their time was limited and they had numerous other activities and school duties to attend to (*cf*. 1.8). Consequently, the researcher, together with the expertise of her supervisor, deleted several items from the questionnaires in order to ensure that the length of the questionnaires did not pose as a deterrent in the **actual study**.

Some participants may complete the questionnaires only partially – The learners displayed the ability to complete the questionnaires entirely (*cf*. 1.8). However, due to time constraints, this was not achieved by educators participating in the **pilot study**. Thus, the researcher under guidance of her supervisor endeavoured to curb this outcome by eliminating some items from the questionnaires. The non-completion of questionnaires by educators in the **pilot study** was not reflective of non-enthusiasm. However, it was a valid critical assessment on the part of educators, thus ensuring that questionnaires achieved higher response rates during the **actual study**.

Some participants may not understand the questionnaire or what is expected of them – Clear written directions were given on the questionnaire. In addition, the educators in charge of classes while questionnaires were completed, disseminated the instructions verbally. Lack of understanding did not pose a challenge during the **pilot study** as both the language in questionnaires and expectations of participants were clear and concise.

4.5.2 Codes of Conduct

It could be that not all the participating schools have a Code of Conduct for Learners – The researcher was able to establish that all participating schools except one had Codes of Conduct. The researcher successfully collected the remaining seven schools' Codes of Conduct for analysis (*cf*. 1.8).

It could be that schools refuse to give the researcher a copy of the Code of Conduct for Learners – The researcher was able to collect seven of the participating schools Codes of Conduct either via fax, email or hard copies through both telephonic conversations asking principals to email or to hand over to an authorised representative. However, the outstanding school was contacted telephonically. They never handed their Code of Conduct to the district office or the researcher (*cf*. 1.8 & 4.3.4.3).

4.6 CONCLUSION

This chapter discussed in detail the various components to research design. The researcher compared the various research paradigms (*cf*. 4.2.1) available. The comparison of the positivism *(cf*. 4.2.1.1), post positivism (*cf*. 4.2.1.2), constructivism (*cf*. 4.2.1.3), activism (*cf*. 4.2.1.4) and pragmatism (*cf*. 4.2.1.5) research paradigms lead to the researcher to choose pragmatism (*cf*. 4.2.1.6) as the best research paradigm for this study. The empirical research (*cf.* 4.3) followed, which critically reviewed the literature (*cf.* 4.3.1), aims and objectives for the study (*cf.* 4.3.2), and compared the various research designs available, namely quantitative, qualitative and mixed-method. The review proved that the best research design for this study was the mixed-method (*cf*. 4.3.3.3) research design.

Thereafter, the strategy of inquiry was defined (*cf.* 4.3.4.1), compared (*cf*. 4.3.4.2) and selected (*cf*. 4.3.4.3) as phenomenological. Once the strategy of inquiry was established the researcher undertook an in-depth analysis of the data-collection method. The decision to use concurrent triangulation mixed-method was taken. The decision to undertake the mixed-method approach lead to the discussion of the questionnaire as a quantitative data-collection method and document analysis for the qualitative method. The researcher, in order to ensure the integrity of her choice to administer questionnaires to educators and learners, scrutinized the advantages and disadvantages of questionnaires

(*cf*. 4.3.5.1), their distribution and administration (*cf*. 4.3.5.1), questionnaires as measuring instruments (*cf*. 4.3.5.1), construction of the questionnaires (*cf*. 4.3.5.1) and lastly, questionnaire structure (*cf*. 4.3.5.1). In addition, the advantages and disadvantages of document analysis (*cf*. 4.3.5.2) and the quality of qualitative research (*cf*. 4.3.5.2) were reviewed to maintain the veracity of the data-collection choice. In order to establish the accuracy and authenticity of the study, the researcher delved into the reliability (*cf*. 4.3.6.1) and validity (*cf*. 4.3.6.2) of the study.

For the success of this study only the best sample would collect the necessary data. As such, the researcher reviewed various types of sampling, namely stratified random sampling, proportional sampling, non-proportional sampling and purposive sampling. After intense deliberation, the researcher decided that purposive (*cf*. 4.3.7.3) sampling is the best suited for this study. Since the methods of data-collection and sampling had been established, a natural progression towards data analysis in terms of quantitative (*cf*. 4.3.8.1) and qualitative data analyses (*cf*. 4.3.9) occurred. The researcher, in an effort to be proactive in alleviating concerns, reviewed possible challenges this study faced. Lastly, the ethical (*cf*. 4.4) concerns that the study was burdened with was discussed and scrutinised to provide valid remedies to alleviate the concerns.

The next chapter will present the data analysis and interpretation.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

"Not everything that can be counted counts, and
not everything that counts can be counted."
~ Albert Einstein ~

5.1 INTRODUCTION

The preceding chapter explored the numerous facets of research design critically. It is therefore now the opportune moment to turn the focus to analysing and interpreting the data sets that were gathered from the participants and the participating schools.

The researcher employed the assistance of two statistical consultants (*cf*. 1.5.2.6.1). The statistical consultant of the Optentia Research Focus Area at the North-West University's Vaal Triangle Campus aided in the final data analysis process. The initial process comprised of cleaning and preparing data gathered from the questionnaires. Thereafter, a frequency analysis was completed in SPSS 23 (IBM Corporation, 2015) to best describe the sample (*cf*. 5.3-5.10).

The Mplus 7.4 statistical programme (Muthén & Muthén, 1998-2016; *cf*. 4.3.8.1) was used to analyse the data. The Mplus programme is a statistical programme that makes estimations on a wide range of models, specifically through the application of Structural Equation Modeling (SEM) (*cf*. 4.3.8.1). The use of the Mplus programme in the development of the structural model lends itself to the use of acronyms for a reader friendly analysis process. Thus the acronyms pertinent to this study are forthwith explained.

5.2 KEY ACRONYMS USED IN THE DATA ANALYSIS

Table 5.1 provides a summary of the various acronyms utilized during the data analysis and interpretation.

Table 5.1: Acronym key

f	Frequency
%	Percentage
df	Degrees of Freedom – the number of values in the final calculation of a statistic that are free to vary
(ρ)	Composite reliability coefficient- one-sided test of the null hypothesis
$\chi 2$	Chi-square which assesses the goodness of fit of values observed and the values expected by theory
EFA	Exploratory Factor Analysis – identifies the underlying relationships between the variables measured
CFA	Confirmatory Factor Analysis – testing the data fit of a measurement model
Mplus	A statistical programme that makes estimations on a wide range of models, specifically through Structural Equation Modelling
SEM	Structural Equation Modelling – testing and providing estimates of causal relationships by combining data and casual statistical data
AIC	Akaike Information Criteria – measure of the relative quality of statistical models for a given set of data
BIC	Bayesian Information Criteria – criterion for model selection among a finite set of models
CFI	Comparative Fit Index – checking whether the overall model is acceptable
TLI	Tucker-Lewis Index – compares the model of interest with alternatives
RMSEA	Root Mean Square Error Approximation – measure of model fit
Raykov rho	Measure of composite reliability
Satorra-Bentler difference test	Difference between the fit of two contending CFA models
SRMR	Standardized Root Mean Square Residual – a complete measure implying the homogenous difference between the correlation observed and predictive correlations

5.3 BIOGRAPHIC INFORMATION OF PARTICIPANTS: SECTION A

Section A in the educator questionnaire (*cf*. Annexure G1) obtained information regarding educators' age, gender, teaching experience, highest qualification, ethnicity and current grade being taught in the educator questionnaire. The learners, however, were asked in Section A of their questionnaires to provide their age, gender and current grade (*cf*. Annexure G2). In addition, learners and educators were advised that their anonymity was of great importance to the researcher and their responses would be treated with the utmost confidence.

5.3.1 Biographic information of the educators: Section A

The information collected concerning Section A from the educator questionnaires is forthwith analysed.

5.3.1.1 Age of participating educators

Item A1 on the educator questionnaire required educators to state their relevant **age** group.

Table 5.2: Age of educators

	Frequency	Valid %
21-25 years	9	10.8
26-30 years	3	3.6
31-35 years	9	10.8
36-40 years	10	12.0
41-45 years	14	16.9
46-50 years	18	21.7
51+ years	20	24.1
Received	**83**	**100.0**
Missing	1	
TOTAL	**84**	

Most of the participating educators fell within the **age** group of 51^{+}, indicating that the sampled educators had extensive knowledge about the teaching profession and had been educators for several years.

5.3.1.2 Gender of educators

Item A2 of the educator questionnaire required educators to indicate whether they were male or female.

Table 5.3: Gender of educators

	Frequency	Valid %
Male	19	22.9
Female	64	77.1
Received	**83**	**100.0**
Missing	1	
TOTAL	**84**	

There were 64 female participants and 19 male educator participants in this study.

5.3.1.3 Teaching experience

Item A3 requested educators to indicate the years of teaching experience they had accumulated in their careers thus far.

Table 5.4: Years' teaching experience

	Frequency	Valid %
0-5 years	24	29.3
6-10 years	6	7.3
11-15 years	9	11.0
16-20 years	11	13.4
21+ years	32	39.0
Received	**82**	**100.0**
Missing	2	
TOTAL	**84**	

Interestingly, 32 (39%) who were the majority of educator participants, had 21^{+} years of experience. This result indicated that they were rich in experience and had experienced several changes within the field of education. Thus they would perhaps respond more reliably.

5.3.1.4 Educator qualifications

Item A4 requested educator participants to indicate their highest qualification achieved.

Table 5.5: Educator qualifications

	Frequency	Valid %
Grade 12	11	13.6
Diploma	33	40.7
B-degree	17	21.0
Honours	15	18.5
Other	5	6.2
Received	**81**	**100.0**
Missing	3	
TOTAL	**84**	

The majority of these participants were qualified educators. Most of them were accredited with diploma qualifications (33; 40.7%). Bachelor degree holders (17; 21%), coupled with Honours degrees (15; 18.5%) came in second and third highest respectively. The results in terms of the number of qualified educators were heartwarming at 70 (76.41%), which indicated that educators had received career specific training and development. There was a small, yet still significant, portion of educators who only had a matric certificate with no formal education training.

5.3.1.5 Ethnicity of educators

Item A5 required the educator participants to stipulate their ethnicity group that they belonged to.

Table 5.6: Ethnicity of educators

	Frequency	Valid %
African	36	44.4
Indian	5	6.2
White	40	49.4
Received	**81**	**100.0**
Missing	3	
TOTAL	**84**	

The ethnicity showed a relatively even balance with 39 (44.4%) African educators and 40 (49.4%) White. The two major racial groups within South Africa were well represented and allowed the researcher to make conclusive deductions. The Indian population was minimally represented at 5 (6.2%).

5.3.1.6 Grades taught

Item A6 requested educator participants to provide the grades that they were teaching at their respective schools while this research was being conducted.

Table 5.7: Grades taught

	Frequency	Valid %
Grade 6	18	54.5
Grade 7	15	45.5
Received	**33**	**100.0**
Missing	51	
TOTAL	**84**	

Most educators did not indicate the grades that they were teaching. This could be attributed to an oversight on the educators' part as they may have been quick to move on to the next section.

5.3.2 Biographic information of the learners: Section A

The information collected from the learner questionnaires concerning Section A are forthwith analyzed.

5.3.2.1 Age of learners

Item A1 requested learner participants to indicate their relevant **age** group.

Table 5.8: Age of learners

	Frequency	Valid %
11 years	113	14.5
12 years	329	42.3
13 years	254	32.6
14 years	60	7.7
14+ years	21	2.7
Received	**778**	**100.0**
Missing	11	
TOTAL	**789**	

The majority of the learner participation (329, 42.3%) were 12 years old and the second largest group (254, 32.6%) were 13 years of age. The third highest group were the 11 year olds (113, 14.5%). It is important to note that if learners were registered correctly as per the Schools Act,[39] the learners in Grade 6 and 7 would have been within the 11, 12 and 13 years' age parameters. It is upsetting that 60 (7.7%) learner participants were 14 years old and that 21 (2.7%) were 14^{+} years old. These two results implied that they fell outside the **age** cohort for their grade, which may be reflective of a systemic problem of poor academic performance or late school registration.

39. Schools Act: section 3(1).

5.3.2.2 Gender of learners

Item A2 requested learner participants in the study to indicate their **gender**.

Table 5.9: Gender of learners

	Frequency	Valid %
Male	358	46.7
Female	408	53.3
Received	**766**	**100.0**
Missing	23	
TOTAL	**789**	

There was only a 6.6% difference between the number of male and female learners who participated. This difference indicates there was a sound **gender** distribution among the participating learners.

5.3.2.3 Learners per grade

Item A3 requested learner participants in this study to specify their **grade**.

Table 5.10: Learners per grade

	Frequency	Valid %
Grade 6	407	53.1
Grade 7	359	46.9
Received	**766**	**100.0**
Missing	23	
TOTAL	**789**	

There was only a 6.2% difference between the number of learners in **Grade 6** and those in Grade 7. This result indicated a sound grade distribution among learners.

5.4 SCHOOL DEMOGRAPHIC INFORMATION ON THE PARTICIPANTS: SECTION B

The learner and educator participants were requested in Section B of their respective questionnaires to answer questions pertinent to the school demographics (*cf*. Annexure G1; Annexure G2). The researcher, in an effort to gain a clearer perspective on the sample drawn, examined the frequency analysis of Section B. The analysis of these results is represented in the form of tables and relevant discussions forthwith.

5.4.1 School demographic information on educator participants: Section B

Educator participants were requested in Section B of their questionnaire (*cf*. Annexure G1) to indicate in item B1 the Medium of Instruction used at the school where they were teaching, in item B2 the area in which their school was situated and in item B3 the type of school that they were teaching at.

5.4.1.1 Medium of Instruction for educators

Item B1 requested educator participants to indicate the **medium of instruction** that their school was using.

Table 5.11: Educators – Medium of Instruction

	Frequency	Valid %
English	69	86.3
Sesotho	9	11.3
isiXhosa	2	2.5
Received	**80**	**100.0**
Missing	4	
TOTAL	**84**	

The majority of the sampled schools (69, 86.3%) of the educator participants were at schools that used English as a **Medium of Instruction**.

5.4.1.2 Area of the school

Item B2 requested educator participants to indicate the **area** in which their school was located.

Table 5.12: Area of school

	Frequency	Valid %
Rural	1	1.2
Township	39	47.0
City	43	51.8
Received	**83**	**100.0**
Missing	1	
TOTAL	**84**	

While 39 (47%) of the educator participants were teaching at township schools, 43 (51.8%) of these participants were teaching at city schools. There was only a difference of 4 (6%) between the number of educators teaching in townships and the number of educators who were teaching in cities. This result indicated a **sound distribution of school areas** among the participating educators. In addition, purposive sampling played a role in determining the areas of the participating schools.

5.4.1.3 Type of school

Item B3 requested educator participants to indicate the **type** of school they teach at.

Table 5.13: School type

	Frequency	Valid %
Township	39	47.0
Ex-Model C	44	53.0
Received	**83**	**100.0**
Missing	1	
TOTAL	**84**	

There were 39 (47%) of the participating educators who were teaching at **township type schools** and 44 (53%) of these educators who were teaching at **ex-Model C type schools**. There was only a difference of 5 (6%) between the number of educators who were teaching at township type and the number of educators who were teaching at ex-Model C schools. This result indicated a sound **type of school distribution** among educators, while purposive sampling also played a role in the location of the participating schools.

5.4.2 School demographic information of learners: Section B

Learner participants were requested in Section B of the questionnaire (*cf*. Annexure G2) to indicate in item B1 the Medium of Instruction used at the school they were attending, in item B2 the area in which their school was situated and in item B3 the type of school that they were attending.

5.4.2.1 Learners: Medium of Instruction

Item B1 requested learner participants to indicate the **Medium of Instruction** that was used at their schools.

Table 5.14: Learners: Medium of Instruction

	Frequency	Valid %
English	583	74.9
Sesotho	107	13.8
Setswana	2	.3
isiXhosa	63	8.1
Other	23	3.0
Received	**778**	**100.0**
Missing	11	
TOTAL	**789**	

A majority of 583 (74.9%) learner participants were at English **medium** schools. There were 107 (13.8%) learner participants who attended schools that used Sesotho as a medium of instruction and 63 (8.1%) were at isiXhosa schools.

5.4.2.2 Area of the school

Item B2 requested learner participants to indicate the **area** in which their school was situated.

Table 5.15: Area of school

	Frequency	Valid %
Rural	43	5.5
Township	390	50.1
City	346	44.4
Received	**779**	**100.0**
Missing	10	
TOTAL	**789**	

While 390 (50.1%) of the learner participants attended **township type schools**, 346 (44.1%) of them attended **city type schools**. There was a fair distribution between learners attending township type and those who were attending city type schools. Purposive sampling also played a role in the types of schools that were selected for this study.

5.4.2.3 Type of school

Item B3 requested learner participants to indicate the **type** of school they currently attended.

Table 5.16: School type

	Frequency	Valid %
Township	400	53.8
Ex-Model C	343	46.2
Received	**743**	**100.0**
Missing	46	
Total	**789**	

400 (53.8%) learner participants were at **township type** schools and 343 (46.2%) learners attended ex-Model C type schools. There was a difference of only 46 between the number of learners attending **township type** schools and the number of learners attending ex-Model C type schools. This indicates a sound **type** of school distribution among learners. Purposive sampling played a role in the type of the school used for this study.

5.5 RELIABILITY OF QUESTIONNAIRES

The following section examines in detail how the reliability of both research instruments was determined.

5.5.1 Description of the instrument

Educators and learners formed part of this study. The educators and learners were requested to complete two separate questionnaires that were developed by the researcher, based on the literature study in Chapter One and Chapter Two.

5.5.2 Description of the questionnaires

The reliability of the educator questionnaire was measured using **Raykov's rho** reliability coefficient.

Table 5.17: Reliability of educator questionnaires

Variable	M	SD	ρ	1	2	3	4	5
1. Values guiding actions (1-4)	3.08	0.59	0.71	-				
2. Results of class activity (1-4)	3.45	0.59	0.77	0.56‡**	-			
3. Development of intrapersonal skills (1-4)	3.42	0.56	0.73	0.63‡**	0.84‡**	-		
4. School support systems (1-4)	3.48	0.54	0.89	0.54‡**	0.68‡**	0.76‡**	-	
5. Positive discipline (1-4)	2.86	0.74	0.74	0.66‡**	0.59‡**	0.73‡**	0.61‡**	-
6. Positive environment (1-4)	3.23	0.64	0.66	0.57‡**	0.66‡**	0.79‡**	0.80‡**	0.71‡**
** p < 0.05*								
*** p < 0.01*								
† r > 0.30								
‡ r > 0.50								

Raykov's rho was employed as it provides a stricter measure for **reliability**. Rouse *et al*. (2015:3; *cf*. 4.3.6.1.1) are in agreement that Raykov's Rho index provides a trustworthy form of measuring reliability. The composite **reliability** coefficients (*p*) were utilized to establish whether the instruments were reliable as proposed by Raykov (2009:223-232; *cf*. 4.3.6.1.2). From **Table 5.17** it is clear that the educator questionnaire was reliable as the *p* for the 6-factor structure is within the accepted range of 0.66 to 0.89 (Raykov, 2009:223-232; *cf*. 4.3.6.1.2).

5.6 FINAL FACTORS IDENTIFIED IN THE MEASUREMENT MODEL

Table 5.18 below shows the questions that were assigned to each of the identified six-factors.

Table 5.18: Factors identified in questionnaires

FACTOR	ITEM	EDUCATOR QUESTIONNAIRE	LEARNER QUESTIONNAIRE
Factor A GUIDE (values guiding actions)	**C1**	Values **determine** how actions are **undertaken**.	**I think that values guide** how we **behave**.
	C2	Values are **instincts** that allow people to act **correctly**.	**I think that values** are **feelings** that make us behave **nicely**.
	C3	Values are **guidelines** that influence how people **act**.	**I think that values** help us to pick our actions.
	C4.1	Values **over**c**ome** the **boundaries** of **culture**.	**I think that values** go **past** culture.
	C4.2	Values **over**c**ome** the **boundaries** of **language**.	**I think that values** go **past** language.
	C4.3	Values **over**c**ome** the **boundaries** of **gender**.	**I think that values** go **past** being a boy or a girl.
	C7	Values go **beyond** the **differences** of religion.	**I think that values** see **nothing different** in **religions**.
	C8	Values **direct** how people **construct** their lives.	**I think that values** pick how we **live.**
Factor B RESULTS (results of class activity)	**C12**	The following human value are discussed during class activity: **Peace**	**We discuss** the following values at our school: **Peace**.
	C14	Including values in classroom activities results in **increased** learner **attention**.	The values in our classrooms help us to **listen better**.
	C15	Including values in classroom activities results in a **positive** learner **attitude** towards academic work.	The values in our classrooms make us **positive** about our **schoolwork.**
	C16	Including values in classroom activities results in **developing** positive learner-educator **relationships**.	The values in our classrooms help us and the teachers to work **nicely** as a **team**.
	C17	Including values in classroom activities results in an **increase** in **respect**.	The values in our classrooms help us to have **bigger respect.**
	C20	Including values in classroom activities results in improved **learner proficiency** to work **individually**.	The values in our classrooms help us to work **on our own.**
	C23	Teaching values during school activities helps learners **to act in line** with values.	Learning about values at our school helps us to **behave nicely**.
Factor C DVLP	**C24.1**	Teaching values during school activities helps learners develop **positive attitudes** towards other **individuals**	**Learning about values at our school helps us to** have **good ideas** about other **people**.

FACTOR	ITEM	EDUCATOR QUESTIONNAIRE	LEARNER QUESTIONNAIRE
(Develop social skills)	**C24.2**	Teaching values during school activities helps learners develop **positive attitudes** to other peoples' **belongings**.	Learning about values at our school helps us to be **nice** to people about their **stuff**.
	C24.3	Teaching values during school activities helps learners develop **positive attitudes** towards conditions in **society**.	Learning about values at our school helps us to have **good** feelings about the **world** around us.
	C28	The phrase *school discipline* can best be described as a **method** that develops **self-control**.	The phrase *school discipline* really means we **learn self-control**.
	C31	The phrase *school discipline* can best be described as a **process** that is **positive**.	The phrase *school discipline* really means a **way** that is **helpful**.
	C44	The phrase *discipline* can best be described as that it **increases** the individual learner's **capabilities.**	The word *discipline* really means to **develop** our **skills**.
	C47	Discipline at our school encourages learners to be **determined**.	Discipline at my school helps us to be **strong** in our **minds**.
Factor D SUPSYST (School support system)	**C22**	Teaching values during school activities helps learners to **understand** the role of values in their lives.	Learning about values at our school helps us to know how the values **help** us.
	D1	Our school environment **instils** positive **discipline**.	Our school environment inspires us with **good discipline**.
	D3	Our school environment **permits** productive **learning**.	Our school environment allows us to **learn better**.
	E1	In general, *learners* learn **positively** from the **actions** of educators.	Usually we, as the learners, really learn from what the teachers **do**.
	E2	In general, *learners* **imitate** educators' **examples**.	Usually we as the learners copy our teachers' **way of doing things**.
	E4	**In** general, *educators* act like **role models.**	Usually teachers are **good examples.**
	E6	Positive discipline is successful when educators **develop** learner **self-discipline**.	Good discipline results when teachers teach learners to have their **own discipline**.
	E7.1	Positive discipline is successful when educators **constantly apply** expectations of learner performance.	Good discipline results when teachers always tell learners what they **expect** from them.
	E7.2	Positive discipline is successful when educators **constantly apply rules**.	Good discipline results when teachers **regularly** tell learners the **rules**.

FACTOR	ITEM	EDUCATOR QUESTIONNAIRE	LEARNER QUESTIONNAIRE
	E8	Positive discipline is successful when educators act in an **even-handed** manner.	Good discipline results when teachers are **fair** to learners.
	E12	Positive discipline is successful when educators **nurture** a **respect** for others.	Good discipline results when teachers inspire learners always to **respect** other people.
	E13	Positive discipline is successful when educators **promote** an attitude of **compassion**.	Good discipline results when teachers help learners to be **kind.**
	E14	At our school the following are in place to help keep the discipline: **rules** to indicate **expected** learner behaviour.	At our school these things help to keep the discipline: **rules** to show us what the teachers **expect** of us.
	E15	At our school the following are in place to help keep the discipline: **penalties** to **inspire** learners to behave well.	At our school these things help to keep the discipline: **punishments** to **motivate** us to be good.
	E16	At our school the following are in place to help keep the discipline: **values** are **promoted** in the **classrooms**.	At our school these things help to keep the discipline **values** that are **used** in class.
	E17	At our school the following are in place to help keep the discipline: school **rules** are effective in maintaining **sound** discipline.	At our school these things help to keep the discipline: **school rules** that help to keep **good** discipline.
	E18	At our school the following are in place to help keep the discipline: disciplinary **practices** are directed by the value of **dignity**	At our school these things that help to keep the discipline: school **discipline** is **guided** by self-**respect**.
	E20	At our school the following are in place to help keep the discipline: our **Code of Conduct supports** developing **self-discipline** in learners.	At our school these things help to keep the discipline: our **school rules help** to build our **own discipline**.
	E21	At our school the following are in place to help keep the discipline: our **Code of Conduct inspires positive** discipline.	At our school these things help to keep the discipline: our **school rules stand for good** discipline.
	E22	At our school the following are in place to help keep the discipline: our **Code of Conduct stops** learners from acting **badly**.	At our school these things help to keep the discipline: our **school rules stop** us from doing bad things.
	E23	At our school the following are in place to help keep the discipline: our **Code of Conduct** aids in determining **unacceptable** learner behaviour.	At our school these things help to keep the discipline: our **school rules** help us to **know** what bad behaviour is.

FACTOR	ITEM	EDUCATOR QUESTIONNAIRE	LEARNER QUESTIONNAIRE
	E24	At our school the following are in place to help keep the discipline: our **Code of Conduct** indicates penalties for violating the rules.	At our school these things help to keep the discipline: our **school rules** show us the punishment for **not following** the rules.
Factor E **POSD (Positive discipline)**	**C25**	The phrase *school discipline* can best be described as a positive milieu to grow **caring relations** with learners.	The phrase *school discipline* really means school is a place to have **good ties** with teachers.
	C27	The phrase *school discipline* can best be described as when one educator is **watching over** learners.	The phrase *school discipline* really means one teacher is **watching** us.
	C33	The phrase *school discipline* can best be described as **learning** that emerges through **reward**.	The phrase *school discipline* really means **learning** by getting **rewards**.
	C34.2	The phrase *school discipline* can best be described as **learning** that emerges **without punishment**	The phrase *school discipline* really means learning that happens by **working together**.
	C35	The phrase *discipline* can best be described as a system of **nurturing** a child.	The word *discipline* really means **caring** for a child.
	C39	The phrase *discipline* can best be described as one person **taking charge** of another person's behaviour.	The word *discipline* really means one person is **telling** another person what to do.
Factor F **POSMIL (Positive milieu)**	**C40**	The phrase *discipline* can best be described as that it **adjusts** a particular learner's **conduct**.	The word *discipline* really means to **tell a learner** how to **behave**.
	C45	Discipline at our school encourages **self-controlled** behaviour.	*Discipline* at my school helps us to **control** our **anger**.
	C29	The phrase *school discipline* can best be described as a **practice** that inspires **mutual respect**.	The phrase *school discipline* really means we **learn** about **respect**.
	C50	The effect of *not* tolerating ill-discipline at school is that **bad** behaviour is **stamped out.**	When there is *good discipline* at school, we do **not do wrong** things.
	C51	The effect of *not* tolerating ill-discipline at school is that the environment is **free** of **fear**.	When there is *good discipline* at school, our environment is **not scary**.

The results indicated in Table 5.18 outline the final factors. However, during the statistical process certain items were eliminated from the data analysis and interpretation.

The data was initially spilt in half during the analysis phase. Firstly, the EFA was performed on one half of the data. The Mplus program was utilized to look for 1 to 30 possible factors. However, only 21 factors converge, implying that the fit for the remaining factors could not be found. Thus those factors are not present in the data (*cf*. 4.3.8.1).

Secondly, the CFA was performed with the second half of the data, based on the 21 possible solutions suggested by the EFA. Only 7 possible factor structures provided results. The remaining factors were all found to be non-positive definite. The non-positive definite result means that the statistics found the remaining factors to be untrustworthy. Therefore they were eliminated from the data analysis and interpretation (*cf*. 4.3.8.1).

The analysis of both the educator and learner questionnaires are forthwith discussed. The parameters for the analysis section determined by the researcher are as follows:

1. A percentage of 80% and above is the level which the researcher will refer to as "overwhelming" – irrespective of whether it is a positive or negative response.
2. Minority responses will be reported in cases where such responses comprise 10% or more of the participant results.

5.7 EDUCATOR QUESTIONNAIRE: SIX-FACTOR ANALYSIS

The educator questionnaires were analysed using a six-factor analysis. Frequency analyses of Section C, D and E are forthwith shown in tables, with an analysis of each item following below each table.

5.7.1 Educator questionnaire: Factor A – GUIDE

Factor A items are all those that were grouped under the acronym GUIDE (which refers to **values guiding actions)** and the frequency analysis of this Factor is illustrated in Table 5.19 below. After the table, an analysis of each item follows.

Table 5.19: Factor A – GUIDE (Educators)

	Strongly disagree		Disagree		Agree		Strongly agree	
Educators	f	%	f	%	f	%	f	%

	Strongly disagree		Disagree		Agree		Strongly agree	
C1	1	1.2			53	64.6	28	34.1
C2	3	3.7	12	14.6	37	45.1	30	36.6
C3	2	2.4	1	1.2	40	48.8	39	47.6
C4.1	5	6.1	10	12.2	45	54.9	22	26.8
C4.2	4	4.9	10	12.2	49	59.8	19	23.3
C4.3	1	1.1	8	9.8	51	62.2	22	26.8
C7	6	7.3	13	15.9	43	52.4	20	24.4
C8	1	1.2	5	6.1	47	57.3	29	35.4

53 (64.6%) of the educator participants *agreed* and 28 (34.1 %) of them *strongly agreed* with **C1** that indicated **values** determine how **actions** are undertaken (*cf*. 2.2.1). This result is positive since educators should be willing to ensure values that are infused into class and school activities so that learners' actions are positive (*cf*. 1.5.2). The overwhelming combined positive response level of 98.7% supports Mitra (2004:6; *cf*. 2.2.1) who states that values indeed exhort immense influence on one's behaviour, provide guiding principles for all situations and are the vital and long-lasting principles.

37 (45.1%) of the educator participants agreed and 30 (36.6%) of the educators strongly agreed with **C2** that **values** are **instincts** that allow people to act correctly (*cf*. 2.2.1). An overwhelming 81.7% of the participating educators therefore agreed to **values** being the **instincts** that allow correct actions, which is very encouraging as these educators appear to be willing to ensure that values are part of class and school activities in order, among others, to curb ill-discipline. These results also support Mitra (2004:6) who explains that a value is that which is inherent to human nature.

In item **C3**, 40 (48.8%) of the educator participants agreed and 39 (47.6%) of them strongly agreed with the statement that values are **guidelines** that influence **how** people **act** (*cf.* 2.5.1). An overwhelming 96.4% of the participating educators therefore support the viewpoint of De Klerk and Rens (2003:356) who state that **values** control the manner in which people conduct themselves.

45 (54.9%) of the educator participants agreed and 22 (26.8%) of these participants strongly agreed **with C4.1** that values **overcome** the **boundaries** of **culture** (*cf*. 1.4.2), resulting in an overwhelming 81.7% positive majority response. These two data sets (**C4.1 & C4.2)** support the tenets of the Manifesto (DoE, 2001a:3) which indicate that values rise above differences in **cultures** and languages. This outcome is pleasing to know as it stands to reason that despite **cultural** differences, educators can still encompass values in class and school activities.

The reactions to item **C4.2** indicated 49 (59.8%) educator participants who agreed and 19 (23.3%) of these participants who strongly agreed that values **overcome** the **boundaries** of **language** (*cf*. 1.4.2). These two data sets resulted in an overwhelming 83.1%, which supports the line of argument in the Manifesto (DoE, 2001a:3) that values rise above differences in **languages.**

51 (62.2%) of the participating educators agreed and 22 (26.8) of these educators strongly agreed with **C4.3** that values **over**c**ome** the **boundaries** of **gender** (*cf*. 1.4.2), which resulted in an overwhelming majority of 89%. These results support the Manifesto (DoE, 2001a: iv-v) which states that values transcend gender.

In item **C7**, 43 (52.4%) educator participants agreed and 20 (24.4%) of these participants strongly agreed that values go **beyond** the **differences** of **religion** (*cf*. 2.2.1), resulting in a 76.8% positive response level. This positive indicator supports Alderman (2003:12; *cf*.2.2.1) who states that values are intrinsic to all spiritual faiths and that they go beyond pinpointing religious differences. However, it is intriguing to note that there were 6 (7.3%) educators who strongly disagreed and 13 (15.9%) who disagreed with the statement in item C7, amounting to a combined negative response level of 23.2% of the participating educators who did not agree that values transcend differences between religions. This negative indicator is higher than any of the other combined disagreed and strongly disagreed response levels in other items that were grouped as part of Factor A, and could be seen as the best indicator of the level of misunderstanding that exists in the field of values. Sadly then: on the one hand, one could hardly expect the participating educators who responded negatively to item **C7**, to lead by example in classrooms and school environments towards advancing especially the value principle as a founding tenet of the Constitution (1996a; *cf*. 3.2.1.1). On the other hand, the negative response level of 23.2%

could imply that those educator participants were of the opinion that religion and values are synonymous.

47 (57.3%) of the educator participants agreed and 29 (35.4) of them strongly agreed with the statement in **C8** that values **direct** how people **construct** their lives (*cf*. 2.2.1). This overwhelming combined positive response level of 92.7% supports the research by Mitra (2004:6) that indicates values as governing what an individual strives for and how an individual constructs his/her existence. If educators agree overwhelmingly that values generally direct how people construct their lives, one would think that educators would ensure that values are encompassed in class and school activities so that learners construct lives that are directed by values.

5.7.2 Educator questionnaire: Factor B – RESULTS

Factor B items are all those that were grouped under the acronym **RESULTS** (which refers to **results of class activity**) and the frequency analysis of this Factor is indicated in Table 5.20 below. Thereafter follows an analysis of each of the items.

Table 5.20: Factor B – RESULTS (Educators)

	Strongly disagree		Disagree		Agree		Strongly agree	
Educators	f	%	f	%	f	%	f	%
C12	1	1.2	2	2.4	32	38.6	48	57.8
C14	2	2.4	8	9.6	37	44.6	36	43.4
C15	1	1.2	9	10.8	35	42.2	38	45.8
C16	1	1.2	2	2.4	42	50.6	38	45.8
C17	1	1.2	3	3.6	39	47	40	48.2
C20	3	3.6	9	10.8	40	48.2	31	37.3
C23	1	1.2	4	4.8	51	60.7	28	33.3
C12	1	1.2	2	2.4	32	38.6	48	57.8

In item **C12**, 32 (38.6%) of the educator participants agreed and 48 (57.8%) of these participants strongly agreed that including **values** in classroom activities results in **peace.**

There were only 1 (1.2%) and 2 (2.4%) of the participants who strongly disagreed and disagreed with values resulting in **peace** in classroom activities. The combined positive response level of 96.4% is overwhelmingly supportive of the call by UNESCO (1974:2-3) to member States to improve the efficiency of education by allowing learners to appreciate values, one of which would be peace (*cf*. 2.4.3.1).

37 (44.6%) of the educator participants agreed and 36 (43.4%) of them strongly agreed with **C14** that including values in classroom activities results in increased **learner** attention. Since the combined overwhelming positive number of educators who were in agreement is 73 (88%), it therefore stands to reason that those educators include values in class activities as they are convinced that the learner **attention span** will improve. This positive result supports Lovat and Hawkes (2013:3-2; *cf*. 2.4.3.4.) who state that encompassing values ensures an increase in learner attention.

With reference to item **C15**, 35 (42.2%) of the educator participants agreed and 38 (45.8%) of these participants strongly agreed with the statement that including values in classroom activities results in a **positive learner attitude** towards academic work. This combined overwhelming positive response level of 88% supports Lovat and Hawkes (2013:2) who argue that **a values strategy** enhances academic and personal development (*cf*. 2.4.3.2). If educators overwhelmingly agreed that including values in classroom activities improves learners' attitude toward academic work, then one would think if educators wanted to improve learners' academic performance, educators would include values in classroom activities.

42 (50.6%) of the educator participants agreed and 38 (45.8%) of these participants strongly agreed with item **C16** which states that **positive learner-educator relations** are the result of **including** values in **activities**. The educators' combined overwhelming majority response of 96.4% supports Lovat and Hawkes (2013:3-4; *cf*. 2.4.3.4) who indicate that the inclusion of values in classroom activities results in developing **positive** learner-educator relationships. If educators are so strongly aware of the impact of including values in classroom activities, one would think that when relationships become strained, educators would consider enhancing values in the classroom.

In item **C17**, **39** (47%) educator participants agreed and 40 (48.2%) of them strongly agreed that including **values** in classroom activities results in an increase in **respect**. Once again a combined overwhelming positive majority response level of 95.2% supports the research by Lovat and Hawkes (2013:3-4; *cf*. 2.4.3.4). It is thought-provoking to note that while item **C16** yielded a 96.4% combined level of agreed and strongly agreed, **C17** yielded a 95.2% combined level of agreement: thus, a mere 1.2% difference. This is significant, as the correlation between **C16** and **C17** shows that if educators have positive, respectful relationships towards their learners, it could follow on educators' incorporating values in class activities. The inverse is also true, in that if there is a lack of a productive, respectful relationship between educator and learner, then values need to be enhanced in the attempt to move forward concerning respect.

40 (48.2%) of educator participants agreed and 31 (37.3%) of these participants strongly agreed that the inclusion of **values** in **classroom activities** improves learners' **work**, as per item **C20.** The combined overwhelming majority that resulted in an 85.5% positive indicator, supports research done by Lovat and Hawkes (2013:3-4; *cf*. 2.4.3.4), where they indicate that including values in class activities improves not only learners' aspiration to do better academically, but also their spirit and attitude towards school work.

With reference to item **C23,** 51 (60.7%) of the educator participants agreed and 28 (33.3%) of these participants strongly agreed with the statement that teaching values in class advances learners' acting according to values. These two data sets resulted in an overwhelming combined positive level of 94%, which supports the Manifesto (DoE, 2001a:3; *cf*. 2.5.1) where it indicates that teaching **values** during **school activities** helps learners to act in line with values.

5.7.3 Educator questionnaire: Factor C – DVLP

Factor C items are all those that were grouped under the acronym **DVLP** (which refers to **effects on the development of intrapersonal skills**) and the frequency analysis of this Factor is illustrated in Table 5.2 below. An analysis of each item follows after the table.

Table 5.21: Factor C – DVLP (Educators)

	Strongly disagree		Disagree		Agree		Strongly agree	
Educators	f	%	f	%	f	%	f	%
C24.1	1	1.2	4	4.8	43	51.2	36	42.9
C24.2	3	3.6	5	6.1	39	46.4	37	44.0
C24.3	1	1.2	5	6.0	43	51.2	35	41.7
C28	0	0.0	1	1.2	47	56.0	36	42.9
C31	0	0.0	3	3.6	43	51.2	38	45.2
C44	0	0.0	8	9.6	54	65.1	21	25.3
C47	1	1.2	3	3.6	50	59.5	30	35.7

In item **C24.1**, 43 (51.2%) of the educator participants agreed and 35 (42.9%) educator participants strongly agreed that teaching **values** during school activities help learners to develop a **positive attitude** towards other individuals (*cf*. 2.4.3.2 & *cf*. 2.5.1). This overwhelming combined positive response level of 94.1% supports several findings in the studies conducted by Arthur (2005:245) and Arweck and Nesbitt (2004:251) which rank the inclusion of values in schools' activities as a spearhead towards learners developing positive attitudes towards others (*cf*. 2.4.3.2 & *cf*. 2.5.1). This is a good thing as teachers should want to encompass more values during school activities.

39 (46.4%) of the educator participants agreed and 37 (44%) of them strongly agreed with item **C24.2** that teaching **values** during school activities helps learners to develop **positive attitudes** to other people's **belongings.** These two data sets resulted in a combined overwhelming positive response level of 90.2%, which supports Arweck and Nesbitt (2004:251; *cf*. 2.5.1) where they argue that value-based education can be seen as a mechanism that allows learners to craft positive attitudes towards the possessions of other people. Learners must therefore be encouraged to embrace all people's values as it will help promote positive attitudes among the learners concerning other people's belongings also.

With reference to item **C24.3**, 43 (51.2%) of the educator participants agreed and 35 (41.7%) of these participants strongly agreed that teaching **values** during school activities

helps learners to develop **positive attitudes** towards conditions in **society**. A combined overwhelming majority of 78 (92.9%) educator participants thus felt positive that values taught within the sphere of education facilitates the progress learners make in fostering positive attitudes in relation to societal circumstances (*cf*. 2.5.1; Van Der Westhuizen, 2010:4). At the same time, the combined positive response level of 92.9% also supports Arweck and Nesbitt (2004:251; *cf*. 2.5.1) who argue that value-based education can be seen as a mechanism that allows learners to craft positive attitudes towards societal conditions.

In item **C28**, 47 (56%) of the educator participants agreed and 36 (42.9%) of them strongly agreed that school discipline can be described as a method of **self-control**. There was an overwhelming combined majority of 83 (98.9%) educator participants whose responses therefore support, among others, the studies of Mitra (2004:36), Rossouw (2003:419) and Oosthuizen *et al*. (2003:387; *cf*. 2.3.1), where discipline is seen as a person's actions which are accomplished when that person exercises self-control. The combined positive data sets of **C28 also** support this study's definition of positive school discipline which, in part, addresses the development of self-discipline (*cf*. 2.3.2.2).

43 (51.2%) of the educator participants agreed and 38 (45.2%) of these participants strongly agreed with item **C31** that **school discipline** can best be described as a process that is **positive**. The combined overwhelming 96.4% level of participating educators' agreement supports not only Coetzee (2010:482; *cf*. 1.1), who states that school discipline should be a positive methodology through which responsibility is accepted by all, but also highlights and reinforces what the case study of the The Miracle School of Zambia is testament to (*cf*. 2.3.2.1). It therefore follows that educators, during interaction with ill-disciplined learners, need to consider remedying such ill-disciplined situations through a positive process.

In item **C44**, 54 (65.1%) of the educator participants agreed and 21 (25.3%) of these educator participants strongly agreed that **discipline** can best be described as something that increases the individual learner's **capabilities**. The combined overwhelming 90.4% level of agreement supports the literature of Venter and Van Niekerk (2011:253; *cf*. 2.3.1), who indicate that discipline is the capability of one person to coach others in strengthening their ability to perform optimally and increase their competences. If educators are strongly

aware of the impact that discipline at school has on learners' capabilities, one would think that, if a learner's academic work suddenly declines, educators would consider lack of discipline as a possible reason.

50 (59.5%) of the educator participants agreed and 30 (35.7%) of these participants strongly agreed with item **C47** that **discipline** at schools encourages learners to be **determined**. The combined overwhelming majority agreement level of 95.2% supports the literature of Oosthuizen *et al*. (2003:387; *cf*. 2.3.1) which states that a person (educator) directs another person (learner) to act in an appropriate manner nurturing Equanimeous-minded learners.

5.7.4 Educator questionnaire: Factor D – SUPSYST

Factor D items are all those that were grouped under the acronym **SUPSYST** (which refers to **the school support system**) and the frequency analysis of this Factor is illustrated in Table 5.22 below. An analysis of each item follows after the table.

Table 5.22: Factor D – SUPSYST (Educators)

	Strongly disagree		Disagree		Agree		Strongly agree	
Educators	f	%	f	%	f	%	f	%
C22	1	1.2	1	1.2	42	50.0	40	47.6
D1	0	0.0	2	2.5	41	51.9	36	45.6
D3	0	0.0	1	1.3	44	55.7	34	43.0
E1	2	2.4	2	2.4	40	48.8	38	46.3
E2	0	0.0	8	9.8	43	52.4	31	37.8
E4	1	1.2	2	2.4	35	42.7	44	53.7
E6	1	1.2	4	4.9	30	36.6	47	57.3
E7.1	2	2.4	1	1.2	45	54.9	34	41.5

	Strongly disagree		Disagree		Agree		Strongly agree	
E7.2	1	1.2	0	0.0	42	51.2	39	47.6
E8	1	1.2	0	0.0	42	51.2	39	47.6
E12	0	0.0	2	2.4	28	34.1	52	63.4
E13	0	0.0	2	2.4	39	47.6	41	50.0
E14	1	1.2	1	1.2	36	43.9	44	53.7
E15	7	8.5	7	8.5	38	46.3	30	36.6
E16	0	0.0	1	1.2	42	51.2	39	47.6
E17	1	1.2	3	3.7	44	53.7	34	41.5
E18	0	0.0	1	1.2	48	58.5	33	40.2
E20	1	1.2	0	0.0	38	46.9	42	51.9
E21	0	0.0	1	1.2	36	44.4	44	54.3
E22	3	3.7	11	13.4	37	45.1	31	37.8
E23	1	1.2	9	11.0	38	46.3	34	41.5
E24	2	2.4	6	7.3	42	51.2	32	39.0

In item **C22**, 42 (50%) of the educator participants agreed and 40 (47.6%) of these participants strongly agreed that teaching values during school activities helps learners **understand** the role of **values** in their lives. The combined overwhelming majority agreement level of 82 (97.6%) supports the literature of the Manifesto (DoE, 2001a:3; *cf*. 2.5.1) which highlights that this link between teaching and understanding values exists. The Manifesto (DoE, 2001a:3; *cf*. 2.5.1) states that the encompassing of values at schools' results in higher levels of values judgement; a wide-ranging understanding of values; and an understanding of the essence of values to elevate society thereby ensuring that learners understand the role of values in their lives. It therefore follows that educators who are strongly aware of the impact that teaching values in the classroom can have, will endeavour to teach values in the classroom every day, thereby supporting the tenants of education legislation (*cf*. CHAPTER THREE; Schools Act (SA, 1996c:Preamble; sec.8 & sec.20); Policy Act (SA, 1996b:sec.4(a)(v)) and encouraging the dictums of the Constitution (*cf.* 1.1 & 3.2.1.1).

41 (51.9%) of the educator participants agreed and 36 (45.6%) of them strongly agreed with item **D1** that our **school environment** instils **positive discipline**. This combined overwhelming majority agreement level of 97.5% supports, among others, the Code of Conduct Guidelines (SA, 1998: reg.4.6; *cf*. 2.5.2) and the research of De Plessis (2010:110; *cf*. 3.2.1.1) and Barnes *et al.* (2012:69; *cf*. 2.5.2) which highlights that learners have a right to a school environment that is safe and clean. Thus, it is implied that the participating schools perpetuated positive discipline at their schools in order to maintain also the learners' right to safety.

With reference to item **D3**, 44 (55.7%) of the educator participants agreed and 34 (43%) of these participants strongly agreed that the **school environment** permits **productive learning**. The combined overwhelming majority agreement level of 98.7% supports studies by Rossouw (2003:415) and Ferreira, Jacobs, Coetzee-Manning and De Wet (2009:163; *cf*. 2.5.2) who concur that it is vital to establish a milieu that is constructive towards discipline so that fruitful teaching and learning can occur.

40 (48.8%) of the educator participants agreed and 38 (46.3%) of them strongly agreed with item **E1** that learners learn **positively** from the **actions** of educators. The combined overwhelming majority agreement level of 95.1% supports the Saamtrek Conference (DoE, 2001b:20; *cf*. 2.5.3.1) that indicates the most influential way for learners to acquire values is to see how people, among others educators, for whom they have great admiration and prodigious respect, epitomise these values in their demeanour and being. In item **E2,** 43 (52.4%) of the participating educators agreed and 31 (37.8%) of these participants strongly agreed **that** learners **imitate** educators' **examples**. The combined overwhelming positive agreement level of 90.2% supports Thompson (2011:395; *cf*. 2.5.3.1) who argues that children's morality is dependent on the examples of grown-ups. However, the nearly 10% (9.8%) of the participating educators who disagreed with the statement in item **E2** is disconcerting, as not understanding the link between educator behaviour and what learners learn from their actions may lead to untoward behaviour against learners.

In item **E4**, 35 (42.7%) of the educator participants agreed and 44 (53.7%) of these participants strongly agreed that educators act like **role models** in general. This overwhelming majority agreement level of 96.4% supports not only studies done by De

Klerk and Rens (2003:367), Rossouw (2003:432), Joubert *et al*. (2004:86), Masitsa (2008:244), De Plessis (2010:110) and Thompson (2011:395), but also the tenets of the Manifesto (DoE, 2001a:21; *cf*. 2.5.2.1) and the Learner Code of Conduct Guidelines (SA, 1998:reg.1.6; *cf*. 2.5.3.1), all of which acknowledge educators as being, among others, role models. By being aware of being perceived as role models, educators could behave in a manner which exemplifies values, thereby purporting an ideal that learners can aspire to.

30 (36.6%) of the educator participants agreed and 47 (57.3%) of them strongly agreed with item **E6** that **positive discipline** is successful when educators develop learners' **self-discipline**. The combined overwhelming positive agreement level of 93.9% supports the literature of Durrant (2010:11-17) who describes positive discipline as a process that, among others, enables the building of learners' self-confidence, fosters their motivation and guides learners towards self-discipline (*cf*. 1.4.2).

With reference to item **E7.1**, 45 (54.9%) of the educator participants agreed and 34 (41.5%) of them strongly agreed that **positive discipline** is successful when educators **always tell** learners what is expected from them. The combined overwhelming positive agreement level of 96.4% firstly supports the literature of Kaliannan and Chandran (2010:802-807; *cf*. 2.3.2.1) who report on The Miracle School of Zambia as an example of successfully raising the academic performance of previously under-performing learners by consistently expecting smarter performances. The 96.4% positive response level also supports Durrant (2011:11-15; *cf*. 2.3.2) who indicates the need for the continuous application of expectations as one the guiding principles towards positive school discipline. This overwhelming support (96.4%) leads the researcher to believe that educators, in an effort to ensure positive discipline, would constantly let learners know what is expected of them (*cf*. 1.4.2). Thus, inferring the antecedent could also be true: that in situations where there is an absence of positive discipline, educators should evaluate whether learners know exactly what is expected of them.

42 (51.2%) of the educator participants agreed and 39 (47.6%) of these participants strongly agreed with item **E7.2** that **positive discipline** is successful when educators apply **rules constantly**. The combined overwhelming positive agreement level of 98.80% supports the literature of Durrant (2011:11-15; *cf.* 2.3.2) that encourages consistently

applying rules as a guiding principle for achieving positive discipline. Thus, it stands to reason from the data that educators must constantly apply rules to maintain positive discipline.

In item **E8**, 42 (51.2%) of the educator participants agreed and 39 (47.6%) of them strongly agreed that positive discipline is successful when **educators** act in an **even-handed** manner. The combined overwhelming positive agreement level of 98.8% supports the research of Durrant (2011:11-15, *cf*. 2.3.2) where it is indicated that, in an effort to ensure positive school discipline, it is vital that educators maintian the guiding principle of being even-handed towards positive school discipline.

28 (34.1%) of the educator participants agreed and 52 (63.4%) of these participants strongly agreed with item **E12** that positive discipline is successful when e**ducators nurture** a **respect** for others. The combined overwhelming positive agreement level of 97.5% supports Durrant (2011:11-15, *cf.* 2.3.2) who believes that when educators encourage learners to be respectful to others, positive discipline will be effective.

With reference to item **E13**, 39 (47.6%) of the educator participants agreed and 41 (50%) of them strongly agreed that positive discipline is successful when educators **promote** an attitude of **compassion**. The combined overwhelming positive agreement level of 97.6% supports the study by Durrant (2011:11-15, *cf.* 2.3.2) that encouraging compassion helps to maintain positive school discipline.

36 (43.9%) of the educator participants agreed and 44 (53.7%) participants strongly agreed with item **E14** which states that **rules** which **are in place** to help keep the discipline at their schools indicate **expected** learner behaviour**.** The combined overwhelming positive agreement level of 96.6%supports the research by Oosthuizen *et al*. (2003:470-471; *cf*. 2.6.1) which indicates the preventative nature of pointing out expected behaviour, and Rossouw (2003:427) and Joubert *et al*. (2004:80; *cf*. 2.6.1) who resonate the sentiments stipulated in the Code of Conduct: that school rules must indicate to learners what type of behaviour would be acceptable.

In item **E15,** 38 (46.3%) of the educator participants agreed and 30 (36.6%) of these participants strongly agreed that **penalties** inspire learners to behave in a well-disciplined manner. The combined overwhelming positive agreement level of 82.9% supports the

Bray findings (2005:135; *cf*. 2.5.3.2) that the chastisement and forbidding of ill-discipline encourage positive learner behaviour. However, the notably combined negative disagreement level of 17% could be attributed to the perception that penalties are only in place as a consequence of ill-discipline and not as *a preventative* or *an inspiring to do better* mechanism.

42 (51.2%) of the educator participants agreed and 39 (47.6%) of them strongly agreed with item **E16** that **values** are **promoted** in the classrooms at their schools to help keep the discipline. The combined overwhelming positive agreement level of 98.8%i supports Du Preez and Roux (2010:24; *cf*. 2.3.2.1) who state that to sustain school discipline, a strong foundation built on values needs to be in place. This remarkable support of 98.8% of the participating educators is encouraging to the researcher, as the data highlights that educators perceive values to be an important facet of positive discipline – thereby emphasizing a strong relationship between values and positive discipline.

With reference to item **E17**, 44 (53.7%) of the educator participants agreed and 34 (41.5%) of these participants strongly agreed that their school **rules** are effective in maintaining **sound** discipline. This combined overwhelming positive agreement level of 95.2% supports Rossouw (2003:415; *cf*. 2.5.3.2) and Ferreira *et al.* (2009:163; *cf*. 2.5.3.2) who argue that having effective rules, procedures and provisions ensures school discipline. In addition to these sources, the 95.2% also support Mitra (2006:36; *cf*. 2.3.1) who indicates abiding by the rules as one of three facets that establish discipline.

48 (58.5%) of the educator participants agreed and 33 (40.2%) of them strongly agreed with item **E18** that at their school **disciplinary practices** are directed by the value of **dignity** to help keep the discipline. This combined overwhelming agreement level of 88.7% not only supports Article 28 and 29 of the Universal Declaration of Human Rights (UN, 1948c; *cf*. 2.5.3.2) which state that disciplinary policies used at schools need to be infused with the core value of human dignity, but also agrees with the literature of De Waal *et al.* (2011:65 & 66; *cf*. 2.5.3.2) who concur that the Code of Conduct disciplinary practices are entrenched with the value of dignity. However, a notable combined negative disagreement level of 11.3% could be attributed to the perception that dignity and discipline are separate constructs.

In item **E20,** 38 (46.9%) of the educator participants agreed and 42 (51.9%) of these participants strongly agreed that the Code of Conduct at their school develops **self-discipline**. The combined overwhelming positive agreement level of 98.8% supports, in the first place, The Bhagavad Gita (2001:sec.2(48)) which names self-discipline as the main factor towards fostering Equanimeous-minded learners (*cf*. 5.2.2).

Secondly, the 98.8% response supports Joubert *et al*. (2004:78 & 80) who indicate that the development of self-discipline in learners is achieved through managing discipline.

In the third place, the 98.8% response supports the directive of the Code of Conduct Guidelines to advance the development of self-discipline. The third place response supports Joubert *et al.* (2004:80; *cf.* 2.6.2) who highlight the Learner Code of Conduct Guidelines (SA, 1998:sec.1.6; *cf*. 2.6.1) as placing a focal point on the development of learner self-discipline. In this regard, the 98.8% response is reminiscent of regulations 1.4 and 7.1 of these guidelines (SA, 1998; *cf*. 2.5.3.3) which point to educators as having a mandate to encourage discipline to promote directing learners towards the achievement of self-discipline.

In item **E21**, 39 (44.4%) of the educator participants agreed and 44 (54.3%) of these participants strongly agreed that the Codes of Conduct **at** their school **inspire positive discipline**. The combined overwhelming positive agreement level of 98.70% is in alignment with numerous studies (Schools Act, 1996c:sec.8(1); Joubert *et al*., 2004:80); Bray, 2005:134; *cf*. 3.2.1.2) which concur that the Code of Conduct advances positive discipline (SA, 1998; *cf*. 2.5.1, 2.5.3.3 & 2.6.1).

37 (45.1%) of the educator participants agreed and 31 (37.8%) of them strongly agreed with item **E22** that the Codes of Conduct at their schools **stop** learners from acting **badly**. The combined overwhelming positive agreement level of 82.9% supports Rossouw (2003:427; *cf*. 2.6.1) who states that the Code of Conduct is preventative in nature as it explains to learners the exact expectations they must meet. In this regard, Joubert *et al*. (2004:80) and Oosthuizen *et al*. (2003:470-471; *cf*. 2.6.1) concur with Rossouw that the Code of Conduct, among others, indicates learners' behavioural expectations explicitly. On the other hand, the combined negative disagreement level of 17.1% of the participating educators who responded that the Codes of Conduct at their schools did not

stop learners' bad behaviour, is disconcerting, as it may be indicative of about one fifth of them being convinced that Codes of Conduct are merely paper exercises at their schools, and not actually adhered to or implemented successfully.

With reference to item **E23**, 38 (46.3%) of the educator participants agreed and 34 (41.5%) educator participants strongly agreed that the Codes of Conduct at their school **aid** in determining **unacceptable** learner behaviour. The combined overwhelming positive agreement level of 87.8% supports the studies by Rossouw (2003:427), Joubert *et al*. (2004:80) and Oosthuizen *et al*. (2003:470-471; *cf*. 2.6.1) who state that the exact expectations for learner behaviour is made available to learners through the Code of Conduct. In this regard, while Bray (2005:135) and Masitsa (2008:236; *cf*. 2.6.1) maintain that punitive steps can indeed be taken to curb transgression, the Code of Conduct Guidelines (SA, 1998; *cf*. 2.6.1 & 3.2.3.1) do not refute the punitive aspect, as regulation 1.4 indicates positive discipline as its *primary focus*, without banning the possibility of corrective discipline. Furthermore, the researcher comes to the conclusion that secondary focal points involve punitive measures, based on both regulation 1.11 of the Learner Code of Conduct Guidelines (SA, 1998) which refers to disciplinary measures, and regulation 3.5 which refers to learners needing to understand *why* disciplinary measures are taken against them. On the other hand, a combined negative disagreement level of 12.2% of the responses raises concern about Codes of Conduct that lack indicators for learning behaviour.

42 (51.2%) of the educator participants agreed and 32 (39.0%) of these participants strongly agreed with item **E24** that the **Codes of Conduct** at their schools indicate **penalties** for violating the rules. This combined overwhelming positive agreement level of 83.2% supports Bray (2005:135) and Masitsa (2008:236; *cf*. 2.6.1) who indicate that a Code of Conduct should contain disciplinary measures that can be taken if there is a transgression or unacceptable conduct. Once again, similar to item **E23**, the Learner Code of Conduct Guidelines (SA, 1998; *cf*. 2.6.1) do not refute the punitive aspect, as regulation 1.4 indicates positive discipline as its *primary focus*, without banning the possibility of corrective discipline**.** Additionally, secondary focal points involve corrective measures, based on regulation 1.11 of the Learner Code of Conduct Guidelines (SA, 1998) which refers to disciplinary measures, and regulation 3.5 which refers to learners needing to understand *why* disciplinary measures are taken against them. It needs to be

noted that, even if it is only a minority response, the combined negative response level of almost 10% (8; 9.7%) of the educator participants could point to not all schools managing their learner Codes of Conduct efficiently according to the Codes of Conduct Guidelines.

5.7.5 Educator questionnaire: Factor E – POSD

Factor E items are all those that were grouped under the acronym **POSD** (which refers to **positive discipline**) and the frequency analysis of this Factor is illustrated in Table 5.23 below. An analysis of each item follows after the table.

Table 5.23: Factor E – POSD (Educators)

	Strongly disagree		Disagree		Agree		Strongly agree	
Educators	f	%	f	%	f	%	f	%
C25	1	1.2	2	2.4	48	57.1	33	39.3
C27	9	10.7	23	27.4	35	41.7	17	20.2
C33	2	2.4	10	11.9	46	54.8	26	31.0
C34.2	3	3.6	17	20.2	44	52.4	20	23.8
C35	1	1.2	5	6.0	44	52.4	34	40.5
C39	11	13.1	27	32.1	32	38.1	14	16.7

In item **C25**, 48 (57.1%) of the educator participants agreed and 33 (39.3%) of them strongly agreed that the phrase **school discipline** can best be described as a **positive environment** to promote caring relationships with learners. This combined overwhelming agreement level of 96.4% is supportive of Oosthuizen *et al*. (2003: 375-376; *cf*. 2.3.1) who emphasize that school discipline should also be regarded as an opportunity to enter into a relationship which is infused with love, care and guidance towards learners. If educators are so strongly aware of the impact of their relationship with learners on positive discipline, one would think that if there were to be a lack of positive discipline at school, educators would scrutinize their relationship with learners and assess whether it is a fruitful one.

35 (41.7%) of the educator participants agreed and 17 (20.2 %) of these participants strongly agreed with item **C27** that the phrase **school discipline** is best described as one

educator who is **watching over** learners. The combined majority positive agreement level of 61.9% supports Oosthuizen *et al*. (2003:387) who concur with Venter and Van Niekerk (2011:253) in arguing that discipline is the capability of one person to watch over others (*cf*. 2.3.1). Although it is a minority response, the notable combined disagreement level of 38.1 (32) of the educator participants raises real concern, as these responses could be attributed to the fact that ill-discipline occurs even when educators are present (*cf*. 2.1).

With reference to item **C33,** 46 (54.8%) of educator participants agreed and 26 (31%) of them strongly agreed that **school discipline** can best be described as **learning** that emerges through **reward.** The combined overwhelming agreement level of 85.8% supports Coetzee (2010:480; *cf.* 2.3.2), who indicates that school discipline should be a positive methodology through which accountability is acknowledged by all the parties concerned, and where learning occurs through reward. On the other hand, the combined minority disagreement level of 14.3% (12) of the educator participants could be attributed to the conviction that learners have an implicit responsibility and duty to be well-disciplined and that they therefore did not have to be rewarded to learn.

44 (52.4%) of the educator participants agreed and 20 (23.8%) of these participants strongly agreed with item **C34.2** that school discipline is explained as **learning** that occurs **without punishment.** This combined majority agreement level of 76.2% supports the literature of Coetzee (2010:480; *cf*. 2.3.2) where he maintains that school discipline should be a positive methodology that involves teamwork rather than punishment and negative engagement. Yet, an alarming combined negative disagreement level of 23.8% (20) - which was nearly a quarter of the educator participants - points to those educators believing the antecedent that school discipline can be explained as learning *with* punishment, which calls for the urgent attention of principals. These negative responses not only shine a light on the perception held by many educators that learning occurs with punishment, but also ignite the question as to whether the practice and ideals of positive discipline are merely considered or actually practised.

In item **C35,** 44 (52.4%) of the educator participants agreed and 34 (40.5%) of these participants strongly agreed that discipline can best be described as a **system** of **nurturing** a child. This combined overwhelming agreement level of 92.9% supports the

literature of Motseke (2010:118; *cf*. 2.3.1) who indicates that discipline is a structured approach to child nurturing, which comprises educating and developing moral behaviour, as well as rectifying undesirable behaviour. Caring for the learners provides a sound example for learners to emulate.

32 (38.1%) of the educator participants agreed and 12 (16.7%) of these participants strongly agreed with item **C39** that discipline is one person **taking charge** of **another person's behaviour**. The combined majority agreement level by the narrow margin of 54.8% supports Oosthuizen *et al*. (2003:387; *cf*. 2.3.1) who argues that discipline can be described as one person who is directing another person. On the other hand, the combined minority disagreement level of 45.2% (38) of the educator participants points to the possibility of positive discipline being already practised at Sedibeng-East primary schools to some extent, since these negative responses could be attributed to those participating educators viewing discipline as a collective effort of educator and learner, and not and not just a process where one person dictates to another person.

5.7.6 Educator questionnaire: Factor F – POSMIL

Factor F items are all those that were grouped under the acronym **POSMIL** (which refers to **a positive milieu**) and the frequency analysis of this Factor is illustrated in Table 5.24 below. An analysis of each item follows after the table.

Table 5.24: Factor F – POSMIL (Educators)

	Strongly disagree		Disagree		Agree		Strongly agree	
Educators	f	%	f	%	f	%	f	%
C40	0	0.0	5	6.0	59	70.2	20	23.8
C45	0	0.0	2	2.4	43	51.2	39	46.4
C49	4	4.8	16	19.0	32	38.1	32	38.1
C50	2	2.4	10	11.9	41	48.8	31	36.9
C51	1	1.2	12	14.3	42	50.0	29	34.5

In item **C40,** 59 (70.2%) of the educator participants agreed and 20 (23.8%) strongly agreed that discipline is the **adjustment** of a learner's **conduct.** The combined overwhelming agreement level of 94% supports the literature of Venter and Van Niekerk (2011:253; *cf*. 2.3.1) who indicate that the manner in which control is exercised over a person is termed discipline.

43 (51.2%) of the educator participants agreed and 39 (46.4%) of these participants strongly agreed with **item C45** that discipline at their school encourages **self-controlled** behaviour. This combined overwhelming agreement level of 97.6% (82) firstly supports the literature of the Convention on Human Rights of the Child (UN, 1990) which makes a worldwide call on governments to accomplish the positive administration of school discipline through *positive school discipline* as a process that develops self-control. In the second place, the 97.2% response supports Mitra (2004:36) who describes discipline, among others, as seen in a person's actions that is completed when a person follows the rules and exercises self-control, and Joubert *et al.* (2004:78; *cf*. 2.3.1) who maintain that learner self-control develops through promoting suitable behaviour as the goal of discipline.

With reference to item **C49**, 32 (38.1%) of the educator participants agreed and 32 (38.1%) of them strongly agreed that the effect of ***not*** tolerating **ill-discipline** at school is that the school is **free** from **threats.** This combined majority agreement level of 76.2% supports Gorman and Pauken (2003:30; *cf*. 2.5.2) who cite two benefits that are achieved when ill-discipline among learners is not tolerated, namely achieving a school environment that is free from threats and establishing a school environment that does not permit threats to cause any fear. However, the combined minority disagreement level of 23.8% (20) - which is nearly a quarter of the educator participants - could be attributed to educators' being aware of other threats at their schools except the ill-discipline of the learners. This negative response quite possibly serves as a reminder that several school environments in our society are characterised, among others, by gang violence and domestic violence.

41 (48.8%) of the educator participants agreed and 31 (36.9%) of these participants strongly agreed with item **C50** that the effect of ***not*** tolerating **ill-discipline** at school is that **bad** behaviour is **stamped out.** This combined overwhelming agreement level of

84.7% supports the literature of Gorman and Pauken (2003:30; *cf*. 2.5.2) who argue that not tolerating ill-discipline from learners stamps out their bad behaviour. On the other hand, a notable combined minority disagreement level of 14.3% of the participating educators could imply that those educators were working at schools where the bad behaviour of learners was getting out of hand. At such schools, principals and their staff members need to assess what the other causes for the bad behaviour are – except ill-discipline that learners exhibit – and consider approaching their local police for support to address these other causes.

In item **C51,** 42 (50%) of the educator participants agreed and 29 (34.5%) of these participants strongly agreed that the effect of ***not*** tolerating **ill-discipline** at school leads to an **environment** that is **free from fear**. The combined overwhelming agreement level of 84.5% supports the literature of Gorman and Pauken (2003:30; *cf.* 2.5.2) who indicate that not tolerating ill-discipline leads to an environment free from fear. However, in another notable minority disagreement level, 15.4% (13) of the participating educators disagreed about the environment being free from fear where ill-discipline is not tolerated. The 15.4% negative response could be attributed to educators at such schools having experienced other factors apart from ill-discipline that make the environment fearful, for example a lack of security at schools to protect staff members and learners against potential external threats, learners who carry weapons to schools, or gang violence-related incidents.

5.8 LEARNER QUESTIONNAIRE: SIX-FACTOR ANALYSIS

The learner questionnaires were analysed in a similar manner to the educator questionnaire, as they were also analysed using a six-factor analysis. Frequency analyses of Sections C, D and E are forthwith shown in tables, with an analysis of each item following below each table.

5.8.1 Learner questionnaire: Factor A – GUIDE

Factor A items are all those that were grouped under the acronym **GUIDE** (which refers to **values guiding actions**) and the frequency analysis of this Factor is illustrated in Table 5.25 below. After the table, an analysis of each item follows.

Table 5.25: Factor A – GUIDE (Learners)

	Strongly disagree		Disagree		Agree		Strongly agree	
Learners	*f*	%	*f*	%	*f*	%	*f*	%
C1	20	2.5	57	7.3	393	50.1	315	40.1
C2	30	3.8	125	15.9	338	43.1	292	37.2
C3	33	4.2	101	12.9	344	43.8	308	39.1
C4.1	102	13.0	144	18.4	231	29.5	305	39.0
C4.2	83	10.6	162	20.6	296	37.7	244	31.1
C4.3	103	13.2	148	19.0	251	32.3	276	35.5
C7	125	16.0	164	21.0	252	32.2	241	30.8
C8	60	7.7	112	14.4	271	34.8	336	43.1

In item **C1**, 393 (50.1%) of the learner participants agreed and 315 (40.1%) of them strongly agreed that **values** guide how we **behave**. The combined overwhelming majority agreement level of 90.2% supports the literature of Mitra (2004:6; *cf*. 2.2.1) who states that values are fundamental to shaping one's behaviour. The learner data sets lead the researcher to believe that learners, knowing that values guide behaviour, would be willing to encompass values and act in a manner that is in line with the absolute minimum values stated in the Manifesto (DoE, 2001a:3; *cf*. 2.4.1.3; Du Preez & Roux, 2010:24; *cf*. 2.4.1.3). It should be noted that the learner and educator responses are in line with each other concerning the outcomes of both data sets' analyses for item **C1** (*cf*. 5.7.1 for **C1** educator responses).

In item **C2**, 338 (43.1%) of the learner participants agreed and 292 (37.2%) of them strongly agreed that **values** are **feelings** that make learners behave nicely. The combined overwhelming agreement level of 80.30% supports the literature of Mitra

(2006:6; *cf.* 2.2.1) who believes that values are inherent. Thus, on the one hand, it stands to reason that if learners want to behave in a polite manner, they would act in line with values. On the other hand, however, it begs the question whether learners have been taught what the positive role of values is in acting politely. It should be noted that the learner and educator responses are in line with each other concerning the outcomes of both data sets' analysis from item **C2** (*cf*. 5.7.1 for **C2** educator responses). However, the notable minority response level of nearly one fifth of the learner participants (19.7%; 153) could imply that learners do not understand the essence of values and the relationship that exists between values and their own actions. Such a possibility would address the concern that values, although encapsulated within the schools' Codes of Conduct (*cf*. 5.11), are merely part of a paper exercise and not implemented practically. It could thus result in learners not being provided the opportunity to explore the relationship between values and their behaviour.

With reference to item **C3**, 344 (43.8%) of the learner participants agreed and 308 (39.1) of them strongly agreed that values help them to **pick or choose their** actions. The combined overwhelming agreement level of 82.9% learners thus supports the study by De Klerk and Rens (2003:356; *cf*. 2.5.1), which indicates that values control the way behaviour unfolds. The learner responses lead the researcher to believe that the combined majority of learners use values as a yardstick to measure their actions. It should be noted that the learner and educator responses are in line with each other concerning the outcome of both data sets' analyses for item **C3** (*cf*. 5.7.1. for **C3** educator responses). However, the 33 (4.2%) learner participants who strongly disagreed and the 101 (12.9%) who disagreed that values help them pick and choose their actions resulted in a combined minority disagreement level of 17.1%. The minority responses, similar to those in item C2, are not only indicative of learners lacking understanding about the significance of values, but they but also highlight that possibly values are not practised substantially in classroom and school environments in order for learners to understand the relationship that exists between their actions and values.

In item **C4.1**, 231 (29.5%) of the learner participants agreed and 305 (39%) of them strongly agreed that values go **past culture**. The combined majority level of 68.5% supports the tenets of the Manifesto (DoE, 2001a:3; *cf*. 1.4.1) which state that values go beyond culture. It should be noted that the learners and educator responses are in line

with each other concerning the outcomes of both data sets' analysis from item C 4.1 (*cf*. 5.7.1 for C4.1 educator responses). However, the 102 (13%) learner participants who strongly disagreed and the 144 (18.4%) who disagreed that values go past values culture resulted in a combined disagreement level of 31.4%. These minority responses, even larger in number than the negative responses in item **C2** and **C3**, sound an alarm concerning whether values are in fact discussed and debated in class and/or whether educators possibly taint the essence of values with their own personal cultural preferences. If so, it stands to reason that learners might, in general, be inclined to see values through the lenses of their educator's culture rather than their own, which would make it challenging for learners to understand that values transcend culture.

With reference to item **C4.2**, 296 (37.7%) of the learner participants agreed and 244 (31.1%) of them strongly agreed that values go **past language**. The combined majority agreement level of 68.8% learners supports the tenets of the Manifesto (DoE, 2001a:3; *cf*. 1.4.1) which indicate that values rise above the differences in language. It should be noted that the learner and educator responses are in line with each other concerning the outcome of both data sets' analyses for item **C4.2** (*cf*. 5.7.1 for C4.2 educator responses). However, the 83 (10.6%) learner participants who strongly disagreed and the 162 (20.6%) who disagreed resulted in a combined disagreement level of 31.2 %. About one third of the learner participant responses consequently point to the upsetting possibility that those learners do not understand values and that schools are not even paying attention to debating and discussing values in classroom and school environments as the directive set by the Manifesto (DoE, 2001a; *cf*. 2.4.3.5).

In item **C4.3,** 251 (32.3%) learner participants agreed and 276 (35.5%) learner participants strongly agreed that values go past being a **boy or girl**. The combined majority agreement level of 67.8% supports the Manifesto (DoE, 2001a:10; *cf*. 2.2.1) which states that values transcend gender. It should be noted that the learner and educator responses are in line with each other concerning the outcome of both data sets' analyses for item **C4.2** (*cf*. 5.7.1 for **C4**.2 educator responses). However, the 103 (13.2%) learner participants who strongly disagreed and the 148 (19.0%) who disagreed that values go past gender, resulted in the combined minority disagreement level of 32.2%. This again, in the researcher's opinion, speaks to about one third of the learners showing

a disturbing lack of knowledge about and understanding of values, with classroom and school environments once again not paying attention to practising values.

In item **C7**, 252 (32.2%) learner participants agreed and 241 (30.8%) of them strongly agreed that values go past **religions**. The combined majority agreement level of 63% supports the literature by Alderman (2003:12; *cf.* 2.2.1) who argues that values are also intrinsic to all spiritual faiths that are authentic and **transcend** pinpointing differences in religions. The learner data set was encouraging to the researcher in that the majority of learners were not stuck in the idea that values are meant to point out differences between religions and were therefore able to practise them as laid out in the Constitution (1996a; *cf*. 2.3.2.1). It should be noted that the positive learner and educator responses are in line with each other concerning the outcomes of both data sets' analysis from item **C7** (*cf*. 5.7.1 for **C7** educator responses). A response that troubled the researcher was the combined minority disagreement level of response of 37% (239) of the learners, nearly two fifths of the learner participants, who contradicted education legislation (Schools Act, 1996c:sec.7, *cf*. 3.2.1.2; Policy Act, 1996b:sec.4(a)(vii), *cf*. 3.2.1.3), education policy and guidelines (Manifesto, DoE, 2001a:reg.4.1, *cf*. 3.2.2.1; Learner Code of Conduct Guidelines, 1998, *cf*. 3.2.3.1) and the Constitution (*cf*. 3.2.1.1), which all affirm values as being universal and transcending religion. In addition to this, the troubling minority disagreement level is reminiscent of the negative 23.2% educator responses (one fifth of the educator participants; *cf*. 5.7.1 for **C7** educator negative responses), with both participant groups raising troubled concern. The disturbing combined minority response of 37% begs the question of, on the one hand, how one could expect a more positive response from these learners if one fifth of their educators would not be able to lead by example in classroom and school environments towards advancing especially the value principle as a founding tenet of the Constitution (1996a; *cf*. 3.2.1.1). On the other hand, how could the participating educators expect these learner participants, who do not understand that values transcend religion, to practise values in classrooms and schools that encompass a diversity of learners? The minority responses are of concern to the researcher as the moral compass of learners is not being harnessed and the non-harnessing of learners' moral compass could result, not only in increased school violence, but also in learners entering society with little or no appreciation for the value of peace, human dignity and freedom.

In addition to this, it is reminiscent of the negative 23.2% educator responses (one fifth of the educator participants; *cf*. 5.7.1 for **C7** educator negative responses), with both categories raising troubled concern. The disturbing combined minority response of 37% begs the question of, on the one hand, how one could expect a more positive response from these learners if one fifth of their educators would not be able to lead by example in classroom and school environments, towards advancing especially the value principle as a founding tenet of the Constitution (1996a; *cf*. 3.2.1.1). On the other hand, how could the participating educators expect these learner participants, who do not understand that values transcend religion, to practise values in classrooms and schools that encompass a diversity of learners?

With reference to item **C8**, 271 (34.8%) learner participants agreed and 336 (43.1%) strongly agreed with **C8** that values **pick** how they live. The combined majority agreement level of 77.9 % supports research by Mitra (2004:6; *cf*. 2.2.1) in indicating that values direct what a person strives for and how a person constructs his/her existence. This learner data set is encouraging as it illustrates that the majority of the participating learners strive to ensure that values are at the centre of how they conduct their lives. It should be noted that the learner and educator responses are in line with each other concerning the outcome of both data sets' analyses from item **C8** (*cf*. 5.7.1 for **C8** educator responses). However, the 60 (7.7%) learner participants who strongly disagreed and the 112 (14.4%) who disagreed that values pick how they live, resulted in a combined minority disagreement level of 22.1%. It is evident from the negative response data that one fifth of these learners do not use values as a yardstick to measure if conduct is acceptable or not. The outcome of learners not assessing actions nor looking to align their actions with values could possibly lead to violence and ill-discipline not only at schools, but also in society. This again brings to light that, unfortunately, during class and school activities, educators apparently do not do justice to the importance and practical application of values.

5.8.2 Learner questionnaire: Factor B – Results

Factor B items are all those that were grouped under the acronym **RESULTS** (which refers to **results of class activities**) and the frequency analysis of this Factor is illustrated in Table 5.26 below. After the table, an analysis of each item follows.

Table 5.26: Factor B – RESULTS (Learners)

	Strongly disagree		Disagree		Agree		Strongly agree	
Learners	f	%	f	%	f	%	f	%
C12	31	3.9	57	7.3	236	30.0	462	58.8
C14	17	2.2	50	6.3	285	36.2	436	55.3
C15	33	4.2	54	6.9	273	34.7	426	54.2
C16	19	2.4	59	7.5	295	37.5	414	52.6
C17	11	1.4	47	6.0	268	34.1	461	58.6
C20	50	6.4	73	9.3	252	32.0	412	52.4
C23	23	2.9	51	6.5	316	40.3	394	50.3

In item **C12**, 236 (30%) learner participants agreed and 462 (58.8%) of them strongly agreed that **peace** is a value at their school. The combined overwhelming agreement level of 88.8% supports the UNESCO (1974:2-3; *cf*. 2.4.3.1) call to member States to advance the efficiency of education by allowing learners to the grow in appreciation of **values**, one of which being peace. The learner data set is encouraging to the researcher as it firstly bears testamony that, despite the constant learner ill-discipline reported in the media, some schools are proactive in discussing peace. In the second place, the majority of the participating learners within Sedibeng-East are exposed to the value of peace and its practice. It should be noted that the learner and educator responses are in line with each other concerning the outcomes of both data sets' analyses from item **C12** (*cf*. 5.7.2 for **C12** educator responses). However, the 31 (3.9%) learner participants who strongly disagreed and the 57 (7.3%) who disagreed that peace is a value at their school, resulted in a combined minority disagreement level of 11.2%. This minority response could be attributed to the recently increased learner violence, theft, bullying and illicit drugs at school country-wide therefore overshadowing the value of peace within schools. In addition, learners may be anxious or nervous about particular classes and teachers with whom they interact, could cause learners to stress and experience a lack of peace.

With reference to item **C14**, 285 (36.2%) learner participants agreed and 436 (55.3%) of them strongly agreed that **values** in their classrooms help them to **listen** better. This

combined overwhelming majority of 91.5% supports the study by Lovat and Hawkes (2013:2; *cf*. 2.4.3.2) who state that the infusion of values will ensure increased levels of awareness. The resounding agreement by learners implies that they would make their best efforts to imbibe **values** so that they may be able to **listen** better in class. It should be noted that the learner and educator responses are in line with each other concerning the outcomes of both data sets' analyses from item **C14** (*cf*. 5.7.2 for **C14** educator responses).

In item **C15**, 273 (34.7%) learner participants agreed and 426 (54.2%) of them strongly agreed that **values** in their classroom make them **positive** about their schoolwork. This combined majority of 88.9% supports the literature by Lovat and Hawkes (2013:2; *cf*. 2.4.3.2) who state that a **values** strategy allows learners to approach academic work positively. It appears that the participating learners acknowledge that **values** play a fundamental role in their academic success. Therefore the researcher can deduce that learners will imbibe **values** enthusiastically. It should be noted that the learner and educator responses are in line with each other concerning the outcomes of both data sets' analyses from item **C15** (*cf*. 5.7.2 for **C15** educator responses). However, the 33 (4.2%) learner participants who strongly disagreed and the 54 (6.9%) who disagreed that values make them positive about their schoolwork resulted in a combined minority disagreement level of 11.1%. At this point the researcher noticed a trend in the minority responses, thus she revisited the data and identified three particular schools from which the majority of negative minority responses were collected: School 4 (Ex-Model C), School 7 (Township) and School 8 (Ex-model C). It should also be noted that the predominant ethnicity at all three schools was African and the response rate from Schools 7 and 8 were the highest among the four Township and four Ex-Model C schools sampled respectively. If one merely looks at the data, it could be said that these schools do not practise values within the school and class settings; however, based on the researcher's own experience, she is aware that in both Ex-Model C schools' administration and educators in the schools endeavour to inculcate values within the school and classroom environments. School 4 even went to the extent of holding a march for values for learners.

The researcher therefore rather attributes the learners' responses to the following reasons: Firstly, the learners from the ethnically predominate group, specifically in Ex-Model C schools, are attending city schools although they may be living in townships.

The medium of instruction may prove challenging, as the learners might go back home and speak their mother tongue and not get enough practise of the English language, which is their medium of instruction. In addition, the learners would then not be able to receive the necessary home academic support, as parents and guardians are generally dominantly mother tongue users – thus they are unable to help learners effectively, which could explain the learners' possible inability to understand the questions in the learner questionnaire. However, with regard to the Township school, based on the researcher's personal experience: although prohibited, there is a tendency for educators to code switch to the learner's mother tongue in an effort to allow learners to understand better. Unfortunately, despite educators' best intentions, the code-switching generally causes greater harm to learners academically than assistance, as learners are unable to build up an English vocabulary or develop a greater command of the language of instruction, which possibly created a gap in the learners' ability to understand all the questions.

Secondly, due to the large number of learners attending the three schools and the large classroom sizes which are known to me, it would be challenging for most educators with the limited time available to pay sufficient attention to all the learners. This situation may lead to a number of learners falling through the cracks and their barriers to learning not being identified – accordingly, learners' possible inability to understand the questions appropriately. In the third place, some learners may have been confused when the questions addresed values being taught in class, instead of understanding that values are being taught during their normal class activity (for example, Mathematics, English and Life Orientation). They may have understood the question as pointing to a class that is particularly attended by learners to learn about values. Lastly, some of these learners may have viewed values; actions, classroom and school activities as separate entities, without stringing these aspects together to visualize the relationship, therefore answering negatively. Although all four reasons could provide valid arguments why the responses were negative, the researcher tends to side with the latter reason.

In item **C16**, 295 (37.5%) of the learner participants agreed and 414 (52.6%) of them strongly agreed that **values** in their classroom help them and the teachers to work **nicely** as a team. The combined overwhelming agreement level of 89.8% supports the Lovat and Hawkes studies (2013:3-4; *cf*. 2.4.3.4) which indicate that including values in classroom activities results in advancing positive learner-educator relationships. This

positive 89.9% is an indicator that stems the researcher optimistic in believing that learners in essence want to have a sound, positive and successful relationship with educators. There is no doubt in the researcher's mind that these learners will strive to imbibe **values**. It should be noted that the learner and educator responses are in line with each other concerning the outcomes of both data sets' analyses from item **C16** (*cf*. 5.7.2 for **C16** educator responses). However, the 19 (2.4%) learner participants who strongly disagreed and the 59 (7.9%) who disagreed that values in their classroom help them to work nicely as a team, resulted in a combined minority disagreement level of 10.3%. This minority response could be attributed to the reasons listed in the paragraph above about **C15** of the learner responses. (*cf*. 5.8.2).

With reference to item **C17,** 268 (34.1%) learner participants agreed and 461 (58.6%) of them strongly agreed that **values** in their classroom help them to have bigger **respect**. The combined majority of 92.7% support the Lovat and Hawkes studies (2013:3-4; *cf*. 2.4.3.4) which indicate that including values in classroom activities results in greater respect (*cf*. 2.4.3.4). This overwhelming positive response by learners implies that learners identify the importance of values and the impact they have on respect, and it could be seen to point towards learners who wish to be respectful towards others as imbibing values. However, the antecedent could also hold some truth, in that learners who are disrespectful may not be adhering to values. It should be noted that the learner and educator responses are in line with each other concerning the outcomes of both data sets' analyses from item **C17** (*cf*. 5.7.2 for **C17** educator responses).

In item **C20**, 252 (32%) learner participants agreed and 412 (52.4%) of them strongly agreed that **values** in their classrooms help them work on their **own**. The combined overwhelming agreement level of 84.4% supports the research conducted by Lovat and Hawkes (2013: 3-4; *cf*. 2.4.3.4) which indicates that learners showed an enhanced ability to work both as group members and individually when values are inculcated. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C20** (*cf*. 5.7.2 for **C20** educator responses). However, the 50 (6.4%) learner participants who strongly disagreed and the 73 (9.3%) who disagreed that **values** in their classrooms help them work on their own, resulted in a combined minority of 15.7%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses. (*cf*. 5.8.2).

With reference to item **C23**, 316 (40.3%) of the learner participants agreed and 394 (50.3%) of them strongly agreed that learning about **values** at their school helps them to **behave** nicely. This combined overwhelming agreement level of 90.6% supports the Manifesto (DoE, 2001a:3; *cf*. 2.5.1) which states that teaching values during school activities helps learners to act in a manner that is in keeping with values. This resounding agreement is very encouraging, as it could be seen that the participating learners will strive to imbibe values in an effort to curb any traits of ill-discipline. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C23** (*cf*. 5.7.2 for **C23** educator responses).

5.8.3 Learner questionnaire: Factor C – DVLP

Factor C items are all those that were grouped under the acronym **DVLP** (which refers to **developing social skills**) and the frequency analysis of this Factor is illustrated in Table 5.27 below. Thereafter follows an analysis of each item.

Table 5.27: Factor C – DVLP (Learners)

	Strongly disagree		Disagree		Agree		Strongly agree	
Learners	f	%	f	%	f	%	f	%
C24.1	14	1.8	80	10.2	307	39.3	381	48.7
C24.2	26	3.3	58	7.4	320	40.8	380	48.5
C24.3	29	3.7	52	6.6	290	37.0	413	52.7
C28	19	2.4	51	6.5	282	36.0	432	55.1
C31	15	1.9	76	9.6	355	45.3	337	43.0
C44	18	2.3	48	6.1	264	33.8	451	57.7
C47	15	1.9	59	7.6	299	38.3	408	52.2

In item **C24.1**, 307 (39.3%) learner participants agreed and 381 (48.7%) of them strongly agreed that learning about **values** at their school helps them to have **good ideas** about other people. The combined overwhelming agreement level of 88% supports the study by Arweck and Nesbitt (2004:251; *cf*. 2.5.1) who state that values education allows learners to develop positive attitudes towards other individuals. Since the majority of the

participating learners acknowledged that values education leads to positive relationships, it could be seen to imply that learners pay fervently practise values to maintain positive relations. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C24.1** (*cf*. 5.7.3 for **C24.1** educator responses). However, the 14 (1.8%) learner participants who strongly disagreed and the 80 (10.2%) who disagreed that values at school help them to have good ideas about other people, resulted in a minority disagreement level of 12%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses. (*cf*. 5.8.2).

In item **C24.2**, 320 (40.8%) learner participants agreed and 380 (48.5%) of them strongly agreed that learning about **values** at their school helps them to be **nice** to people about their belongings. The combined overwhelming agreement level of 89.3% supports the literature by Arweck and Nesbitt (2004:251; *cf*. 2.5.1) who state that value-based education is an instrument that permits learners to craft positive attitudes towards, for example, others' belongings. Values should thus be fostered in an effort to ensure that respect for others' belongings is maintained. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C24.2** (*cf*. 5.7.3 for **C24.2** educator responses). However, 84 (10.7%) of the learner participants disagreed that learning values at school helps them to be nice to people about their belongings and these responses resulted in a minority disagreement level of 10.7%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses. (*cf*. 5.8.2).

290 (37%) of learner participants agreed and 413 (52.7%) of them strongly agreed with **C24.3** that learning about **values** at their school helps them to have **good feelings** about the world around them. The combined overwhelming agreement level of 89.7% supports the study by Arweck and Nesbitt (2004:251; *cf*. 2.5.1) who state that value-based education is an instrument that allows learners to develop positive attitudes towards societal conditions. This resounding agreement suggests that participating learners understood the pivotal nature of values and their feelings of the world around them; therefore those learners could deduce that if they want to be good to others, values are paramount. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C24.3** (*cf*. 5.7.3 for **C24.3** educator responses). However, the 29 (3.7%) learner participants who strongly disagreed and the

52 (6.6%) who disagreed that learning values at their school helps them to have good feelings about the world around them, resulted in a combined minority disagreement level of 10.3%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

In item **C28**, 282 (36%) of the learner participants agreed and 432 (55.1%) of them strongly agreed that the phrase **school discipline** really means they learn **self-control**. The combined overwhelming agreement level of 91.1% supports research by Mitra (2004:36), Rossouw (2004:419) and Oosthuizen *et al*. (2003:387; *cf*. 2.3.1) which indicates that discipline is described as the accomplishment of actions through self-control. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C28** (*cf*. 5.7.3 for **C28** educator responses).

With reference to item **C31**, 355 (45.3%) of the learner participants agreed and 337 (43%) of them strongly agreed that the phrase **school discipline** really means a way that is **helpful.** The combined overwhelming agreement level of 88.3% not only supports Coetzee (2010:480-482; *cf.* 1.1), but bears witness to the findings in the case study of the The Miracle School of Zambia (Kaliannan & Chandran, 2010:802-807; *cf*. 2.3.2.1): according to this case study, learners understood the importance of school discipline and its helpful nature to improve the efficiency of the school. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C31** (*cf*. 5.7.3 for **C31** educator responses). However, the 15 (1.9%) learner participants who strongly disagreed and the 76 (9.6%) who disagreed that school discipline really means a way that is helpful, resulted in a combined minority disagreement level of 11.5%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

In item **C44**, 264 (33.8%) of the learner participants agreed and 451 (57.7%) of them strongly agreed that the word **discipline** really means to develop their **skills**. This combined overwhelming agreement level of 91.5% supports the literature of Venter and Van Niekerk (2011:253; *cf*. 2.3.1) who state that discipline is the capacity of one person to coach others in improving their ability to perform at their best and increase their capabilities. The resounding agreement implies that the participating learners understood

that with discipline one can reach one's true potential. Therefore, the researcher believes that learners who wish to reach their best and supersede expectations would ensure that discipline is always maintained. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C44** (*cf*. 5.7.3 for **C44** educator responses).

With reference to item **C47**, 299 (38.3%) of the learner participants agreed and 408 (52.2%) of them strongly agreed that discipline at their school **helps** them to follow the **rules**. The combined overwhelming agreement level of 90.5% supports the studies by Oosthuizen, Roux and Van der Walt (2003:387; *cf*. 2.3.1) which state that the person (educator) guides another person (learner) to act in a proper manner on the way to developing Equanimeous-minded learners, as referred to by The Bhagavad Gita (2001; *cf.* 2.3.1). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C47** (*cf*. 5.7.3 for **C44** educator responses).

5.8.4 Learner questionnaire: Factor D – SUPSYST

Factor D items are all those that were grouped under the acronym **DVLP** (which refers to **schools support system**) and the frequency analysis of this Factor is illustrated in Table 5.28 below. Thereafter follows an analysis of each item.

Table 5.28: Factor D – SUPSYST (Learners)

	Strongly disagree		Disagree		Agree		Strongly agree	
Learners	f	%	f	%	f	%	f	%
C22	20	2.6	87	11.1	401	51.2	275	35.1
D1	31	4.1	82	10.5	312	39.9	356	45.6
D3	20	2.6	50	6.4	249	32.0	459	59.0
E1	29	3.7	69	8.9	268	34.5	410	52.8
E2	72	9.3	108	13.9	274	35.4	321	41.4
E4	27	3.5	49	6.3	265	34.2	434	56.0
E6	24	3.1	70	9.1	280	36.2	399	51.6

	Strongly disagree		Disagree		Agree		Strongly agree	
E7.1	32	4.1	65	8.4	302	39.1	374	48.4
E7.2	27	3.5	54	7.0	268	34.6	425	54.9
E8	48	6.2	87	11.3	278	36.0	359	46.5
E12	10	1.3	42	5.4	263	34.1	457	59.2
E13	22	2.8	35	4.5	281	36.4	435	56.3
E14	26	3.4	40	5.2	285	36.7	425	54.8
E15	56	7.2	105	13.5	301	38.8	314	40.5
E16	18	2.3	60	7.8	337	43.6	358	46.3
E17	13	1.7	42	5.4	277	35.7	443	57.2
E18	14	1.8	50	6.5	283	36.5	428	55.2
E20	29	3.7	60	7.8	252	32.6	433	55.9
E21	17	2.2	34	4.3	248	31.7	483	61.8
E22	33	4.2	50	6.4	236	30.3	461	59.1
E23	31	4.0	50	6.4	269	34.5	430	55.1
E24	62	8.0	94	12.1	275	35.3	348	44.7

In item **C22**, 401 (51.2%) of the learner participants agreed and 275 (35.1%) of them strongly agreed that learning about **values** at their school helps them to know how the values **help** them. The combined overwhelming agreement level of 86.3% supports the edicts of education legislation (*cf*. Chapter Three) and the dictates of the Constitution (*cf*. 1.1; *cf*. 3.2.1.1), as learning about infusing values in their lives allows learners to become values-based citizens in our society. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C22** (*cf*. 5.7.4 for **C22** educator responses). However, the 20 (2.6%) learner participants who strongly disagreed and the 87 (11.1%) who disagreed that learning about values at our school helps them know how the values help them, resulted in a combined minority disagreement level of 13.7%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

In item **D1**, 312 (39.9%) of the learner participants agreed and 356 (45.6%) of them strongly agreed that their school **environment** inspires them with **good discipline**. The combined overwhelming agreement level of 85.5% is a heartwarming response, especially in light of the numerous violent acts at schools that the media report on (*cf*. 2.2.1). A school environment that encourages sound discipline decreases the propensity for learners to be enticed to behave badly. This is a beneficial outcome for both educators and learners; such an environment would be conducive to productive and efficient learning and teaching. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **D1** (*cf*. 5.7.4 for **D1** educator responses). However, the 31 (4.1%) learner participants who strongly disagreed and the 82 (10.5%) learner participants who disagreed that their school environment inspires good discipline, resulted in a combined minority disagreement level of 14.6%. This minority response could be attributed to the reasons listed above in **C15** of learner responses. (*cf*. 5.8.2).

In the same vein, in item **D3** 249 (32%) of learner participants agreed and 459 (59%) of them strongly agreed that their **school environment** allows them to learn **better**. The combined overwhelming agreement level of 91% supports Rossouw (2003:415; *cf*. 2.5.2) and Ferreira, Jacobs, Coetzee-Manning and De Wet (2009:160; *cf*. 2.5.2) who agree that, for productive teaching and learning to take place, it is important that an environment favourable to discipline is developed. It is pleasing to note that the majority of learners in Sedibeng-East feel that their school environment allows productive learning to take place. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **D3** (*cf*. 5.7.4 for **D3** educator responses).

In item **E1**, 268 (34.5%) of the learner participants agreed and 410 (52.8%) of them strongly agreed that they usually **learn** from what the **educators** do. The combined overwhelming agreement level of 87.3% supports the Saamtrek Conference (DOE, 2001b:20; *cf*. 2.5.3.1) that indicated that the most powerful way for children to gain values is to see how people, among others educators, for whom they have great esteem and prodigious admiration, embody values in their conduct and being. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E1** (*cf*. 5.7.4 for **E1** educator responses). However, the 29 (3.7%) learner participants who strongly disagreed and the 69 (8.9%) who disagreed with

learners learning from what educators do, resulted in a combined minority disagreement level of 12.6%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses. (*cf*. 5.8.2).

With reference to item **E2**, 274 (35.4%) of the learner participants agreed and 321 (41.4%) of them strongly agreed that they usually **copy** their educators' **example (way of doing things)**. The combined agreement level of 76.8% supports Thompson (2011:395 & 397) where he indicates being admirable role models as one of two crucial roles of educators in value-based education (*cf*. 2.5.3.1). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E2** (*cf*. 5.7.4 for **E2** educator responses). However, the 72 (9.3%) learner participants who strongly disagreed and the 108 (13.9%) who disagreed about usually copying their educators' example, resulted in a disturbing combined minority disagreement level of 23.20%. Item **E2** tried to find out from learners whether they saw character traits in educators that they would like to emulate and it was the hope of the researcher to determine whether the participating educators were viewed as role models to learners. As almost one quarter (23.20%) of the participating learners answered negatively, it could point to the disturbing reality that some learners do not experience the characteristics of their educators as positive examples that they would like to copy. On the one hand, this suggested interpretation does not bode well either for the objectives of the SACE Code (SA, 2000b; *cf.* 3.2.1.5) or for those especially stated in the Schools Act (SA, 1996c:Preamble). The former document calls on educators to, among others, recognize the values imparted in the Constitution (SA, 2000b:item 2.3) and inspire learners with a desire to develop their own value system in line with constitutional fundamental values (SA, 2000b:item 3.3). The latter document, Schools Act, indicates the need for the new-fangled national education structure to advance the democratic transformation of society. It would appear that the 23.20% negative learner response accuses participating educators of not acting in line with these directives, while the response also appears to contradict the research of Thompson (2011:395), which refers to the aspect of setting an admirable example as a crucial role that educators must play in value-based education (*cf*. 2.5.3.1).

On the other hand, the 23.20% negative learner response does not bode well for the literature by Bray (2005:133; *cf.* 2.3.1.1) which calls on advancing the required post 1994

education system metamorphosis aimed at embracing the constitutional values. An even stronger viewpoint is that the passing of the Constitution shouldered revolutionary legal change within the country (Beckmann & Prinsloo, 2009:172) by binding the nation to fundamental values and principles (1996a:s.8(1)).

A last possibility for interpreting the 23.20% negative learner response that came to mind, was that learners misunderstood the context of the word '*copy'* in item **E2** by attaching a negative connotation to the word. The learners might have thought that copy meant impersonating the educator and that the act of impersonating an educator could be deemed to be disrespectful – thus learners answered the question negatively. However, after much deliberation with the study leader (Professor Elda de Waal), the researcher decided to support the interpretations offered in the two paragraphs above this one.

In item **E4**, 265 (34.2%) of learner participants agreed and 434 (56%) of them strongly agreed that **educators** are usually **good examples**. The combined overwhelming agreement level of 90.2% firstly supports, among others, the Learner Code of Conduct Guidelines (SA, 1998:reg.1.6) and Masitsa (2008:244), where it is indicated that educators need to exhibit exemplary conduct as they lead by example (*cf*. 2.5.3.1). In the second place, the majority of 90.2% supports research done by De Klerk and Rens (2003:367), Rossouw (2003:432), Joubert *et al*. (2004:86), and Thompson (2011:395), along with the tenets of the Manifesto (DoE, 2001a:21), that acknowledge that educators need to be role models to all learners (*cf*. 2.5.3.1). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E4** (*cf*. 5.7.4 for **E4** educator responses). It is inspiring to note that the participating learners agreed resoundingly that their educators set good examples.

With reference to regarding item **E6**, 280 (36.2%) of the learner participants agreed and 399 (51.6%) of them strongly agreed that **good discipline** occurs when educators teach learners to have their **own discipline**. The combined overwhelming agreement level of 87.8% supports the study by Durrant (2010:11-17; *cf*. 1.4.2 & 2.3.2) that points to positive discipline as being a process that allows, among others, the construction of learners' self-confidence, the nurtured motivation of learners and the directing of learners towards self-discipline. It should be noted that these responses are in line with each other concerning the outcomes of both data sets' analyses from item **E4** (*cf*. 5.7.4 for **E4** educator

responses). However, the 24 (3.1%) learner participants who strongly disagreed and the 70 (9.1%) who disagreed that good discipline occurs when educators teach learners to have their own discipline, resulted in a combined minority disagreement level of 12.2%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

In item **E 7.1**, 302 (39.1%) of the learner participants agreed and 374 (48.4%) of them strongly agreed that **good discipline** occurs when teachers **always tell learners** what they **expect**. The combined overwhelming agreement level of 87.5% supports the literature of Rossouw (2003:427) and Joubert *et al*. (2004:80) who concur that learners need to know which behaviour is the expected performance (*cf*. 2.6.1), in order for positive discipline to be advanced through the instilling of an acknowledged standard of behaviour indicated in the Learner Code of Conduct Guidelines (SA, 1998:sec1.6; *cf*. 2.6.1 & 3.2.5). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E7.1** (*cf*. 5.7.4 for **E7.1** educator responses). However, the 32 (4.1%) learner participants who strongly disagreed and the 64 (8.4%) who disagreed that good discipline comprises educators telling learners what they expect from them, resulted in a combined disagreement level of 12.5%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

With reference to item **E7.2**, 268 (34.6%) of the learner participants agreed and 425 (54.9%) of them strongly agreed that **good discipline** occurs when educators **always tell** learners the **rules**. The combined overwhelming agreement level of 89.5% supports the study by Mitra (2004:36; *cf*. 2.3.1) and Durrant (2010:11-15; *cf*. 1.4.2 & 2.3.2) who indicate that positive discipline is guided by the principle of constantly applying rules. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E7.2** (*cf*. 5.7.4 for **E7.2** educator responses). However, the 27 (3.5%) learner participants who strongly disagreed and the 54 (7%) who disagreed that good discipline comprises educators telling learners the rules, resulted in the combined disagreement level of 10.5%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

In item **E8**, 278 (36%) of the learner participants agreed and 359 (46.5%) of them strongly agreed that **good discipline** occurs when educators are **fair** to learners. The combined

overwhelming agreement level of 82.5% supports Durrant (2011:11-15, *cf*. 2.3.2) who is of the opinion that, in order to ensure positive school discipline, it is important that educators maintain even-handedness. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E8** (*cf*. 5.7.4 for **E8** educator responses). However, the 48 (6.2%) learner participants who strongly disagreed and 87 (11.3%) who disagreed that good discipline comprises educators acting fairly to learners, resulted in a combined minority disagreement level of 17.5%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

With reference to item **E12**, 263 (34.1%) of the learner participants agreed and 457 (59.2%) of these learner participants strongly agreed that discipline is positive when educators **inspire** learners to **respect** other people. The combined overwhelming agreement level of 93.3% supports Durrant (2011:11-15; *cf*. 2.3.2) who is convinced that positive discipline will be effective when educators inspire learners to be respectful to others. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E12** (*cf*. 5.7.4 for **E12** educator responses).

In item **E13**, 281(36.4%) of the learner participants agreed and 435 (56.3%) learner participants strongly agreed that **good discipline** occurs when educators help learners to be **kind**. The combined overwhelming agreement level of 93% supports Durrant (2011:11-15, *cf*. 2.3.2) who states that inspiring compassion helps in upholding positive school discipline. The acknowledgement by learners that kindness describes good discipline, could reduce the challenges educators encounter when nurturing sound discipline, as learners may want to be kind and may become aware that kind behaviour is viewed in a positive light. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E13** (*cf*. 5.7.4 for **E13** educator responses).

In item **E14**, 285 (36.7%) of the learner participants agreed and 425 (54.8%) of them strongly agreed that **rules** that show them what the educators **expect** of them, help keep discipline at their school. The combined overwhelming agreement level of 91.5% supports the research of Rossouw (2003:427; *cf*. 2.6.1) which indicates that a Code of Conduct

must illustrate to the learners exactly what is expected from them in terms of conduct. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E14** (*cf*. 5.7.4 for **E14** educator responses).

With reference to item **E15**, 301(38.8%) of the learner participants agreed and 315 (40.5%) of them strongly agreed that **punishments** that **motivate** them to be good, help keep the discipline at their school. The combined agreement level of 79.3% supports the literature of Bray (2005:135, *cf*. 2.5.3.2) where she points out that disciplinary measures need to be used to forbid and chastise undesirable behaviour through methods that inspire offenders to improve their behaviour. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E15** (*cf*. 5.7.4 for **E15** educator responses). However, the 7 (8.5%) learner participants who strongly disagreed and the 7 (8.5%) who disagreed that their discipline at their school was supported by punishments that motivated learners to be good, resulted in the combined disagreement level of 17%, which is not far from one fifth of the learner participants. This minority response could be attributed to (1) these participants believing that punishments do not motivate good learner behaviour, which would contradict the Bray argument (2005:135; *cf*. 2.5.3.2) about the necessity for disciplinary measures to forbid undesirable learner behaviour; (2) some learners thriving on pushing boundaries and seeing to what lengths they can take ill-discipline by enjoying the negative attention; or (3) some learners not needing punishment to place a restriction on their behaviour as they have their own moral compass that ensures their behaviour is appropriate – therefore they do not view punishment as a motivational factor. The former possibility sounds a warning to schools to re-visit their disciplinary measures for the sake of identifying weak spots in the effort to inspire improved learner behaviour.

In item **E16**, 337 (43.6%) of the learner participants agreed and 358 (46.3%) of them strongly agreed that **values** are used to keep **discipline** in class at their school. The combined overwhelming agreement level of 89.9% supports the research of Laursen (2003:79), Rossouw (2003:432), Wolhuter and Steyn (2003: 535), Bopape-Baloyi (2010:68), and Du Preez and Roux (2010:24) who all concur that a school needs a robust values-based construction to uphold school discipline (*cf*. 2.3.2.1). It should be noted that these responses are in line with each other concerning the outcomes of both data sets' analyses from item **E16** (*cf*. 5.7.4 for **E16** educator responses). However, the 18 (2.3%)

learner participants who strongly disagreed and the 60 (7.8%) who disagreed that **values** are used to keep **discipline** in class at their school, resulted in the combined minority disagreement level of 10.1%. This minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

With reference to item **E17**, 277 (35.7%) of the learner participants agreed and 443 (57.2%) of them strongly agreed that **rules** help to keep **good** discipline at school. The combined overwhelming agreement level of 92.9% supports Rossouw (2003:415) and Ferreira *et al.* (2009:163) that having efficient processes and provisions not only helps to uphold school discipline, but also to progress to a positive school environment (*cf*. 2.5.3.2). The resounding majority agreement level is encouraging, since it is evident that the participating learners recognised the vital role that rules play in ensuring both sound discipline and a positive school environment. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E17** (*cf*. 5.7.4 for **E17** educator responses).

In item **E18**, 283 (36.5%) of the learner participants agreed and 428 (55.2%) of them strongly agreed that **discipline** is guided by **self-respect** at their school. The combined overwhelming agreement level of 91.7% supports Laursen (2003:82; *cf*. 2.3.2.1) who is of the opinion that discipline is, among others, founded on the universally accepted human value of encouraging the development of self-respect and self-discipline. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E18** (*cf*. 5.7.4 for **E18** educator responses).

In item **E20**, 252 (32.6%) of the learner participants agreed and 433 (55.9%) of them strongly agreed that that **rules** help them to build their **own discipline** at their school. The combined overwhelming agreement level of 88.5% supports the research of Joubert *et al.* (2004:80) who interpret the Learner Code of Conduct Guidelines (SA, 1998:sec1.6; *cf*. 2.6.1 & 3.2.3.1) as pronouncing that developing self-discipline is a requirement for being able to improve positive discipline. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E20** (*cf*. 5.7.4 for **E20** educator responses). However, the 29 (3.7%) learner participants who strongly disagreed and the 60 (7.8%) who disagreed that school **rules** help them to build their **own discipline** resulted in a combined disagreement level of 11.5%. This minority

response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

With reference to item **E21**, 248 (31.7%) of the learner participants agreed and 438 (61.8%) of them strongly agreed that school **rules** stand for **good** discipline. The combined overwhelming agreement level of 93.5% supports the Schools Act (SA, 1996c:sec.8.2; *cf*. 3.2.1.2), the Manifesto (DoE, 2001a:129), Oosthuizen *et al*. (2003:470), Joubert *et al*. (2004:80), Bray (2005:133) and Masitsa (2008:236), all of which concur that the aim of school rules (a learner Code of Conduct at a school) needs to be to create sound discipline and a purposeful atmosphere, which are devoted to enhancing and preserving the highly valued learning process (*cf*. 2.6.1). In addition to this, Oosthuizen *et al*. (2003:470) describe a Code of Conduct as a document that allows the school legal foundation for identifying and eradicating any learner behaviour that is counterproductive to the learning process. Joubert *et al*. (2004:80) expand on the fact that a school's Code of Conduct must encourage positive discipline, by highlighting the part in the Code of Conduct Guidelines (SA, 1998:sec1.6; *cf*. 3.2.3.1) that places its focal point on advancing positive discipline. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E21** (*cf*. 5.7.4 for **E21** educator responses).

In item **E22**, 236 (30.3%) of the learner participants agreed and 461 (59.1%) of them strongly agreed that school **rules** stop them from doing **bad** things. The combined overwhelming agreement level of 89.4% supports the research of Rossouw (2003:427; *cf*. 2.6.1) who describes a well-designed Code of Conduct as holding the potential for preventing undisciplined learner conduct if it explains to learners the precise expectations concerning their behaviour. The 89.4% response also supports two other sources from Chapter Two: Joubert *et al*. (2004:80) and Oosthuizen *et al*. (2003:470-471; *cf*. 2.6.1) who concur with Rossouw on the potentially preventative influence that such a code could have on learner behaviour. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E22** (*cf*. 5.7.4 for **E22** educator responses). However, the 33 (4.2%) learner participants who strongly disagreed and the 50 (6.4%) who disagreed that school **rules** stop them from doing **bad** things resulted in a combined minority disagreement level of 10.6%. This minority

response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

With reference to item **E23**, 269 (34.5%) of the learner participants agreed and 430 (55.1%) of them strongly agreed that **rules** help them to know what **bad** behaviour is. The combined overwhelming agreement level of 89.6% supports the research by Rossouw (2003:427), Joubert *et al*. (2004:80) and Oosthuizen *et al*. (2003:470-471; *cf*. 2.6.1) who make it clear that the exact parameters of learners' expected behaviour should be made available to learners through the Code of Conduct for them to understand what undesirable behaviour would comprise. It is evident that the majority response of the participating learners point to their codes as being in place correctly. However, the 31 (4%) learner participants who strongly disagreed and the 50 (6.4%) who disagreed about rules helping learners to know how the school defines bad behaviour resulted in a minority disagreement level of 10.4%. This minority response could be attributed to the reasons listed in C15 of the learner responses (*cf*. 5.8.2).

In item **E24**, 268 (35.3%) of the learner participants agreed and 348 (44.7%) of them strongly agreed that school rules show them what the **punishments** are for **disobeying** the rules. The combined agreement level of 80% supports the research of Bray (2005:135) and Masitsa (2008:236; *cf*. 2.6.1) who concur about the place there should be in a Code of Conduct for ear-marking punitive remedies against learners who are guilty of transgressing school rules. In addition to these two authors, the 80% positive response is also reminiscent of the indication that the possibility of punitive aspects concerning school rules is not completely rebutted in the Guidelines for Codes of Conduct (SA, 1998:reg.1.4, 1.11 & 3.5; *cf.* 2.6.1 & 3.2.3.1), with regulation 1.4 stating that its key focus must not be punitive, regulation 1.11 addressing disciplinary measures and regulation 3.5 reminding everyone that learners need to know the reasons behind disciplinary steps that are taken against them. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E24** (*cf*. 5.7.4 for **E24** educator responses). However, the 62 (8%) learner participants who strongly disagreed and the 94 (12.2%) who disagreed that school rules show them the **punishments** for **not** following the rules, resulted in a combined disagreement level of 20.2% one fifth of the participating learners. This minority response could be attributed to some schools not indicating the punishment for non-compliance of school rules.

5.8.5 Learner questionnaire: Factor E – POSD

Factor E items are all those that were grouped under the acronym **POSD** (which refers to **positive discipline**) and the frequency analysis of this Factor is illustrated in Table 5.39 below. An analysis of each item follows after the table.

Table 5.29: Factor E – POSD (Learners)

	Strongly disagree		Disagree		Agree		Strongly agree	
Learners	f	%	f	%	f	%	f	%
C25	62	7.9	109	14.0	272	34.8	338	43.3
C27	125	16.0	172	22.0	267	34.1	219	28.0
C33	58	7.4	120	15.3	268	34.2	338	43.1
C34.2	126	16.1	168	21.4	236	30.1	254	32.4
C35	92	11.8	164	21.0	223	28.5	303	38.7
C39	182	23.3	220	28.2	183	23.5	195	25.0

In item **C25**, 272 (34.8%) of the learner participants agreed and 338 (43.3%) of them strongly agreed that **school discipline** really means a place to have positive **ties** with educators. The combined agreement level of 78.1% supports the literature of Oosthuizen *et al*. (2003: 375; *cf*. 2.3.1) who highlight that school discipline should also be viewed as a chance to enter into a relationship which is pervaded with love, care and guidance towards learners (*cf*. 2.2). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C25** (*cf*. 5.7.5 for **C25** educator responses). However, the 62 (7.9%) learner participants who strongly disagreed and the 108 (14%) who disagreed that school **discipline** means a place to have positive **ties** with educators, resulted in a combined minority disagreement level of 21.9%, a disturbing one fifth of the participating learners. The minority level of disagreement could be attributed to those learners having been in strained relationships with educators when they were answering the questionnaire, never having experienced positive ties with their educators or not believing that educators could feel positive about them in general. Ultimately, the minority learner response raises concern about the fractured learner-educator relationship possibly inhibiting the advancement of sound positive discipline.

With reference to item **C27**, 267 (34.1%) of the learner participants agreed and 219 (28%) of them strongly agreed that the phrase **school discipline** means that one educator **watches** over them. The combined agreement level of 62.1% supports the research of Venter and Van Niekerk (2011:253) who concur with Oosthuizen *et al*. (2003:387) that *discipline* refers to the capacity of one person to looksee others (*cf*. 1.4.2 & 2.3.1). It should be noted that these responses are in line with each other concerning the outcomes of both data sets' analyses from item **C27** (*cf*. 5.7.5 for **C27** educator responses).

However, the 125 (16%) learner participants who strongly disagreed and the 172 (22%) who disagreed that the phrase **school discipline** means one educator **watches** over them, resulted in a combined disagreement level of 38%, nearly two fifths of the participating learners. Taken on face value, this high level of disagreement is intriguing as it may be due to the learners not understanding the question, and as they have a number of educators during the day, they could have perceived the question asking about whether only one particular educator supervised the learners. At another level, this response excited the researcher as it could be interpreted as pointing to the second smallest majority learner response (the majority learner response in item **C39** below was the smallest) as indicating that several schools were already heading in the correct direction of sporting the characteristics of positive school discipline – not relying on one forceful figure to represent and uphold school discipline.

In item **C33**, 268 (34.2%) of the learner participants agreed and 338 (43.1%) of them strongly agreed that **school discipline** means learning by receiving **rewards**. The combined agreement level of 77.3% supports the study by Coetzee (2010:480) where he indicated that school discipline should be a positive practice where learning occurs through reward (*cf*. 2.3.2). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C33** (*cf*. 5.7.5 for **C33** educator responses). However, the 58 (7.4%) learner participants who strongly disagreed and the 120 (15.3%) who disagreed that **school discipline** means learning by receiving **rewards**, resulted in the combined disagreement level of 22.7% one fifth of the participating learners. The negative response could be attributed to those learners who were already experiencing embedded self-discipline and therefore did not have to be rewarded to learn.

With reference to item **C34.2**, 236 (30.1%) of the learner participants agreed and 254 (32.4%) of them strongly agreed that **school disciplin**e really means learning that happens by **not being punished**. The combined agreement level of 62.5% supports Coetzee (2010:480) who is of the opinion that school discipline ought to be a positive methodology that includes teamwork rather than rebuke (*cf*. 2.3.2). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C34**.2 (*cf*. 5.7.5 for **C34**.2 educator responses). However, the 126 (16.1%) learner participants who strongly disagreed and the 168 (21.4%) who disagreed that school discipline means learning that happens by not being punished, resulted in the combined disconcertingly high disagreement level of 37.4%. This negative response raises concern, as it could be seen as implying that some of these learners have been experiencing punishment as leading to learning, therefore possibly holding discipline and punishment as synonymous. Sadly, in the final analysis, the researcher could deduce that discipline implies punishment for 294 (37.4%) of the participating learners.

In item **C35**, 223 (28.5%) of the learner participants agreed and 303 (38.7%) of them strongly agreed that the word **discipline** means **caring** for a child. The combined agreement level of 67.2% supports the research of Motseke (2010:118) where he points out that discipline is an approach to child nurturing (*cf*. 1.1 & 2.3.1). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C35** (*cf*. 5.7.5 for **C35** educator responses). However, the 92 (11.8%) learner participants who strongly disagreed and the 164 (21%) who disagreed that **discipline** means **caring** for a child, resulted in a combined disagreement level of 32.8%, close to one third of the participating learners. The negative response could be attributed to those learners attaching a negative connotation to the word *discipline*, for example because they may perceive discipline as an act that causes pain or discomfort to them. Although it a disappointingly high level, the 32.8% negative learner response is not unexpected, as from personal experience, primary school learners tend to argue that discipline is a negative word.

In item **C39**, the positive learner responses were fewer than the negative ones. 183 (23.5%) of the learner participants agreed and 195 (25%) of them strongly agreed that the word **discipline** means one person is telling **another** person what to do. While the combined ***minority*** learner agreement level of 48.5% supports the literature of

Oosthuizen (2003:387) and Venter and Van Niekerk (2011:253; *cf*. 2.3.1) who state that discipline is one person directing another, the first ***majority*** learner disagreement level of this study contradicts the literature. Upsetting the pattern of responses up to now, the 182 (23.3%) learner participants who strongly disagreed and the 220 (28.2%) who disagreed that **discipline** means one person is telling another person what to do, resulted in the first combined ***majority*** learner disagreement level of 51.5%. Based on personal experience as an educator in the Sedibeng-East school district, the researcher interprets the negative response level as confirming her conviction that learners of that district generally brush off attempts to correct their conduct.

The educator responses (*cf*. 5.7.5) in item **C39** have a combined majority agreement level of 54.8 % which is not in line with the combined majority learner disagreement level of 51.5% in the learner responses. The disconnection in responses indicates to the researcher that learners are dismissive of educator authority and they do not give due regard to the educator authority/leadership role in the class. This line of thinking by learners will render educator disciplinary policies ineffective and promote an increase in ill-discipline.

5.8.6 Learner questionnaire: Factor F – POSMIL

Factor F items are all those that were grouped under the acronym **POSMIL** (which refers to **a positive milieu**) and the frequency analysis of this Factor is illustrated in Table 5.30 below. An analysis of each item follows after the table.

Table 5.30: Factor F – POSMIL (Learners)

	Strongly disagree		Disagree		Agree		Strongly agree	
Learners	f	%	f	%	f	%	f	%
C40	34	4.3	68	8.7	330	42.1	351	44.8
C45	52	6.6	82	10.5	270	34.5	378	48.3
C49	65	8.3	103	13.2	265	33.8	350	44.7
C50	39	5.0	92	11.7	289	36.9	363	46.4
C51	58	7.4	137	17.6	267	34.2	318	40.8

In item **C40**, 330 (42.1%) of the learner participants agreed and 351(44.8%) of them strongly agreed that **discipline** means to tell learners how to **behave**. The combined overwhelming agreement level of 86.9% supports the research by Venter and Van Niekerk (2011:253) who are of the opinion that discipline is, among others, the way in which control is exercised over a person (*cf*. 2.3.1). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C40** (*cf*. 5.7.6 for **C40** educator responses). However, the 34 (4.3%) learner participants who strongly disagreed and the 68 (8.7%) who disagreed that **discipline** means to tell learners how to **behave**, resulted in the combined disagreement level of 13%. The minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

With reference to item **C45**, 270 (34.5%) of the learner participants agreed and 378 (48.3%) of them strongly agreed that **discipline** at their school helps them to **control** their anger. The combined overwhelming agreement level of 82.8% supports the study by Mitra (2004:36) who explains discipline as being visible in a person's actions, which is accomplished when a person abides by the rules and endures self-control (*cf*. 2.3.1). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C45** (*cf*. 5.7.6 for **C45** educator responses). However, the 52 (6.6%) learner participants who strongly disagreed and the 82 (10.5%) who disagreed that **discipline** at their school helps them to **control** their anger, resulted in the combined disagreement level of 17.1%. The minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

In item **C49**, 265 (33.8%) of the learner participants agreed and 350 (44.7%) of them strongly agreed that nothing scares them at school when there is **good discipline**. The combined agreement level of 78.5% supports the study by Gorman and Pauken (2003:30) who point to attaining a threat and fear free school environment as one of the benefits of solid discipline *(cf*. 2.5.2). It should be noted that these responses are in line with each other concerning the outcomes of both data sets' analyses from item **C49** (*cf*. 5.7.6 for **C49** educator responses). However, the 65 (8.3%) learner participants who strongly disagreed and the 103 (13.2%) who disagreed that nothing scares them at school when there is **good discipline**, resulted in the combined disagreement level of 21.5%, one fifth of the learner participants. This disagreement level is disconcerting as the learners'

negative responses could be seen as indicating that there are other threats at school – apart from learner ill-discipline – or even threats external to the school, that really scare them. Such a state of affairs calls for urgent attention of especially the school principals.

With reference to item **C50**, 289 (36.9%) of the learner participants agreed and 363 (46.4%) of them strongly agreed that **good discipline** at school occurs when they **do not** do wrong things. The combined overwhelming agreement level of 83.3% supports the study by Gorman and Pauken (2003:30) who explain that the non-tolerance of ill-discipline eliminates bad learner behaviour (*cf*. 2.5.2). It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **E50** (*cf*. 5.7.6 for **E50** educator responses). However, the 39 (5%) learner participants who strongly disagreed and the 92 (11.7%) who disagreed that **good discipline** at schools occurs when they **do not** do wrong things, resulted in the combined disagreement level of 16.7%. The minority response could be attributed to the reasons listed above in **C15** of the learner responses (*cf*. 5.8.2).

In item **C51**, 267 (34.2%) of the learner participants agreed and 318 (40.8%) of them strongly agreed that the environment is **not scary** when there is **good discipline** at school. The combined agreement level of 75% supports the study by Gorman and Pauken (2003:30; *cf*. 2.5.2) who state that the non-tolerance of ill-discipline ensures a free from fear environment. It should be noted that the responses are in line with each other concerning the outcomes of both data sets' analyses from item **C51** (*cf*. 5.7.6 for **C51** educator responses). However, the 58 (7.4%) learner participants who strongly disagreed and the 137 (17.6%) who disagreed that **good discipline** at school ensures an environment that is **not scary**, resulted in a disconcerting 25% it appears that a quarter of the participating learners know about other factors that cause school environments to become scary. In this way, the learners a better informed than their own educators and this situation sounds a warning to especially the principals to take trouble to hear the voices of the learners at their school.

It is evident that some of the participating learners experienced being scared by things at school and/or by things in the environment at the time they completed the questionnaires: the 25% learner disagreement level of item **C51** is reminiscent of the 21.5% disagreement level that was reported for item **C49**, two paragraphs above. Both disagreement levels

sound a warning concerning learner safety: Sedibeng-East schools and their environment are without a doubt at present not favourable for achieving quality teaching and learning by way of values-based positive school discipline. Threats that rob learners of feeling safe at school must be identified and addressed, as several guarantees of the Constitution (1996a; *cf*. 3.2.1.1) fall by the roadside when learners feel unsafe.

The minority response could be attributed to learners being nervous and feeling unsafe due to factors outside school, for example gang fights from communities that may spill into school premises. Additionally, if school factors could make learners feel unsafe, although there is good school discipline between fellow learners, the feeling of not being safe may emanate from educators and administration who are acting unlawfully.

Upon the conclusion of the frequency analysis of both educator and learner questionnaires, the researcher proceeded to develop the structural model in order to assimilate the pathways leading directly and indirectly to the outcomes namely **VALUES**, **RESULTS**, **DVLP**, **SUPSYST**, **POSD** and **POSMIL**.

5.9 FIT STATISTICS FOR COMPETING MEASUREMENT MODELS

The initial process in order to build the structural model is to determine the fit statistics for the competing measurement models. The best competing measurement model is determined by the fit of the model which is ascertained through examining if the model as such offers an effective match for the data (Hox & Bechger, 1998:365). The best data fit is determined by a model which exhibits a TLI (*cf*. 5.2; Table 5.1: Acronym Key) above 0.90, an SRMR (*cf*. 5.2; Table 5.1: Acronym Key) lower than 0.05 and an RMSEA (*cf*. 5.2, Table 5.1: Acronym Key) smaller than 0.08 (Rouse *et al*., 2015:4; *cf*. 4.3.6.1). The above-mentioned indicators allowed the researcher to determine the best fit measurement model.

The original data set was randomly split in half in SPSS in order for an exploratory factor analysis (EFA) to be performed on the first half of the data. The EFA identifies possible latent factors and their inferred relationships (Fan *et al*., 2016:3; *cf*. 4.3.8.1), which in this study was completed with an Mplus program. During the EFA, possible factor structures were investigated from consisting of only one factor to containing thirty potential factors.

Only structures up to the first 21 potential factors converged with the available data; therefore, proposed solutions with 22 up to 30 factors were not used for further analysis.

The second portion of the data underwent confirmatory factor analysis (CFA; *cf*. 4.3.8.1), also using the Mplus program, based on all 21 possible solutions suggested from the EFA. CFA allows the researcher to stipulate which observed factor(s) might be related to any latent variable. As described by Fan *et al*. (2016:3; *cf*. 4.3.8.1), the CFA measures latent variables, using a process of removing the latent construct from variables, and allocates the maximum variance with related variances.

Out of the 21 CFAs that the researcher and statistical analyst conducted, only seven provided useful fit statistics. The other 14 analyses resulted in non-positive definite latent variable covariance matrices, rendering their fit statistics untrustworthy. Table 5.35 below illustrates the descriptive statistics, the reliability coefficients and correlations between values guiding actions, results of class activity, development of interpersonal skills, school support system, positive discipline and positive milieu. The composite reliability coefficients range from 0.66 to 0.89, which displays an acceptable range as indicated by Raykov (2009:230-232) the relationships between the variables were found to be statistically ($p < 0.01$) Raykov rho significant.

After the model development was complete, three competing measurement models were specified (*cf*. Table 5.31). Table 5.31 below indicates the structural model that tests the direction of the relationships, which refers to which factors may precede which other factors. Three structural models were specified: Model 1 – *including all direct and indirect pathways;* Model 2- *including only direct pathways*; and Model 3 – *including only indirect pathways.* The direct and indirect pathways were tested in Model 1, which assessed all significant pathways that lead to the three proposed outcomes, namely **RESULTS** (Factor B; *cf*. Figure 5.1), **DVLP** (Factor C; *cf*. Figure 5.1) and **POSMIL** (Factor F; *cf*. Figure 5.1). Model 2 (Factor B; *cf*. Table 5.35) tested only pathways leading to the three outcomes, and Model 3 included pathways that only possibly ran through the middle two factors, namely **GUIDE** (Factor A; *cf*. Table 5.35) and **POSD** (Factor E; *cf*. Table 5.35), to the three outcomes.

The fit statistics were compared to the proposed models to confirm whether or not Model 1 indeed showed the best fit. The deciding indicators that encouraged the decision were as follows: the lowest AIC and BIC values; significant results for the Satorra-Bentler difference test (Rouse *et al*., 2015:4; *cf*. 4.3.8.1); the highest CFI and TLI values; and the lowest RMSEA and SRMR values. The results are stipulated as follows in the next two tables (*cf*. Table 5.31 & Table 5.32) below:

(1) **GUIDE** (Factor A) was practically and significantly related to the remaining five factors of RESULTS (Factor B), DVLP (Factor C), SUPSYST (Factor D), POSD (Factor E), POSMIL (Factor F) (r = 0.54 to r = 0.66)

(2) **RESULTS** (Factor B) in addition was significant and practically related to the four factors of DVLP (Factor C), SUPSYST (Factor D), POSD (Factor E) and POSMIL (Factor F) (r = 0.59 to r = 0.84)

(3) **DVLP** (Factor C) was significant and practically significant to SUPSYST (Factor D), POSD (Factor E) and POSMIL (r = 0.73 to r = 0.79)

(4) **SUPSYST** (Factor D was significant and practically significant to POSD (Factor E) POSMIL (Factor F) (r = 0.61 to r = 0.8)

(5) **POSD** (Factor E) was significant and practically significant to POSMIL (Factor F) (r = 0.71)

Table 5.31 below indicates the Fit statistics for the competing measurement models and these statistics provide the factors to decide which model is the best fit.

Table 5.31: Fit statistics for competing measurement models

Model	χ^2	*df*	AIC	BIC	CFI	TLI	RMSEA	SRMR
Model 1	2126.44	1413	103802.05	104670.54	0.92	0.91	0.02	0.04
Model 2	2164.15	1421	103837.09	104667.41	0.91	0.91	0.02	0.04
Model 3	2758.21	1427	104639.72	105441.41	0.84	0.84	0.03	0.05
Model 4	3080.57	1428	105082.58	105879.49	0.80	0.80	0.04	0.05

χ^2 = chi-square; *df* = degrees of freedom; AIC = Akaike Information Criteria; BIC = Bayesian Information Criteria; TLI = Tucker-Lewis Index; CFI = Comparative Fit Index; RMSEA = Root Mean Square Error of Approximation; SRMR = Standardized Root Mean Square Residual

Table 5.31 indicates that Model 1 is the best fit Model according to the requirements (*cf*. 4.3.8.1). Model 1 is the best fit model as the AIC and BIC is lower (Fan *et al*., 2016:4; *cf*. 4.3.8.1) than Models 2, 3 and 4. The RMSEA is less than 0.05, CFI is greater than 0.09 and TLI is greater than 0.09 (McDonald & Ho, 2002:72; *cf*. 4.3.8.1). In addition, the SRMR values are less than or equal to 0.0815 (Hampton 2015:20-21; *cf*. 4.3.8.1).

Once the fit statistics were completed for the competing measurement models, the data sets were computed. A difference testing for changes in chi-squared competing measurement models was administered (*cf*. Table 5.32).

Table 5.32: Difference testing for changes in chi-square competing measurement models

Model	$\Delta\chi^2$	Δdf	*p*-value
Model 2	38.04	8	0.00**
Model 3	517.55	14	0.00**
Model 4	707.73	15	0.00**
** $p < 0.01$			

Table 5.32 clearly indicates that Model 1 fitted the data significantly better than the three competing models, as the smaller chi value indicates the better fit (*cf*. 4.3.6.1).

5.10 STRUCTURAL MODEL

The structural model was developed from the best fitting measurement model (Rouse *et al*., 2015:4; *cf*. 4.3.6.2; McDonald & Ho, 2002:65; *cf*. 4.3.8.1). The structural model tests the direction of the relationships (McDonald & Ho, 2002:65; *cf*. 4.3.8.1), which refers to which factors may precede which other factors. There were three structural models specified, namely *(1) including all direct and indirect pathways; (2) including only direct pathways and (3) including only indirect pathways.* The direct and indirect pathways were tested in Model 1 which assessed all significant pathways that lead to the three proposed outcomes, namely **RESULTS** (Factor B), **DVLP** (Factor C) and **POSMIL** (Factor F).

Model 2 tested the direct pathways: those leading directly to the three proposed outcomes. Lastly, Model 3 investigated the indirect pathways which included only the

relationships that might possibly go through the two proposed middle factors to the three proposed outcomes.

5.10.1 Testing the structural model

The results indicated that all the factors correlated with one another significantly and also showed a large practical significance.

Three models were specified: Model 1 was a full model that included both the direct and indirect pathways; Model 2 included the direct pathways: those leading directly to the three proposed outcomes; and lastly, Model 3 investigated the indirect pathways which included only the relationships that might possibly go through the two proposed middle factors to the three proposed outcomes.

Table 5.33 below illustrates the descriptive statistics, the reliability coefficients and correlations between values guiding actions, results of class activity, development of interpersonal skills, school support system, positive discipline and positive milieu.

Table 5.33: Descriptive statistics, reliability, coefficients and correlations

Variable		M	SD	ρ	1	2	3	4	5
1.	Values guiding actions	3.08	0.59	0.71	-				
2.	Results of class activity	3.45	0.59	0.77	0.56‡**	-			
3.	Development of intrapersonal skills	3.42	0.56	0.73	0.63‡**	0.84‡**	-		
4.	School support systems	3.48	0.54	0.89	0.54‡**	0.68‡**	0.76‡**	-	
5.	Positive discipline	2.86	0.74	0.74	0.66‡**	0.59‡**	0.73‡**	0.61‡**	-

The composite reliability coefficients range from 0.66 to 0.89, which displays an acceptable range as indicated by Raykov (2009:230-232; *cf*. 4.3.6.1.2), with the relationships between the variables thus found to be statistically ($p < 0.01$) Raykov rho significant.

Table 5.34 below indicates the difference testing for changes in chi-square concerning the competing structural models, using the the Satorra-Bentler difference test once again used to establish differences in changes of values.

Table 5.34: Difference testing for changes in chi-square competing structural model

Model	$\Delta\chi^2$	Δdf	*p*-value
Model 2	1030.48	3	0.00**
Model 3	285.36	4	0.00**
** p < 0.01			

The results indicated that Model 1 was the best-fitting model, as Models 2 and 3 showed significantly worse fits than Model 1.

However, Model 1 was the best fit of the data, as the model had the lowest AIC (103802.05) and lowest BIC (104670.54) values, in addition to significant changes in chi-square between Model 1 and the other two models.

Model 1 includes paths from **SUPSYST** (Factor D) to three outcomes, namely **RESULTS** (Factor B), **DVLP** (Factor C), **POSMIL** (Factor F). Based on the model, **RESULT** (Factor B) was found to have a significant predictor of **SUPSYST** (Factor D) in schools ($\beta = 0.47$, $p < 0.06$); **GUIDE** (Factor A) ($\beta = 0.2$, $p < 0.07$) and **POSD** (Factor E) ($\beta = 0.17$, $p < 0.08$).

It is evident from the model that 53.2% of the variance in **RESULTS** (Factor B) could be explained by **GUIDE** (Factor A), **SUPSYST** (Factor D), and **POSD** (Factor E). In addition, since the **SUPSYST** (Factor D) estimate equals 0.47, **GUIDE** (Factor A) estimate is 0.20 and that of **POSD** (Factor E) equals 0.17, it would indicate that the strongest influence from these on results would come from improvements in school support systems.

These data indicators support a plethora of studies done by various researchers, that would include the research of Prencipe and Helwig (2002; *cf*. 2.4.1), De Klerk and Rens (2003; *cf*. 2.6.1), Berkowitz and Bier (2004; *cf*. 2.4.1.2), Keown *et al*. (2005; *cf*. 2.4.1.2) and Lovat and Hawkes (2013; *cf*. 2,4.3.2) who prove that values improve academic performance.

According to Benninga *et al*. (2006:450-452; *cf*. 2.4.1.2), four principles, once practised at school, result in productive relations, greater respect, performing of right action and increased enthusiasm to succeed, which highlight aspects of **GUIDE** (Factor A), **SUPSYST** (Factor D) and **POSD** (Factor E). Thereby they affirm the significant pathways determined in the structural model.

In addition, **DVLP** (Factor C) was found to have significant predictors in **SUPSYST** (Factor D) in schools ($\beta = 0.47$, $p < 0.05$); **GUIDE** (Factor A) ($\beta = 0.14$, $p < 0.06$); and **POSD** (Factor E) ($\beta = 0.35$, $p < 0.07$). As indicated in the model, it is evident that 69.5% of the variance in **DVLP** (Factor C) could be explained by **GUIDE** (Factor A), **POSD** (Factor E) and **SUPSYST**(Factor D).

Since positive discipline estimate equals 0.35, guidance estimate is 0.14 and support system equals 0.47, it would indicate that the strongest influence from these on **DVLP** (Factor C) would come from improvement in school support systems. The data supports Alderman (2003:12; *cf*. 2.2.1) who highlights that values are the foundation for positive actions and thoughts which look past religion, society and politics.

This leads one to believe that attitudes and behaviour are influenced by values, with which Mitra (2004:6; *cf.* 2.2.1) concurs. Along with Mitra (2004:6; *cf*. 2.21), The Convention on Human Rights of the Child (UN, 1990) calls on countries to advance self-control and inspires communal respect, nature care and non-violence; motivates problem-solving; encourages positive re-enforcement; inspires learner participation; and offers positive role modelling (*cf*. 2.3.2).

The direct effects on **POSD** (Factor E) is **SUPSYST** (Factor D) and **GUIDE** (Factor A). The significant predictors for **POSD** (Factor E) are **GUIDE** (Factor A) ($\beta = 0.47$, $p < 0.06$) and **SUPSYST** (Factor D) ($\beta = 0.36$, $p < 0.05$).

The model indicates that 53% of the variance in **POSD** (Factor E) which can be explained by **SUPSYST** (Factor D) and GUIDE (Factor A). Since the **SUPSYST** (Factor D) β = 0.36 and **GUIDE** (Factor A) β = 0.47, the best path to improve **POSD** (Factor E) would be to improve **GUIDE** (Factor A), as it has the greatest yield.

Lastly, **GUIDE** (Factor A) was found to be a significant predictor of a positive **SUPSYST** (Factor D), since **SUPSYST** (Factor D), as indicated in model 1 has β = 0.54 and p< 0.04. The R^2= 29.2%.

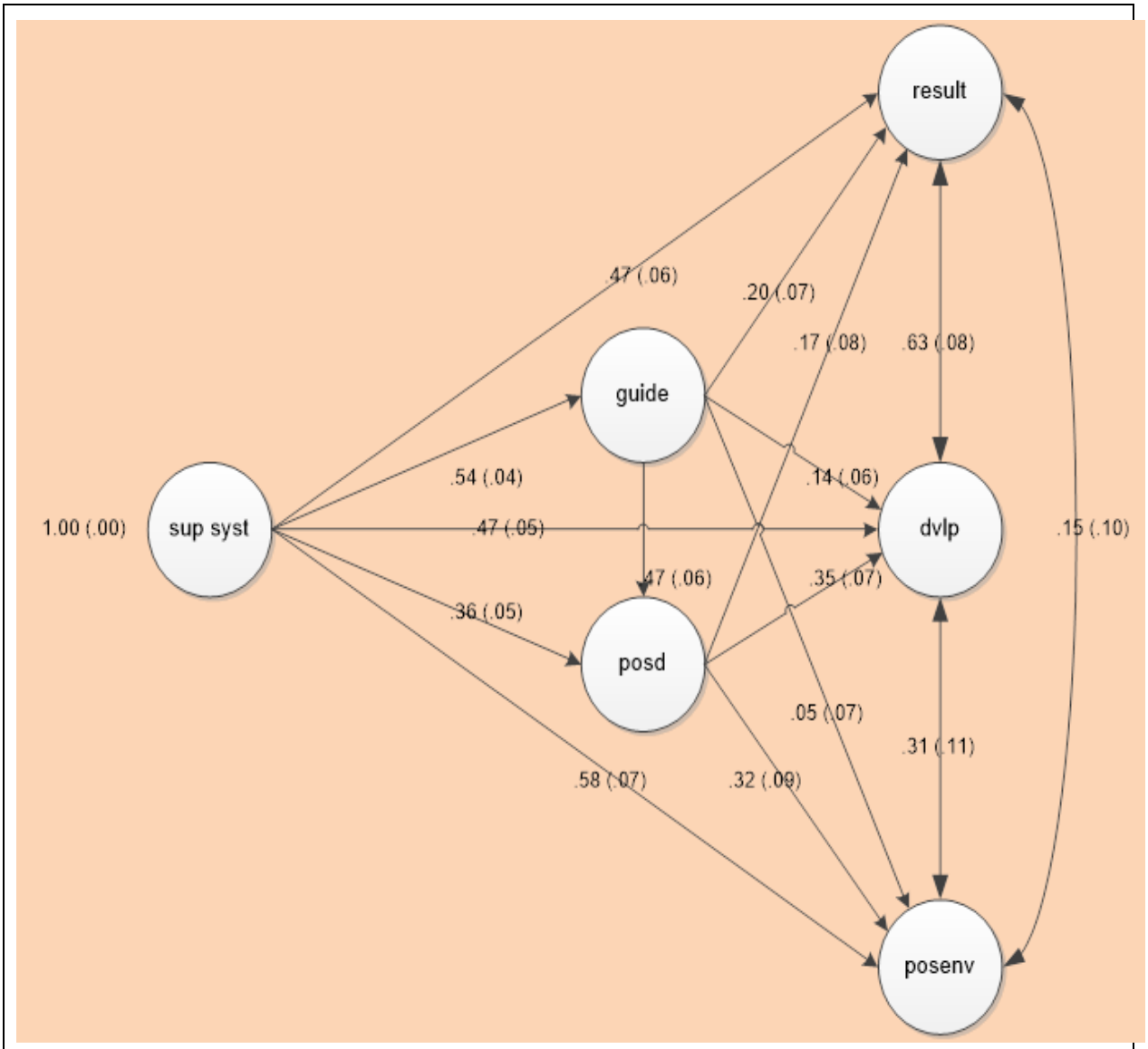
The data sets support Durrant (2010:11-15; *cf*. 2.3.2) who indicates that positive school discipline comprises of guiding principles that need to be applied during all interaction while teaching learners.

In addition, Prencipe and Helwig (2002:841-842; *cf*. 2.4.1.2) impress upon having good role models in all areas of the school, as it would assist in teaching learners about values that are socially acceptable and igniting the vital qualities of ceaseless hard work, unceasing honesty and continuous discipline.

Unfortunately, **POSD** (Factor E) (β = 0.32, *p* < 0.09) and **SUPSYST** (Factor D) (β = 0.58, *p* < 0.07) were found not to be significant predictors of a positive **POSMIL** (Factor F) due to **GUIDE** (Factor A) not showing the level of significance in its β.

The model indicates that 71.8% of the variance in **POSMIL** (Factor F) could be explained by **POSD** (Factor E) (β = 0.32, *p* < 0.09) and **SUPSYST** (Factor D) (β = 0.58, *p* < 0.07). Since the **POSD** (Factor E) β = 0.32 and **SUPSYST** (Factor D) β = 0.58, the best path to improve **POSMIL** (Factor F) would be to improve **SUPSYST** (Factor D) as it has the greatest yield.

A graphic presentation of the structural model follows below.



RESULT – R^2 = 53.2%

DVLP – R^2 = 69.5%

POSENV – R^2 = 71.8%

GUIDE – R^2 = 29.2%

POSD – R^2 = 53%

Figure 5.1: The structural model

The statistics depicted diagrammatically in Figure 5.1, are stated below with the fit indices.

Table 5.35: Initial framework fit indices and standardised path and coefficients

Measures		Direct and Indirect pathways (Model 1)	Direct pathways (Model 2)	Indirect pathways (Model 3)
Fit indices	χ2	2126.44	2515.04	2288.02
	df	1413	1416	1417
	AIC	103802.05	104318.72	104009.48
	BIC	104670.54	105172.90	104858.89
	CFI	0.92	0.87	0.90
	TLI	0.91	0.86	0.89
	RMSEA	0.02	0.03	0.03
	SRMR	0.04	0.11	0.05
Direct effects on results of class activity	School support systems	0.47**	0.56**	-
	Values guiding actions	0.20**	0.23**	0.38**
	Positive discipline	0.17*	0.24**	0.47**
Direct effects on development of intrapersonal skills	School support systems	0.47**	0.61**	-
	Values guiding actions	0.14*	0.23**	0.35**
	Positive discipline	0.35**	0.40**	0.62**
Direct effects on positive milieu	School support systems	0.58**	0.70**	-
	Values guiding actions	0.05	0.14*	0.29*
	Positive discipline	0.32**	0.36**	0.66**
Direct effects on positive discipline	School support systems	0.36**	-	0.74**
	Values guiding actions	0.47**	-	-
Direct effects on values guiding actions	School support systems	0.54**	-	0.64**

* $p < 0.05$ ** $p < 0.01$

Table 5.35 illustrates the best fit statistics for the three models (Model 1, 2 & 3). The structural model (*cf.* Figure 5.1) was specified and tested from the best measurement

model (Model 1), which was determined using best fit statistics (*cf*. 5.9 & 5.10). According to the fit statistics (*cf*. 4.3.8.1), it appeared that the full model, namely Model 1, fitted the data significantly better than the other two models. The AIC and BIC were found to be lower for Model 1 than for Models 2 and 3. The other fit statistics also seemed to indicate a better fit for Model 1 (*cf*. Table 5.33).

The structural model (Figure 5.1) indicated the direction of the relationships between the various factors. The structural model enabled the researcher to not only critically analyse the data, but also ensured that the researcher could draw comprehensive conclusions about the awareness held by learners and educators within Sedibeng East in regard to values and positive discipline.

5.10.2 Mediations of FACTOR D (SUPSYST – School Support System)

95% confidence intervals were constructed to estimate the indirect effects. Table 5.36 below depicts the lower and upper limits of the confidence intervals, as well as estimates and standard error results of the indirect effects tested.

Table 5.36: Indirect effects of Factor D (SUPSYST – school support system)

Variable	Results of classroom activities			Development of intrapersonal skills			Positive milieu		
	Est.	SE	95% CI	Est.	SE	95% CI	Est.	SE	95% CI
Values guiding actions	0.11**	0.04	[0.03, 0.19]	0.08*	0.04	[0.01, 0.15]	0.03	0.04	[-0.05, 0.10]
Positive discipline	0.06*	0.03	[0.01, 0.13]	0.13**	0.03	[0.07, 0.20]	0.12**	0.04	[0.05, 0.20]

From Table 5.36 it can be seen that **GUIDE** (Factor A) caused a highly significant indirect effect of **SUPSYST** (Factor D) on **RESULTS** (Factor B) in classroom activities (β = 0.11**, 95% CI [0.06, 0.29]. The data therefore support Rossouw (2003:413 & 432; *cf*. 2.3.1) who states that positive discipline leads to an improvement in values that ultimately concludes in development of stronger relations.

Since **SUPSYST** (Factor D) leads to improvement in **GUIDE** (Factor A) and ultimately **RESULT** (Factor B), it indicates congruency with the mediation outcome.

SUPSYST (Factor D) had a significant indirect effect on **DVLP** (Factor C) (β=0.08*, 95%CI [0.01, 0.15] however, **SUPSYST** (Factor D) did not have an indirect effect on **POSMIL** (Factor F) through **GUIDE** (Factor A) (β=0.1, p<0.04, 95% CI [-0.05, 0.10].

In addition, **POSD** (Factor E) caused the following effects:

- a significant indirect effect from **SUPSYST** (Factor D) on **RESULT** (Factor B) (β=0.06*, 95%CI [0.01, 0.13];
- highly significant indirect effects on **DVLP** (Factor C) (β=0.113**, p<0.03, 95%CI [0.07, 0.20]; and
- highly significant indirect effects on **POSMIL** (Factor F) positive environment (β = 0.12**, 95% CI [0.05, 0.20].

The mediation discussed above illustrated the indirect effects of **SUPSYST** (Factor D) on the remaining five factors. The above section undertook an in-depth analysis on the extent **SUPSYST** indirectly effects the remaining factors.

The quantitative section of this study concluded with the construction of the structural model (*cf*. Figure 5.1) and meditation of **SUPSYST** (Factor D). This portion of the study analysed the awareness that learners and educators held concerning positive discipline and values within their class/school environment, while highlighting the importance and emphasis educators and learners accord to values and their role in positive discipline.

While the analysis of individual items incorporated in the questionnaires also assisted in understanding the role the Code of Conduct at the sampled schools, the data analysis of the quantitative research phase of this study allowed the researcher to understand the extent to which values and positive discipline are put to use at sampled schools.

5.11 QUALITATIVE DATA ANALYSIS AND INTERPRETATION: LEARNER CODES OF CONDUCT FROM PARTICIPATING SCHOOLS

The schools that participated in the research were requested to submit a copy of their Code of Conduct to the researcher (*cf*. Annexure C) and these documents were used in the qualitative data phase to conduct the document analysis (*cf*. 1.5.2.3.1 & 4.3.5.2). The

document analysis section that will follow, shows the aspects relevant to this study that were found in the participating schools' Codes of Conduct in tabular format and a discussion follows after each table.

In Table 5.37 below, the researcher describes the general aspects concerning the Codes of Conduct of the eight sampled schools briefly. Information of the type and area of each school is presented, and pertinent information that could be beneficial to the study is mentioned under general comments.

Table 5.37: Learner Code of Conduct matrix – general aspects

School pseudonym	Type of school	Area of school	General comments
School 1	Township	Township	Code of Conduct handed to researcher. *However, it was the Gauteng Department exemplar with no adaptions or any customisation.* **This school was therefore left out of the analysis section.**
School 2	Township	Township	*Code of Conduct was not available.* The school could not provide a valid copy to the researcher, despite numerous contacts with even school administration. **This school was therefore left out of the analysis section.**
School 3	Ex-Model C	City	Code of Conduct was available and timeously handed to researcher.
School 4	Ex-Model C	City	Code of Conduct was available and timeously handed to researcher.
School 5	Ex-Model C	City	Code of Conduct handed to researcher. However, it was the Gauteng Department exemplar. But it was adapted or customised to meet the needs of the school.
School 6	Township	Township	Code of Conduct was not readily available. The school could not find a copy on file. After numerous educators and school administration officials had searched for the Code of Conduct, a copy was provided.
School 7	Township	Township	Code of Conduct handed to researcher. Although was the Gauteng Department exemplar, it was adapted or customised to meet the school's needs.

School pseudonym	Type of school	Area of school	General comments
School 8	Dual Medium Ex-Model C	City	Code of Conduct was available and timeously handed to researcher.

- ✶ School 1 was ***deleted*** from the qualitative data analysis, since they were using an exact copy of the Gauteng Department exemplar of what a learner Code fo Conduct should comprise – no effort to adapt or customise it for the school's needs was made.
- ✶ School 2 was ***deleted*** from the qualitative data analysis as they never gave the research a copy.

Four of the participating schools were Ex-Model C schools (3, 4, 5 & 8) and three were Townships schools (2, 6 & 7), as illustrated in the second column. As shown in the third column, three participating schools were situated in townships (2, 6, 7) and four in cities (3, 4, 5 & 8). The fourth column provides background comments on aspects that the researcher experienced upon requesting the Codes of Conduct.

Table 5.38 below categorises aspects that relate to the values of human dignity and equality as they were mentioned in the collected Codes of Conduct.

Table 5.38: Learner Code of Conduct matrix – human dignity and equality

School pseudonym	Aspects of human dignity stated in Code of Conduct	Aspects of human dignity implied in Code of Conduct	Aspects of equality stated in Code of Conduct	Aspects of equality implied in Code of Conduct
School 3	During a search, human dignity shall be observed. Every learner has the right to have his/her dignity respected. Code of Conduct encompasses human rights.		No discrimination against a learner is allowed. All learners will enjoy equal treatment before the law. Equal protection of the law Disciplinary process must be expeditious, fair, just, corrective, consistent.	

School pseudonym	Aspects of human dignity stated in Code of Conduct	Aspects of human dignity implied in Code of Conduct	Aspects of equality stated in Code of Conduct	Aspects of equality implied in Code of Conduct
School 4		Instill positive values and attitudes.		No learners to be treated unlawfully; unfairly.
School 5	Learners have the right: To be heard by impartial persons. To be treated with dignity during the process. Any form of discipline embarked upon by the school is underpinned by dignity and respect. Lack of dignity toward any person is a form of misconduct.		The disciplinary proceedings need to be conducted in a fair, equitable, open and transparent manner. All are equal before the law, which requires that there is no unfair discrimination, directly or indirectly, on the basis of *inter alia* race, gender, age or religion.	
School 6		The code is directed at the advancement and protection of fundamental rights of every person as guaranteed in the Constitution.		The code is directed at the advancement and protection of fundamental rights of every person as guaranteed in the Constitution.
School 7	Learners have the right: To be heard by impartial persons. To be treated with dignity during the process. Any form of discipline embarked upon by the school is underpinned by dignity and respect. Lack of dignity toward any person is a form of misconduct.		The disciplinary proceedings are to be conducted in a fair, equitable, open and transparent manner. All are equal before the law, which requires that there is no unfair discrimination, directly or indirectly, on the basis of *inter alia* race, gender, age or religion.	

School pseudonym	Aspects of human dignity stated in Code of Conduct	Aspects of human dignity implied in Code of Conduct	Aspects of equality stated in Code of Conduct	Aspects of equality implied in Code of Conduct
School 8	Therefore I will also treat these people with the required respect and dignity at all times. Visitors to the school, such as GDE officials, business people and parents have the concerns and welfare of the school at heart and will be respected and attended to wherever.		A learner is entitled to the following rights: Democratic processes Non-discrimination and equality	

In the table above, column two indicates which of the participating schools had included aspects of human dignity in their Codes of Conduct and column three illustrates when human dignity was implied. In the same manner, column four and five specify when equality was indicated and when it was implied in these Codes of Conduct.

Four of the participating schools (3, 5, 7 & 8) mentioned *dignity* in their Codes of Conduct, but two of the participating schools (4 & 6) did not mention human dignity. However, the researcher found instances in the Codes of Conduct of schools 4 and 6 where aspects of human dignity were implied. Two schools (5 & 7) stated that learners have the right to be treated with dignity during a disciplinary process and when any form of discipline is undertaken, and that the lack of dignity toward any person was regarded as misconduct. School 3 stated that human dignity should be observed during the searching of learners and school 8 highlighted in the learner's declaration that the learner *will treat* all people with dignity. While school 4 and 6 did not state human dignity directly, dignity was, however, implied since those two Codes of Conduct advanced the instilling of positive values and the fundamental rights of learners as they are laid out in the Constitution respectively. With reference to human dignity, the matrix supports the Policy Act (SA, 1996c:sec.4a & 4b; *cf*. 3.2.1.3) where it specifically highlights dignity as one of the values that are imperative to the transformation and democratisation of the country's education system.

The third column in Table 5.38 indicates whether aspects of equality were indicated in each of the Codes of Conduct. While four schools (3, 5, 7 & 8) mentioned equality directly in their Codes of Conduct, three schools (3, 5 & 7) described upholding equality during all disciplinary procedures and indicated that all learners are equal before the law. School 8 stipulated that a learner has the right to equality, while schools 6 and 4 did not mention any aspect of equality in their Codes of Conduct specifically. The fourth column describes instances that implied equality: school 6 emphasized the advancement and protection of fundamental rights, which encompasses equality; school 4 did not use the term equality directly, but implied fairness – which is synonymous to equality – as the Code of Conduct for Learners stated that no learner was to be treated unfairly, which is reminiscent of the research of Arweck and Nesbitt (2004:251; *cf*. 2.5.1) who indicate the need for dynamic relationships at schools. Inculcating equality into Codes of Conduct is in keeping with dictums that are guaranteed by the Constitution (1996a:sec.1(a)) and which protect the rights of everyone in South Africa, including the rights of learners – and prides itself as being anchored in the value of equality (*cf*. 1.1.) In this regard, the six analysed Codes of Conduct were generally in line with the Manifesto (DoE, 2001a:iv-v; *cf*. 1.5.2 & 3.2.2.1) and the Schools Act (SA, 1996c:sec.5(1); *cf.* 2.5.1) which advocate the democratic value of equality by sporting equitable and fair treatment of all learners.

The data analysed on aspects of human dignity in the Codes of Conduct will be compared with the data collected in the quantitative phrase (*cf*. 5.7-5.10) and triangulated in section 5.12.

Table 5.39 below examines the sampled schools' Codes of Conduct for aspects that not only stated fairness and respect, but also implied fairness and respect.

Table 5.39: Learner Code of Conduct matrix – fairness and respect

School pseudonym	Aspects of fairness stated in Code of Conduct	Aspects of fairness implied in Code of Conduct	Aspects of respect stated in Code of Conduct	Aspects of respect implied in Code of Conduct
School 3	No person may discriminate unfairly against a learner. All rules should have provision for fair warning. The disciplinary process must be fair and just.		Learners and educators are to be respectful. Code of Conduct prescribes behaviour that respects the rights of learners and educators.	
School 4		Instill positive values and attitudes	Respect peers, educators, parents and visitors. Disrespect towards educators is not acceptable.	
School 5	Fairness must be exercised when hearing a case. Procedures at hearing serious misconduct cases must be followed to ensure fairness. Evidence in a case must be evaluated fairly.		Foster mutual respect and establish a culture of tolerance and peace among learners and educators at the school. Disrespect towards the national symbols is not tolerated. Any form of discipline embarked upon by the school is underpinned by dignity and respect. Code of Conduct prescribes behaviour that respects the rights of learners and educators.	

School pseudonym	Aspects of fairness stated in Code of Conduct	Aspects of fairness implied in Code of Conduct	Aspects of respect stated in Code of Conduct	Aspects of respect implied in Code of Conduct
School 6		Code is directed at the advancement and protection of the fundamental rights of every person, as in the Constitution.		
School 7	Fair hearing of cases. Procedures need to be followed for hearings of serious misconduct cases, thereby ensuring fairness. Evidence in a case must be evaluated fairly.		Foster mutual respect and establish a culture of tolerance and peace among learners and educators at the school. Disrespect towards the national symbols is not tolerated. Any form of discipline embarked upon by the school is underpinned by dignity and respect. Code of Conduct prescribes behaviour that respects the rights of learners and educators.	

School pseudonym	Aspects of fairness stated in Code of Conduct	Aspects of fairness implied in Code of Conduct	Aspects of respect stated in Code of Conduct	Aspects of respect implied in Code of Conduct
School 8		The value of human rights is stated in the Code of Conduct through the endorsement by the learner section. The value of human rights is both emphasized as a right to each learner and as a duty for each learner to recognize and acknowledge that all other learners have the same right. The value of fairness is implied by the discussion that the following rights are accrued to the learners: 1. Democratic processes 2. Non-discrimination and equality	The value of respect is provided for in the Code of Conduct through the discussion of the following sections: 1. Respect for educators and visitors. 2. Respect for non-teaching staff. Respect for environment and school facilities.	

In Table 5.39 above, column two indicates which of the participating schools had included aspects of fairness in their Codes of Conduct and column three illustrates instances where aspects of fairness were implied. Subsequently, column four and five specify when respect was indicated and when aspects of respect were implied in the Codes of Conduct respectively.

Participating schools 5 and 7 stated that fairness must be observed in various situations, such as when misconduct is investigated: (1) when a hearing for misconduct is undertaken; (2) during procedures when hearings for serious misconduct cases are entered into; and (3) when sets of evidence within cases are handled and managed. While school 3 agreed with schools 5 and 7 that fairness had to be exercised during a disciplinary process, school 3 went on to explain that a disciplinary process must run fairly. Schools 4, 6 and 8 mentioned the value of fairness indirectly by implying fairness

in their school's Code of Conduct for Learners: school 4 mentioned instilling positive values and attitudes; school 6 mentioned advancing and protecting the fundamental rights of everyone, which encompasses fairness; and school 8 mentioned human rights in the capacity of applying to each learner, and promised democratic processes to ensure non-discrimination and equality. Inculcating fairness into Codes of Conduct is in line with the Benninga *et al*. (2006:450-452) study that the value of fairness needs to be encouraged (*cf*. 2.4.1.2).

The third column in Table 5.39 indicates whether aspects of respect were indicated in each of the Codes of Conduct. Participating schools 5 and 7 stated that mutual respect needed to be fostered and that any disrespect to national symbols would not be tolerated. While school 3 explained that both educators and learners' behaviour had to be respectful and recommended behaviour that respected the rights of all learners, school 4 declared respect for peers, educators, parents and visitors as non-negotiable and disrespect towards educators was unacceptable. Lastly, school 8 had various sections that pointed to learners' being respectful towards educators and visitors, non-teaching staff, the environment and school facilities. Nothing in the document of school 6 referred to respect directly.

In Table 5.39, the fourth column indicates that none of the sampled schools implied respect in their Codes of Conduct for Learners. Inculcating respect into the Code of Conduct is in keeping with the study of Ishii (2010:13; *cf*. 2.5.3.1 & 2.4.2) who points out that there are core universal values of which respect is one, and when it is fostered within schools and districts, it ensures that learners develop sound character.

The data analysed on aspects of respect in the Codes of Conduct will be compared with the data collected in the quantitative phrase (*cf*. 5.7-5.10) and triangulated in section 5.12.

Table 5.40 below examines the sampled schools' Codes of Conduct for aspects that not only stated positive discipline and safe environments, but also implied positive discipline and safe environments.

Table 5.40: Learner Code of Conduct matrix – positive discipline and safe environment

School pseudonym	Aspects of positive discipline stated in Code of Conduct	Aspects of positive discipline implied in Code of Conduct	Aspects of safe environment stated in Code of Conduct	Aspects of safe environment implied in Code of Conduct
School 3	A code of Conduct focuses on positive discipline, it is punitive and punishment orientated, but facilitates constructive learning. Every learner has a right not to be treated or punished in a cruel, inhumane or degrading manner.		Creating a safe and clean environment. Learners have a right to a clean and safe environment conducive to learning.	
School 4	Promote positive discipline. Develop self-discipline.		To establish a disciplined and purposeful environment. To facilitate effective teaching and learning.	
School 5		Any form of discipline is underpinned by dignity and respect. The South African Schools Act empowers a governing body of a school to maintain discipline in a school. The Code of Conduct must prescribe behaviour that respects the rights of learners and educators.	A clean, safe, healthy environment.	
School 6	The Code of Conduct did not mention positive discipline.	The Code of Conduct did not imply positive discipline.	The Code of Conduct did not mention a safe school environment.	The Code of Conduct did not imply a safe school environment.

School pseudonym	Aspects of positive discipline stated in Code of Conduct	Aspects of positive discipline implied in Code of Conduct	Aspects of safe environment stated in Code of Conduct	Aspects of safe environment implied in Code of Conduct
School 7		Any form of discipline is underpinned by dignity and respect. The South African Schools Act empowers a governing body of a school to maintain discipline in a school. The Code of Conduct must prescribe behaviour that respects the rights of learners and educators.	The school will endeavour to establish a clean, safe, healthy environment.	
School 8	The aim of the code of conduct is to establish a disciplined, purposeful school environment, dedicated to the promotion and preservation of the learning process.		To promote educational aims. The aim of the code of conduct is to establish a disciplined, purposeful school environment, dedicated to promoting and preserving the learning process.	

In Table 5.40 above, column two indicates which of the participating schools had included aspects of positive discipline in their Codes of Conduct for Learners and column three illustrates when positive discipline was implied. Subsequently, columns four and five specify when a safe environment was indicated and when it was implied in the Codes of Conduct respectively.

Participating schools 3, 4 and 8 stated that their Codes of Conduct were focused on positive discipline. Schools 5 and 7 implied positive discipline: they stated that all disciplinary actions need to be respectful, maintain the discipline and ensure the rights of learners. The Code of Conduct of school 6 did not address positive discipline. Inculcating positive discipline into a Code of Conduct is in keeping with the study of Rossouw (2003:415) and Ferreira *et al*. (2009:163; *cf.* 2.5.2) who are of the opinion that, for

productive teaching and learning to take place, it is crucial that the environment is favourable to discipline. Barnes *et al*. (2012:69; *cf*. 2.5.2) concur that positive discipline is paramount in ensuring that efficient and effective teaching and learning take place.

The fourth column in Table 5.40 examines whether the Codes of Conduct of the participating schools mentioned a safe environment in their respective documents. Schools 3, 5 and 7 stated that their schools were striving to provide their learners with a clean and safe environment. Participating schools 4 and 8 aimed at establishing a disciplined, purposeful environment. However, school 6 did not mention the school environment in their Code of Conduct in any regard.

In Table 5.40, the fifth column indicates whether a safe environment is implied: none of the participating schools implied the maintenance of a safe environment. The Codes of Conduct of all the participating schools, except school 6, referred to the learning environment at their schools. Inculcating a safe environment into a Code of Conduct is in keeping with the tenets of the Learner Code of Conduct Guidelines (SA, 1998:reg.4.6), which emphasize that learners at schools have the right to a school environment that is safe and clean (*cf*. 2.5.2).

The data analysing on aspects of positive discipline (*cf*. 5.11) in the Codes of Conduct will be compared with the data collected in the quantitative phrase (*cf*. 5.7 – 5.10) and triangulated in section 5.12.

Table 5.41 examines the sampled schools' Codes of Conduct for aspects that not only stated protection, but also implied protection.

Table 5.41: Learner Code of Conduct matrix – protection

School pseudonym	Aspects of protection stated in Code of Conduct	Aspects of protection implied in Code of Conduct
School 3	Learners receive equal protection and benefits of the law.	
School 4	The code of conduct upholds and promotes the spirit and objectives of the Bill of Rights contained in the Constitution of the Republic of South Africa, which is aimed at the protection of everybody's rights.	

School pseudonym	Aspects of protection stated in Code of Conduct	Aspects of protection implied in Code of Conduct
School 5	Protection from harassment and intimidation. Protects and promotes the security of all members of the school community.	
School 6	Protection of fundamental rights.	
School 7	Protection from harassment and intimidation. Protects and promotes the security all members of the school community.	
School 8		Non-violence and freedom and the security of safety as a person. **SAFETY** In view of my own safety, I will adhere to all prescribed rules for the laboratories, workshops and classroom, and rules stipulated for pupils on the sports field. I will attempt through my actions not to place both my own safety and that of a fellow learner in danger.

In Table 5.41, column two indicates which of the participating schools had included aspects on protection in their Code of Conduct for Learners and column three illustrates for when protection was implied. All the participating schools, except school 8, mentioned protection in their school's Code of Conduct. Participating schools 5 and 7 stated that their school was striving towards protecting learners from harassment and intimidation at school, and protecting them as members of the school community, while schools 4 and 6 explained that their school would make every effort to protect the fundamental rights of learners, school 3 declared that all learners would receive equal protection and benefits of the law.

The third column in Table 5.41 indicates whether protection was implied. School 8 implied protection, as their Code of Conduct implied safety. Inculcating protection into a Code of Conduct is in keeping with the study by Ferreira *et al*. (2009:160; *cf*. 2.5.2) that indicated the protection of learners and educators as one of the objectives of disciplinary practices. In addition, the Guidelines on Uniforms, as stated by De Waal *et al*. (2011:66) in reply to the high frequencies of ill-discipline at schools, point out that school uniforms serve as a mechanism to reduce disciplinary problems (*cf*. 3.2.3.2). The Regulations for Safety

Measures (SA, 2006b) expanded further and developed protective directives in terms of regulations 4(1-4), 5(1-4) and 8(A, D, E and F) which safeguard against any threatening behaviour (*cf*. 3.2.4.1).

The data analysed on protection in the participating schools' Codes of Conduct will be compared with the data collected in the quantitative phase (*cf*. 5.7-5.10) and triangulated in section 5.12.

Now that the document analysis has been completed, the data sets that the researcher gathered from the document analysis of the participating schools' Codes of Conduct, will be triangulated with the quantitative data analysis in the following section.

5.12 TRIANGULATION OF QUALITATIVE AND QUANTITATIVE DATA

In an effort to support the reliability of the study (*cf*. 1.5.2.7, 4.3.6.1 & 4.3.8.1), the researcher used the data sets that she had collected in the quantitative phase and triangulated it with the data that she had gathered in the qualitative research phase (*cf*. 4.3.5). The researcher used the correlations between the quantitative and the qualitative data phase to triangulate the results of all the data sets.

The following section triangulates the findings from the quantitative data analysis phase (*cf*. 5.3-5.10) and the corresponding results from the qualitative data analysis section (*cf*. 5.11) to determine items that correlated and items that were possible weaknesses.

5.12.1 The Code of Conduct for learners protects a learner's dignity

With reference to the quantitative phase, according to Table 5.22, 48 (58.5%) of the educator participants agreed and 33 (40.2%) of them strongly agreed with item **E18** that disciplinary practices were directed by the value of **dignity** to help maintain the discipline **at their school**. In the information from Table 5.28, it became evident that 283 (36.5%) of the learner participants agreed and 428 (55.2%) of them strongly agreed with item **E18** that **at their school** the discipline was guided by **dignity** (*cf*. 5.8.4). These quantitative responses totalled to an overwhelming positive majority response level of 91.7%.

The results of the qualitative phrase indicated three participating schools **(3, 5 & 7)** out of the six that were used for the Codes of Conduct document analysis that stated human

dignity would be maintained during disciplinary processes and procedures. Moreover, it can be inferred that schools **6 and 4** implied that dignity had to be observed during disciplinary practices, as their Codes of Conduct stated that fundamental rights had to be observed – with human dignity being one of these fundamental rights (*cf*. 5.11). The encompassing of human dignity in these Codes of Conduct is in keeping with, regulations 4.3 and 4.4.3 of the Learner Code of Conduct Guidelines (SA, 1998; *cf.* 3.2.1.3) which address the need for a well-developed Code of Conduct to aim at ensuring that the dignity of every learner is appreciated and that disciplinary systems at schools are founded on human dignity (*cf*. 1.1; *cf*. 2.5.3.2; *cf*. 3.2.3.1). The quantitative section therefore correlates with the qualitative section.

5.12.2 The Code of Conduct for Learners protects a learner's respect

With reference to the quantitative phase, according to Table 5.20, 39 (47%) educator participants agreed and 40 (48.2%) of them strongly agreed with item **C17** that **including values** in classroom activities results in an increase of **respect** (*cf*. 2.4.3.4). In the information from Table 5.26, it became evident that 268 (34.1%) of the learner participants agreed and 461 (58.6%) of them strongly agreed with item **C17** that **values** in their classroom help them to show more respect (*cf*. 5.8.2). These reponses totalled to an overwhelming positive majority response level of 92.7%.

Both the educator and learner questionnaires included a second item that pertained to respect. According to Table 5.22, 28 (34.1%) educator participants agreed and 52 (63.4%) of them strongly agreed with item **E12** that positive discipline is successful when **educators nurture respect** for others (*cf.* 5.7.4). In the information from Table 5.28, it became evident that 263 (34.1%) of the learner participants agreed and 457 (59.2%) of them strongly agreed with item **E12** that good discipline occurs when educators inspire learners to respect other people (*cf*. 5.8.4). These quantitative responses totalled to an overwhelming positive majority response level of 93.3%.

The results of the qualitative phrase indicated five participating schools (**3, 4, 5, 7 & 8) out** of the six that were used for the Codes of Conduct document analysis, as poinitng pointed out that mutual respect needs to be fostered at schools (*cf*. 5.11).

The encompassing of respect in Codes of Conduct is in keeping with Lovat and Hawkes (2013:3-4; *cf*. 2.4.3.4) that there is an increase in respect when values are encompassed. In addition, Durrant (2011:11-15; *cf.* 2.3.2) states when educators encourage learners to be respectful to others, positive discipline will be effective. The quantitative section therefore correlates with the qualitative section.

5.12.3 The Code of Conduct for Learners protects positive discipline

With reference to the quantitative phase, according to Table 5.22, 39 (44.44%) educator participants agreed and 44 (54.3%) of them strongly agreed with item **E21** that that the **Code of Conduct at** their school **inspires positive discipline** (*cf*. 5.7.4). In the information from Table 5.28 it became evident that 243 (31.7%) of the learner participants agreed and 483 (61.8%) of them strongly agreed with item **E21** that their school rules stand for sound discipline (*cf*. 5.8.4). These quantitative responses totalled to an overwhelming positive majority response level of 95.95%.

The results of the qualitative phase indicated that two participating schools **(3 & 4)** out of the six that were used for the Codes of Conduct document analysis mentioned that the Code of Conduct should focus on positive discipline. Moreover, it can be inferred that schools **5 and 7** implied positive discipline, as their Codes of Conduct stated that any discipline undertaken needed to be respectful, maintain the discipline and respect the rights of learners, all of which are characteristics of positive discipline (*cf*. 5.11). Unfortunately, one participating school **(school 6)** out of the six schools did not refer to positive discipline.

The encompassing of positive discipline in the Codes of Conduct is in keeping with section 8 of the Schools Act (*cf.* 3.2.1.2) which sets forth protocol with regard to the Code of Conduct in the establishment of sound discipline at schools (SA, 1998:sec.1.6; *cf*. 3.2.3.1), as the focus rests on advancing positive discipline. The quantitative section therefore correlates with the qualitative section.

5.12.4 The Code of Conduct for Learners provides protection from threats

With reference to the quantitative phase, according to Table 5.24, 32 (38.1%) educator participants agreed and 32 (38.1%) of these participants strongly agreed with item **C49**

that that the effect of ***not*** tolerating **ill-discipline** at school is that the school is **free** from **threats** (*cf*. 5.7.6). However, 23.8% (4(4.8%); 16(19%)) of these educator participants formed a significant combined minority disagreement level. In the information from Table 5.33, it became evident that 265 (33.8%) of the learner participants agreed and 350 (44.7%) of them strongly agreed with item **C49** that nothing scares them at school when there is good discipline. Moreover, 65 (8.3%) learner participants strongly disagreed and 103 (13.2%) of them disagreed, resulting in a 21.5% significant combined minority disagreement level (*cf*. 5.8.6). Both minority response levels (23.8% & 21.5%) pointed to the disconcerting reality of more threats possibly concurring at school than ill-discipline.

The results of the qualitative phase indicated that all six the participating schools **(3, 4, 5, 6, 7 & 8)** that were used for the Code of Conduct document analysis, focused on protection in their Codes of Conduct (*cf*. 5.11). Participating schools **5** and **7** stated they would endeavour to protect learners from harassment and intimidation at school, and try to protect their learners as members of the school community also. While two of the participating schools **(4 & 6)** explained that the school would make every effort to protect the fundamental rights of learners, school 3 stated that learners would receive equal protection and benefits of the law. School **8** implied protection as their Code of Conduct addressed safety. Even though most schools indicated protection in their Codes of Conduct, 23.8% of educator participants and 21.5% of learner participants **disagreed** with item **C49**, indicating a contradiction between the written Code of Conduct and the reality experienced at school – a possible weakness that must be addressed.

5.12.5 Discipline is one person taking charge of another person's behaviour

With reference to the quantitative phase, 32 (38.1%) of the educator participants agreed and 142 (16.7%) of these participants strongly agreed with item **C39** that discipline is one person **taking charge** of **another person's behaviour** (*cf*. Table 5.23; *cf*. 5.7.5). The combined majority agreement level resulted in a close margin of 54.8%, with the combined minority disagreement level resulting in 45.2% (38).

From the data in Table 5.29 for item **C39**, it became evident that the positive learner responses were fewer than the negative ones. 183 (23.5%) of the learner participants agreed and 195 (25%) of them strongly agreed that the word **discipline** means one

person is **telling another person what to do** (*cf*. 5.8.5). Although closely contested by the small combined majority disagreement level of 51.5%, this result refutes the literature of Oosthuizen (2003:387) and Venter and Van Niekerk (2011:253; *cf*. 2.3.1) who define discipline as encompassing one person directing another. Obviously the combined minority agreement response of 48.5% indicated those learners as supporting the above-mentioned Oosthuizen and Venter and Van Niekerk research.

Both the participating educators and learners appear divided on item **C39** by what could be regarded as a split down the middle, with a difference between the winning sides of the positive/negative responses. To the researcher, the closely calculated outcomes plus the disconnect indicate the possibility for further investigation – perhaps current trends and modernized circumstances prove the need for updated research.

5.12.6 Values determine action

With reference to the quantitative phase, according to Table 5.19, 53 (64.6%) of the educator participants *agreed* and 28 (34.1%) of them *strongly agreed* with **C1** that indicated **values determine how actions** are **undertaken** (*cf*. 5.7.1). In Table 5.25, 393 (50.1%) of the learner participants agreed and 315 (40.1%) of them strongly agreed with item **C1** that **values guide how they behave** (*cf*. 5.8.1).

The overwhelming educator combined positive response level of 98.7% and the same regarding the learner respone level of 90.2% support studies by Mitra (2004:6; *cf*. 2.2.1) who explains that values indeed exhort huge influence on one's behaviour, offering guiding principles for all situations. The learner data sets encourage the belief that learners, knowing that values guide behaviour, would be willing to include values and act in a manner that is in line with the absolute minimum values stated in the Manifesto (DoE, 2001a:3; *cf*. 2.4.1.3; Du Preez & Roux, 2010:24; *cf*. 2.4.1.3).

As both the educator and learner questionnaires of the study indicated an overwhelming majority compliance with regard to values determining actions, this aspect of the research can be considered a strength.

5.12.7 Values practised in classrooms result in peace

With reference to the quantitative phase, according to Table 5.20, 32 (38.6%) of the educator participants agreed and 48 (57.8%) of these participants strongly agreed with item **C12** that including **values** in classroom activities results in **peace** (*cf*. Table 5.20; *cf*. 5.7.2)**.** In Table 5.26, 236 (30%) learner participants agreed and 462 (58.8%) of them strongly agreed with item C12 that **peace** is a value at their school (cf. 5.8.2).

These quantitative combined positive response levels gave an average of 92.6%, overwhelmingly in support of the call by UNESCO (1974:2-3) to their member States to improve the efficiency of education by allowing learners to appreciate values, one of which would be peace (*cf*. 2.4.3.1).

As both the educator and learner questionnaires of the study showed that an overwhelming majority compliance with regard to values in classroom activities results in peace, this aspect of the research can be considered a strength.

5.12.8 The practice of values results in positive learner-educator relations

With reference to the quantitative phase, according to Table 5.20, 42 (50.6%) of the educator participants agreed and 38 (45.8%) of these participants strongly agreed with item **C16** which states that **positive learner-educator relations** are the result of **including** values in **activities** (*cf*. 5.7.2). From the information In Table 5.26, it became evident that 295 (37.5%) of the learner participants agreed and 414 (52.6%) of them strongly agreed with item **C16** that **values** in their classroom help them and the teachers to work **nicely** as a team (*cf*. 5.8.2).

These quantitative combined responses gave an average of 93.25%, supporting the Lovat and Hawkes studies (2013:3-4; *cf*. 2.4.3.4) which indicate that including values in classroom activities results in advancing positive learner-educator relationships.

As both the educator and learner questionnaires of the study indicated with an overwhelming majority compliance that **positive learner-educator relations** is the result of **including** values in **activities**, this aspect of the research can be considered a strength.

5.12.9 Values in the classroom result in increased respect

With reference to the quantitative phase, according to table 5.20, 39 (47%) educator participants agreed and 40 (48.2%) of them strongly agreed with item **C17** that including **values** in classroom activities results in increased **respect** (*cf.* 5.7.2). In the information from Table 5.26 it bacame evident that 268 (34.1%) of the learner participants agreed and 461 (58.6%) of them strongly agreed with item **C17** that **values** in their classroom help them to have more **respect** (*cf*. 5.8.2).

The quantitative combined average 93.95% supports the Lovat and Hawkes studies (2013:3-4; *cf*. 2.4.3.4) which indicate that including values in classroom activities results in greater respect (*cf*. 2.4.3.4).

As both the educator and learner questionnaires of the study indicated with an overwhelming majority compliance that including **values** in classroom activities results in an increase in **respect**, this aspect of the research can be considered a strength.

5.12.10 Teaching values in classrooms ensures learner behaviour is consistent with values

With reference to the quantitative phase, in Table 5.20 and according to item **C23,** 51 (60.7%) of the educator participants agreed and 28 (33.3%) of these participants strongly agreed with the statement that teaching values in class advances learners acting according to values (*cf.* 5.7.2). In the information from Table 5.26, 316 (40.3%) of the learner participants agreed and 394 (50.3%) of them strongly agreed with item **C23**, that learning about **values** at their school helps them to **behave** nicely. These combined quantitative resonses gave an average of 92.8% that supports the Manifesto (DoE, 2001a:3; *cf*. 2.5.1) which states that teaching values during school activities helps learners to act in a manner that is in keeping with them.

As both the educator and learner questionnaires of the study indicated with an overwhelming majority compliance that learning about **values** at their school helps them to **behave** nicely, this aspect of the research can be considered a strength.

5.12.11 Including values in school activities fosters positive attitudes towards others

With reference to the quantitative phase, in item **C24.1** of table 5.21, 43 (51.2%) of the educator participants agreed and 35 (42.9%) educator participants strongly agreed that teaching **values** during school activities helps learners to develop a **positive attitude** towards others (*cf*. 5.7.3). In the information from Table 5.27 it bacame evident that 307 (39.3%) of the learner participants agreed and 381 (48.7%) of them strongly agreed with item **C24.1** that learning about **values** at their school helps them to have **good ideas** about other people.

The combined quantitave agreement responses gave an average of 91.05%, which supports the study by Arweck and Nesbitt (2004:251; *cf*. 2.5.1) who maintain that values education allows learners to develop positive attitudes towards other individuals (*cf*. 5.8.3).

As both the educator and learner responses here indicated with an overwhelming majority compliance that teaching **values** during school activities helps learners to develop a **positive attitude** towards other individuals, this aspect of the research can be considered a strength.

5.12.12 Teaching values during school activities helps learners develop positive attitudes to others' belongings

With reference to the quantitative phase, according to Table 5.21, 39 (46.4%) of the educator participants agreed and 37 (44%) of them strongly agreed with item **C24.2** that teaching **values** during school activities helps learners to develop **positive attitudes** to other people's **belongings** (*cf*. 5.7.3)**.** In the information from Table 5.27 it became evident that 320 (40.8%) learner participants agreed and 380 (48.5%) of them strongly agreed with item **C24.2** that learning about **values** at their school helps them to be **nice** to people about their belongings (*cf*. 5.8.3).

The combined quantitave agreement responses gave an average of 89.85%, supporting the literature by Arweck and Nesbitt (2004:251; *cf*. 2.5.1) who maintain that value-based

education is an instrument that permits learners to craft positive attitudes towards, for example, others' belongings.

As both the educator and learner questionnaires of the study indicated with an overwhelming majority compliance that teaching **values** during school activities helps learners to develop **positive attitudes** to other people's **belongings**, this aspect of the research can be considered a strength.

5.12.13 Teaching values during school activities helps learners develop positive attitudes towards conditions in society

With reference to the quantitative phase, Table 5.21 showed in item **C24.3** that 43 (51.2%) of the educator participants agreed and 35 (41.7%) of these participants strongly agreed with the statment that teaching **values** during school activities helps learners to develop **positive attitudes** towards conditions in **society** (*cf*. 5.7.3). In the information from Table 5.27 it became evident that 290 (37%) of the learner participants agreed and 413 (52.7%) of them strongly agreed with item **C24.3** that learning about **values** at their school helps them to have **good feelings** about the world around them (*cf*. 5.8.3).

These quantitaive response, totalled to an overwhelming response average 91.3%, supports the study by Arweck and Nesbitt (2004:251; *cf*. 2.5.1) who maintain that value-based education is an instrument that allows learners to develop positive attitudes towards societal conditions.

As both the educator and learner questionnaires of the study indicated with an overwhelming majority compliance that teaching **values** during school activities helps learners to develop **positive attitudes** towards conditions in **society**, this aspect of the research can be considered a strength.

5.12.14 School discipline can be described as a method of self-control

With reference to the quantitative phase according to Table 5.21, 47 (56%) of the educator participants agreed and 36 (42.9%) of them strongly agreed with item **C28** that school discipline can be described as a method of **self-control** (*cf*. 5.7.3). In the information from Table 5.27 it became evident that 282 (36%) of the learner participants

agreed and 432 (55.1%) of them strongly agreed with item, **C28** that the phrase **school discipline** really means they learn **self-control** (*cf*. 5.8.3).

The combined quantitative responses gave an average of 95%, which supports research by Mitra (2004:36), Rossouw (2004:78) and Oosthuizen *et al*. (2003:387; *cf*. 2.3.1) which indicates that discipline is described as the accomplishment of actions through self-control.

As both the educator and learner responses indicated with an overwhelming majority level that school discipline can be described as a method of **self-control**, this aspect of the research can be considered a strength.

5.12.15 School discipline can best be described as a positive process

With reference to the quantitative phase, according to Table 5.21 in item **C31**, 43 (51.2%) of the educator participants agreed and 38 (45.2%) of these participants strongly agreed that **school discipline** can best be described as a process that is **positive** (*cf*. Table 5.21 & *cf*. 5.7.3). In the information from Table 5.27, 355 (45.3%) of the learner participants agreed and 337 (43%) of them strongly agreed with item **C31** that the phrase **school discipline** really means a way that is **helpful** (*cf*. 5.8.3).

The combined quantitative responses averaged 92.35% that supports not only Coetzee (2010:480; *cf.* 1.1), but also bears testament to the findings in the case study of the The Miracle School of Zambia (Durrant, 2011:11-15; *cf*. 2.3.2.1): according to this study, the learners understood the importance of school discipline and its helpful nature to improve the efficiency of the school.

As both the educator and learner responses indicated with an overwhelming majority compliance that **school discipline** can best be described as a process that is **positive**, this aspect of the research can be considered a strength.

5.12.16 Discipline can best be described as something that increases a learner's capabilities

With reference to the quantitative phase, Table 5.21 showed iIn item **C44** that 54 (65.1%) of the educator participants agreed and 21 (25.3%) of them strongly agreed that

discipline can best be described as something that increases the individual learner's **capabilities** (*cf*. 5.7.3). In the information of Table 5.27, 264 (33.8%) of the learner participants agreed and 451 (57.7%) of them strongly agreed with item **C44**, that the word **discipline** really means to develop their **skills**.

This combined quantitative agreement levels, calculated as an average of 90.95%, support the literature of Venter and Van Niekerk (2011:253; *cf*. 2.3.1) who state that discipline is the capacity of one person to coach others in improving their ability to perform at their best and increase their capabilities.

As both the educator and learner questionnaires of the study indicated **discipline** can best be described as something that increases the individual learner's **capabilities**, this aspect of the research can be considered a strength.

5.12.17 Discipline at schools encourages learners to be determined

With reference to the quantitative phase, 50 (59.5%) of the educator participants agreed and 30 (35.7%) of these participants strongly agreed with item **C47** that **discipline** at schools encourages learners to be **determined** (*cf*. Table 5.21; *cf*. 5.7.3). In Table 5.27, 299 (38.3%) of the learner participants agreed and 408 (52.2%) of them strongly agreed with item **C47,** that discipline at their school **helps** them to follow the **rules** (*cf*. 5.8.3). The combined quantitative agreement levels gave an average of 92.85%, supporting the studies by Oosthuizen *et al*. (2003:387; *cf*. 2.3.1) which state that the person (educator) guides another person (learner) to act in a proper manner on the way to developing Equanimeous-minded learners, as referred to by The Bhagavad Gita (2001; *cf.* 2.3.1).

As both the educator and learner responses indicated with an overwhelming majority compliance that **discipline** at school allows learners to be determind, this aspect of the research can be considered a strength.

5.12.18 Teaching values during school activities helps learners understand the role of values in life

With reference to the quantitative phase, the data of Table 5.22 indicated in item **C22** that 42 (50%) of the educator participants agreed and 40 (47.6%) of these participants strongly agreed that teaching values during school activities helps learners **understand** the role of **values** in their lives (*cf*. 5.7.4). In the information from Table 5.28, 401 (51.2%) of the learner participants agreed and 275 (35.1%) of them strongly agreed with item **C22** that learning about **values** during all activities supports them to know how the values **help** them (*cf*. 5.8.4).

The combined quantitative agreement levels resulted in a 91.95% average, which supports the edicts of education legislation (*cf*. Chapter Three) and the dictates of the Constitution (*cf*. 1.1 & 3.2.1.1), as learning about infusing values in their lives allows learners to become values-based citizens in our society.

As both the educator and learner questionnaires of the study showed that teaching values during school activities helps learners **understand** the role of **values** in their lives. This aspect of the research can be considered a strength.

5.12.19 The school environment instils positive discipline

With reference to the quantitative phase, 41 (51.9%) of the educator participants agreed and 36 (45.6%) of them strongly agreed with item **D1** that our **school environment** instils **positive discipline** (*cf*. Table 5.22; *cf*. 5.7.4). In Table 5.28, 312 (39.9%) of the learner participants agreed and 356 (45.6%) of them strongly agreed with item **D1** that their school **environment** inspires them with **good discipline** (*cf*. 5.8.4).

These quantitative responses, totalled to an average of 91.50%, is a heartwarming response, especially in light of the numerous violent acts at schools that the media report on (*cf*. 2.2.1).

As both the educator and learner results indicated with an overwhelming response that teaching values during school activities helps learners **understand** the role of **values** in their lives, this aspect of the research can be considered a strength.

5.12.20 The school environment permits productive learning

With reference to the quantitative phase, according to Table 5.29 in item **D3**, 44 (55.7%) of the educator participants agreed and 34 (43%) of these participants strongly agreed that the **school environment** permits **productive learning** (*cf*. 5.7.4). In Table 5.28, 249 (32%) of learner participants agreed and 459 (59%) of them strongly agreed item with **D3,** that their **school environment** allows them to learn **better** (*cf*. 5.8.4).

These quantitative responses, calculated to an average of 94.85% support Rossouw (2003:415; *cf*. 2.5.2) and Ferreira *et al*. (2009:163; *cf*. 2.5.2) who agree that, for productive teaching and learning to take place, it is important that an environment favourable to discipline is developed.

As both the educator and learner questionnaires of the study indicated with an overwhelming avarage that **school environments** permit **productive teaching**, this aspect of the research can be considered a strength.

5.12.21 Learners learn positively from the actions of educators

With reference to the quantitative phase, 40 (48.8%) of the educator participants agreed and 38 (46.3%) of them strongly agreed with item **E1** that learners learn **positively** from the **actions** of educators (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 268 (34.5%) of the learner participants agreed and 410 (52.8%) of them strongly agreed with item **E1** that they usually **learn** from what the **educators** do (*cf*. 5.8.4).

The quantitative responses, calculated to an average of 91.45%, support the Saamtrek Conference (DoE, 2001b:20; *cf*. 2.5.3.1) that indicated that the most powerful way for children to gain values is to see how people, among others educators, for whom they have great esteem and prodigious admiration, embody values in their conduct and being.

As both the educator and learner questionnaires of the study indicated with an overwhelming response avarage that leaners learn positively from educators' actions, this aspect of the research can be considered a strength.

5.12.22 Educators act like role models

With reference to the quantitative phase in item **E4**, 35 (42.7%) of the educator participants agreed and 44 (53.7%) of these participants strongly agreed that educators act like **role models** in general (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 265 (34.2%) of learner participants agreed and 434 (56%) of them strongly agreed with item **E4,** that **educators** are usually **good examples** (*cf*. 5.8.4). These responses, calculated to an average of 93.3% firstly supports, among others, the Learner Code of Conduct Guidelines (SA,1998:reg.1.6) and secondly, Masitsa (2008:144), where it is indicated that educators need to exhibit exemplary conduct, as they lead by example (*cf*. 2.5.3.1).

As both the educator and learner responses indicated overwhelimingly that educators act like **role models** in general, this aspect of the research can be considered a strength.

5.12.23 Positive discipline succeeds when educators develop learners' self-discipline

With reference to the quantitative phase, 30 (36.6%) of the educator participants agreed and 47 (57.3%) of them strongly agreed with item **E6** that **positive discipline** is successful when educators develop learners' **self-discipline** (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 280 (36.2%) of the learner participants agreed and 399 (51.6%) of them strongly agreed with item **E6**, that **good discipline** is when educators teach learners to have their **own discipline** (*cf*. 5.8.4).

The combined quantitative agreement level gave an average of 90.85%, supporting the study by Durrant (2010:11-17; *cf*. 1.4.2 & 2.3.2) that points to positive discipline as being a process that allows, among others, the construction of learners' self-confidence, the nurtured motivation of learners and the directing of learners towards self-discipline.

As both the educator and learner responses indicated with an overwhelming avarage that **positive discipline** is successful when educators develop learners' **self-discipline**, this aspect of the research can be considered a strength.

5.12.24 Sound discipline occurs when teachers tell learners what they expect

With reference to the quantitative phase, according to item **E7.1**, 45 (54.9%) of the educator participants agreed and 34 (41.5%) of them strongly agreed that **positive discipline** is successful when educators **always tell** learners what is expected from them (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 302 (39.1%) of the learner participants agreed and 374 (48.4%) of them strongly agreed with item **E 7.1**, that **good discipline** occurs when teachers **always tell learners** what they **expect** (*cf*. 5.8.4).

These responses, calcualted as an average of 91.95%, support the literature of Rossouw (2003:427) and Joubert *et al*. (2004:80) who concur that learners need to know which behaviour is the expected performance (*cf*. 2.6.1), in order for positive discipline to be advanced through the instilling of an acknowledged standard of behaviour as indicated in the Learner Code of Conduct Guidelines (SA, 1998:sec1.6; *cf*. 2.6.1).

As both the educator and learner responses indicated overwhelmingly that **positive discipline** is successful when educators **always tell** learners what is expected from, this aspect of the research can be considered a strength.

5.12.25 Positive discipline succeeds when educators apply rules constantly

With reference to the quantitative phase, 42 (51.2%) of the educator participants agreed and 39 (47.6%) of these participants strongly agreed with item **E7.2** that **positive discipline** is successful when educators apply **rules constantly** (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 268 (34.6%) of the learner participants agreed and 425 (54.9%) of them strongly agreed with item **E7.2** that **good discipline** is when educators **always tell** learners the **rules** *(cf.* 5.8.4).

The combined responses, calculated to an average of 94.20%, support the studies by Mitra (2004:36; *cf*. 2.3.1) and Durrant (2010:11-15; *cf*. 1.4.2 & 2.3.2) who indicate positive discipline as guided by the principle of applying rules constantly.

As both the educator and learner responses indicated overwhelmingly that **positive discipline** is successful when educators apply **rules constantly**, this aspect of the research can be considered a strength.

5.12.26 Positive discipline succeeds when educators act in an even-handed manner

With reference to the quantitative phase, in item **E8**, 42 (51.2%) of the educator participants agreed and 39 (47.6%) of them strongly agreed that positive discipline is successful when **educators** act in an **even-handed** manner (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 278 (36%) of the learner participants agreed and 359 (46.5%) of them strongly agreed with item **E8** that **good discipline** is when educators are **fair** to learners (*cf*. 5.8.4).

The combined quantitative responses, calculated to an average of 90.6%, support Durrant (2011:11-15, *cf*. 2.3.2) who is of the opinion that, in an order to ensure positive school discipline, it is important that educators maintain even-handedness.

As both the educator and learner questionnaires of the study indicated overwhelmingly that positive discipline is successful when **educators** act in an **even-handed** manner, this aspect of the research can be considered a strength.

5.12.27 Positive discipline succeeds when educators nurture respect for others

With reference to the quantitative phase, 28 (34.1%) of the educator participants agreed and 52 (63.4%) of these participants strongly agreed with item **E12** that positive discipline is successful when **educators nurture respect** for others (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 263 (34.1%) of the learner participants agreed and 457 (59.2%) of these learner participants strongly agreed with item **E12** that, discipline is positive when educators **inspire** learners to **respect** other people (*cf*. 5.8.4).

These quantitative responses, calculated to an average of 95.4%, support Durrant (2011:11-15; *cf*. 2.3.2) who is convinced positive discipline will be effective when educators inspire learners to be respectful to others.

As both the educator and learner responses indicated overwhelmingly that positive discipline is successful when **educators nurture** a **respect** for others, this aspect of the research can be considered a strength.

5.12.28 Positive discipline succeeds when educators promote an attitude of compassion

With reference to the quantitative phase, according to Table 5.22, 39 (47.6%) of the educator participants agreed and 41 (50%) of them strongly agreed with item **E13**, that positive discipline is successful when educators **promote** an attitude of **compassion** (*cf*. 5.7.4). In Table 5.28, 281(36.4%) of the learner participants agreed and 435 (56.3%) learner participants strongly agreed with item **E13**, that **good discipline** occurs when educators help learners to be **kind** (*cf*. 5.8.4).

The combined quantitative responses gave an average of 95.15%, which supports Durrant (2011:11-15, *cf*. 2.3.2) who states that inspiring compassion helps in upholding positive school discipline.

As both the educator and learner responses indicated overwhelmingly that positive discipline is successful when educators **promote** an attitude of **compassion**, this aspect of the research can be considered a strength.

5.12.29 Rules indicate expected learner behaviour

With reference to the quantitative phase, 36 (43.9%) of the educator participants agreed and 44 (53.7%) participants strongly agreed with item **E14**, that **rules** indicate **expected** learner behaviour which **are in place** to help keep the discipline at their schools (*cf*. Table 5.22; *cf*. 5.7.4). In Table 5.28, 285 (36.7%) of the learner participants agreed and 425 (54.8%) of them strongly agreed with item **E14**, that **rules** which show them what the educators **expect** of them, help keep discipline at their school (*cf*. 5.8.4).

The quantitative responses which calculated to an average of 94.55%, support the research of Rossouw (2003:427; *cf*. 2.6.1) which indicates that a Code of Conduct must illustrate to the learners exactly what is expected from them in terms of conduct.

As both the educator and learner responses indicated overwhelmingly that **rules** indicate **expected** learner behaviour which **is in place** to help keep the discipline at their schools, this aspect of the research can be considered a strength.

5.12.30 Values which are promoted in classrooms help keep school discipline

With reference to the quantitative phase, 42 (51.2%) of the educator participants agreed and 39 (47.6%) of them strongly agreed with item **E16**, that **values** are **promoted** in their classrooms to help **keep** the discipline (*cf*. Table 5.22; *cf*. 5.7.4). In Table 5.28, 337 (43.6%) of the learner participants agreed and 358 (46.3%) of them strongly agreed with item **E16**, that **values** are **used** in classes to **keep** discipline at schools (*cf*. 5.8.4).

These quantitative responses, calculated to an average of 94.35%, support the research of Laursen (2003:79), Rossouw (2003:432), Wolhuter and Steyn (2003: 535), Bopape-Baloyi (2010:68), and Du Preez and Roux (2010:24) who all concur that a schools needs a robust values-based construction to uphold school discipline (*cf*. 2.3.2.1). It should be noted that these responses are in line with each other concerning the outcomes of both data sets' analyses from item **E16** (*cf*. 5.7.4 for **E16** educator responses).

As both the educator and learner responses indicated with overwhelming agreement levels **values** are **promoted** in the classrooms to help keep the discipline, this aspect of the research can be considered a strength.

5.12.31 School rules are effective in maintaining sound discipline

With reference to the quantitative phase, according to item **E17**, 44 (53.7%) of the educator participants agreed and 34 (41.5%) of these participants strongly agreed that their school **rules** are effective in maintaining **sound** discipline (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 277 (35.7%) of the learner participants agreed and 443 (57.2%) of them strongly agreed with item **E17**, that **rules** help to keep **good** discipline at school (*cf*. 5.8.4).

The quantitative responses, calculated to an average of 94.05%, support Rossouw (2003:415) and Ferreira *et al.* (2009:163) who maintain that having efficient processes and provisions not only help to uphold school discipline, but also to progress to a positive school environment (*cf*. 2.5.3.2).

As both the educator and learner responses indicated overwhelmingly that their school **rules** are effective in maintaining **sound** discipline, this aspect of the research can be considered a strength.

5.12.32 School disciplinary practices are directed by dignity to help keep discipline

With reference to the quantitative phase, 48 (58.5%) of the educator participants agreed and 33 (40.2%) of them strongly agreed with item **E18**, that their school **disciplinary practices** are directed by the value of **dignity** to help keep the discipline (*cf*. Table 5.22; *cf*. 5.7.4). In Table 5.28, 283 (36.5%) of the learner participants agreed and 428 (55.2%) of them strongly agreed with item **E18**, that **discipline** is guided by **self-respect** at their school (*cf*. 5.8.4).

These responses, calculated to an average of 95.20%, support Laursen (2003:82; *cf*. 2.3.2.1) who is of the opinion that discipline is, among others, founded on the universally accepted human value of encouraging the development of self-respect and self-discipline.

As both the educator and learner responses indicated overwhelmingly that at their school **disciplinary practices** are directed by the value of **dignity** to help keep the discipline, this aspect of the research can be considered a strength.

5.12.33 A Code of Conduct at school develops learners' self-discipline

With reference to the quantitative phase, according to item **E20,** 38 (46.9%) of the educator participants agreed and 42 (51.9%) of these participants strongly agreed that the Code of Conduct at their school develops **self-discipline** (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 252 (32.6%) of the learner participants agreed and 433 (55.9%) of them strongly agreed with item **E20**, that **rules** help them to build their **own discipline** at their school (*cf*. 5.8.4).

These quantitative responses, calculated to an average of 95.15%, support the research of Joubert *et al.* (2004:80) who interpret the Learner Code of Conduct Guidelines (SA, 1998:sec1.6; *cf*. 2.6.1 & 3.2.3.1) as pronouncing that developing self-discipline is a requirement for being able to improve positive discipline.

As both the educator and learner responses indicated overwhelmingly that a Code of Conduct develops **self-discipline** at their school, this aspect of the research can be considered a strength.

5.12.34 Codes of Conduct inspire positive discipline

With reference to the quantitative phase, item **E21**, 39 (44.4) of the educator participants agreed and 44 (54.3) of these participants strongly agreed that the Codes of Conduct **at** their school **inspire positive discipline** (*cf*. Table 5.22 & 5.7.4). In Table 5.28, 248 (31.7%) of the learner participants agreed and 438 (61.8%) of them strongly agreed with item **E21**, that school **rules** stand for **good** discipline (*cf*. 5.8.4).

These responses, calculated to an average 93.5%, support the Schools Act (SA, 1996c:sec.8.2; *cf*. 3.2.1.2), the Manifesto (DoE, 2001a:129), Oosthuizen *et al*. (2003:470), Joubert *et al*. (2004:80), Bray (2005:17) and Masitsa (2008:236), all of which concur that the aim of school rules (a Code of Conduct for Learners at a school) needs to create sound discipline and a purposeful atmosphere, which are devoted to enhancing and preserving the highly valued learning process.

As both the educator and learner responses indicated that the Codes of Conduct at their schools **inspire positive discipline**, this aspect of the research can be considered a strength.

5.12.35 Discipline is the adjustment of a learner's conduct

With reference to the quantitative phase, in item **C40,** 59 (70.2%) of the educator participants agreed and 20 (23.8%) strongly agreed that discipline is the **adjustment** of a learner's **conduct** (*cf*. Table 5.24 & 5.7.6). In Table 5.30, 330 (42.1%) of the learner participants agreed and 351(44.8%) of them strongly agreed with item **C40**, that **discipline** means to tell learners how to **behave** (*cf*. 5.8.6).

These quantitative responses calcualted to an average of 90.45%, supporting the research by Venter and Van Niekerk (2011:253) who are of the opinion that discipline is, among others, the way in which control is exercised over a person (*cf*. 2.3.1).

As both the educator and learner responses indicated overwhelmingly that discipline comprises the **adjustment** of a learner's **conduct**, this aspect of the research can be considered a strength.

5.12.36 Their school encourages self-controlled behaviour

With reference to the quantitative phase, according to the Table 5.30, 43 (51.2%) of the educator participants agreed and 39 (46.4%) of these participants strongly agreed with **item C45**, that discipline at their school encourages **self-controlled** behaviour (*cf*. Table 5.24 & 5.7.6). In Table 5.30, 270 (34.5%) of the learner participants agreed and 378 (48.3%) of them strongly agreed with item **C45**, that **discipline** at their school helps them to **control** their anger (*cf*. 5.8.6).

These quantitative responses, calculated to an average level of 90.2%, support the study by Mitra (2004:36) who explains discipline as being visible in a person's actions, which is accomplished when a person abides by the rules and endures self-control (*cf*. 2.3.1).

As both the educator and learner responses indicated overwhelmingly that discipline at their school encourages **self-controlled** behaviour, this aspect of the research can be considered a strength.

5.13 CONCLUSION

The above-mentioned chapter encompassed a detail analysis on the outcomes from the qualitative and quantitative research undertaken in this study. The data underwent a series of analytical procedures with the aid of the statistical consultant of the Opentia Research Focus Area (*cf*. 1.5.2.6; *cf*. 4.3.6.1).

The statistical process successfully highlighted the relationship that exists between values and positive discipline in Sedibeng-East. The descriptive statistics of this study allowed the researcher to draw valid conclusions and highlight areas of concern within Sedibeng-East in regard to values and positive discipline. The analysis of the quantitative research obtained from educators and learners provided insight on the understandings that are currently held in Sedibeng-East. The critical analysis of the results allowed the researcher to draw conclusions and provide recommendations for areas of concern (*cf*. 6.6).

Ultimately, the structural equation model (*cf*. 5.10) developed from the data received in the quantitative phase of the study outlined the direction of the relationships and the indirect relationships that exist between values and positive discipline within Sedibeng East. The structural equation model illustrated that the best path to improve a factor would be to improve one of the other remaining factors that had the greatest yield (*cf*. 5.10).

In addition, during the qualitative research analysis, the researcher was able to assess whether schools implement legislation pertaining to school governance (*cf*. Chapter Three) appropriately. Lastly, the researcher triangulated the results of both the qualitative and quantitative data, in an effort to enhance the reliability of this study.

The following chapter will discuss the summary, findings and recommendations.

CHAPTER SIX

SUMMARY, FINDINGS AND RECOMMENDATIONS

"Research is to see what everybody else has seen,
and to think what nobody else has thought"

~ Albert Szent-Gyorgi ~

6.1 INTRODUCTION

The previous chapter analysed the data collected from the research instruments and the schools' Codes of Conduct. In this final chapter, the researcher integrates the findings from this study to determine the awareness held on the relationship between values and positive discipline at Sedibeng-East primary schools.

The chapter begins with an overview on the preceding five chapters, followed with concisely describing the findings of this study. In addition, specific recommendations and proposals for further research are discussed.

6.2 AN OVERVIEW OF THE STUDY

The following paragraphs detail a brief summary on the previous five chapters of this study.

6.2.1 Chapter One

Chapter One initially described the introduction and rationale of this study (*cf*. 1.1). While the introduction section provided derivatives of vital terms in this study, namely values and discipline, an analysis of how values and discipline relate to the various components of this study was described in addition. The plethora of undisciplined behaviour experienced at South African schools was recounted in the National Schools Violence Study (*cf*. 1.1). The extensive harmful ill-disciplined behaviour experienced at schools ignited the impetus of many previous research studies, with most of these studies describing the necessity to establish discipline practices at schools that will lead to safe and productive teaching and learning environments (*cf*. 1.1).

Moreover, the Constitution (*cf*. 1.1), the superlative law of the land, is anchored in values. Keeping this in mind, it is of the utmost importance for the education system in South

Africa to be reflective of the values subscribed to and declared in the Constitution. As such, all subsidiary indicators pertaining to education needs to be reflective of the values echoed in the Constitution. The values that are declared in legislation need to trickle down to schools. Thus, there is a responsibility placed upon Schools Governing Bodies to ensure that values are not only encapsulated in the Codes of Conduct, but implemented within the school environment. The literature study began with discovering available literature that speaks to the relationship between values and positive school discipline (*cf*. 1.1), and this relationship between values and positive discipline was uncovered in the first chapter and later comprehensively dissected in Chapters Two and Three.

The researcher then discussed the purpose of this study which gave rise to primary and secondary research questions (*cf*. 1.3.1): the primary research question was enhanced by the inclusion of eleven secondary questions (*cf*. 1.3.2), and the conceptual framework was expounded by the researcher describing the various facets that encompassed the framework of this study (*cf*. 1.4). In the next instance, the researcher explained that the study employed a concurrent mixed-method design (*cf*. 1.5.2). As part of the research design, the quantitative section was completed with the aid of questionnaires (*cf*. 1.5.2.1.1). The qualitative section was accomplished with the document analysis of the participating schools' Codes of Conduct (*cf*. 1.5.2.1.2).

The researcher went on to reveal the research participants for this study. Eight schools were sampled from Sedibeng-East, and the educators coupled with the Grade 6 and Grade 7 learners from the participating schools, formed part of the research participants (*cf*. 1.5.2.2). The document analysis section was completed with the support of six of the participating schools' Codes' of Conduct of (*cf*. 1.5.2.2). Educators and learners were provided with a questionnaire that was specifically developed for this study by the researcher (*cf*. 1.5.2.3). The advantages and disadvantages of using a Likert scale were subsequently discussed (*cf*. 1.5.2.3), followed by the limitations and strengths of employing the use of documentary sources (*cf*. 1.5.2.3). The concurrent parallel process was suggested and diagrammatically presented (*cf*. 1.5.2.4) and the understanding of the researcher's role was then expounded in detail (*cf*. 1.5.2.5).

The researcher employed the services of a professional statistician of the North-West University, Vaal Triangle Campus (*cf*. 1.5.2.6) who supported the researcher with

capturing, analysing and interpreting the quantitative data during the pilot study. The researcher subsequently employed the assistance of the statistical consultant of the Optentia Research Focus Area at the North-West University's Vaal Triangle Campus for the actual study, for the sake of using the Mplus statistical programme (*cf*. 5.1).

Finally, the reliability and validity of the research instrument were expounded and scrutinized, the ethical considerations were examined (*cf.* 1.6), possible contributions (*cf*. 1.7) and challenges (*cf*. 1.8) of this study were pointed out, and a chapter outline for this study was described.

6.2.2 Chapter Two

- The literary review supported the need for values to be visible in education. What is more, the completed studies that had been conducted by various authors, and which the researcher reported on, reviewed and highlighted the importance of values in education. In this chapter, the research analysed various research studies to establish the numerous definitions available concerning values (*cf.* 2.2), discipline (*cf.* 2.3.1) and positive discipline (*cf.* 2.3.2). This analysis formed the foundation upon which the definition for values (*cf.*2.2.2.) and positive discipline (*cf.* 2.3.2.2) for this study was formulated.
- The chapter further described the various perspectives offered by researchers concerning values and education (*cf.* 2.4), and the importance of infusing values within education was debated (*cf.* 2.4.1). Thereafter, the perspective of education building a learner's character and its relationship to values was described (*cf.* 2.4.1.1). The emphasis on the character of learners was further described within the chapter (*cf*. 2.4.1.2); in addition, the chapter expanded on the importance of learners' reasoning being based on universal values (*cf*. 2.4.1.3).
- The importance of values in education is generally met with several criticisms and therefore the researcher pointed out the numerous criticisms that were mentioned by the various researchers (*cf.* 2.4.2). In the next instance, the international stance (*cf.* 2.4.3) taken by various countries was discussed. The international opinions referenced in the study were namely UNESCO (*cf.* 2.4.3.1), England (*cf.* 2.4.3.2), the USA (*cf.* 2.4.3.3), Australia (*cf.* 2.4.3.4) and New Zealand (*cf.* 2.4.3.5).

- An intricate, inter-dependable and complex relationship can be seen between values, positive discipline, school governance and educators (*cf.* 2.5). In order to unravel the complexities, the researcher looked at each component in detail. The initial component that was analysed was *values* and its relationship to education (*cf.* 2.5.1). Subsequently, the relationship that exists within values and school environment was reviewed (*cf.* 2.5.2). In order to accomplish the intent of infusing values in education and having sound school discipline, there needs to be an instrument of change that transmits these ideas and intents into a practical implementable strategy. Since this catalyst of change is the educator, the educator as the custodian of the values system was described (*cf.* 2.5.3.1). The mutual inclusivity of educators, as the custodians of (1) the values system, (2) values and positive discipline (*cf.* 2.5.3.2) and (3) the practice of positive discipline in class (*cf.* 2.5.3.3) were analysed critically. The relevancy of the Code of Conduct encompassing positive discipline and values (*cf.* 2.6) was deliberated (*cf.* 2.6.1 & *cf.* 2.6.2) and finally the chapter concluded with a suggested theoretical framework (*cf.* 2.7).

6.2.3 Chapter Three

The chapter scrutinized various legislation, guidelines and policies in relation to values critically. The Constitution (*cf.* 3.2.1.1), which is the superlative law of the country, was discussed and the subsequent Acts described in the chapter were the Schools Act (*cf.* 3.2.1.2), Policy Act (*cf*. 3.2.1.3), Employment of Educators Act (*cf*. 3.2.1.4) and lastly the SACE Act (*cf*. 3.2.1.5).

The Manifesto and its precepts in terms of education were painstakingly examined (*cf*. 3.2.2.1). Additional policies included in the legal framework chapter were the HIV/AIDS Policy (*cf.* 3.2.2.2) and the Language Education Policy (*cf*. 3.2.2.3). Furthermore, the Learner Code of Conduct Guidelines (*cf.* 3.2.3.1) and the Guidelines on Uniforms (*cf.* 3.2.3.2) were not only examined, but aspects that were pertinent to values and education were also extracted.

An in-depth analysis of Regulations for Safety Measures (*cf.* 3.2.4.1) and Prohibiting Initiation Practices (*cf.* 3.2.4.2) were discussed, and the Devices to be Used and

Procedures to be Followed During Drug Testing (*cf.* 3.2.5.1) were also included in the segment on procedures.

Lastly, the researcher undertook a critical investigation into the relevant international law (*cf*.3.2.6) that the Department of Basic Education is mandated to abide by.

6.2.4 Chapter Four

The chapter began with a recap of the previous chapter, along with an introduction to empirical research (*cf*. 4.1). The researcher compared the various research paradigms that were available (*cf*. 4.2.1) and selected pragmatism (*cf*. 4.2.1.6) for this study. In the next instance, the empirical research of the study was scrutinized (*cf*. 4.3).

The researcher continued to examine how to locate resources for the review of relevant literature and highlighted the keywords to be used for this study (*cf*. 4.3.1). Furthermore, the aims and objectives of this study (*cf*. 4.3.2) were highlighted. The research design (*cf*. 4.3.3) was discussed: firstly, the term research design was reviewed (*cf*. 4.3.3.1); secondly a comparison of various research designs was completed (*cf*. 4.3.3.2); and finally, the selection of a mixed-method approach for this study was substantiated (*cf*. 4.3.3.3).

In the next instance, the strategy of inquiry was identified through the comparative study of five potential strategies (*cf*. 4.3.4.2). After careful consideration, a survey strategy for the quantitative section of this study and a phenomenological study for the qualitative section were selected (*cf*. 4.3.4.3). The various data-collection methods were examined, inclusive of the questionnaire design (*cf*. 4.3.5.1), the advantages and disadvantages of a questionnaire (*cf*. 4.3.5.1), and distribution and administration procedures (*cf*. 4.3.5.1). The structure of the questionnaire (*cf*. 4.3.5.1), the advantages (*cf*. 4.3.5.2) and disadvantages (*cf*. 4.3.5.2) of a document analysis (*cf*. 4.3.5.2) and the quality of qualitative research were studied (*cf*. 4.3.5.2).

The reliability (*cf*. 4.3.6.1) and validity (*cf*. 4.3.6.2) of the pilot and actual studies, followed by an analytical examination of the population, sample and research participants (*cf*. 4.3.7), were presented. As part of the discussion, the researcher described stratified random sampling and made the strategic decision to undertake purposive sampling (*cf*.

4.3.7.3) for this study. The researcher went on to expound the data analysis for the quantitative and qualitative data (*cf*. 4.3.8). In the discussion, the researcher explored the descriptive statistics (*cf*. 4.3.8.1) and structural equation modelling (*cf*. 4.3.8.1). The qualitative data analysis (*cf*. 4.3.9) section then followed.

Finally, the chapter concluded with ethical considerations (*cf*. 4.4) and the feedback on the challenges that were foreseen (*cf*. 4.5).

6.2.5 Chapter Five

In this chapter, the focus turned firstly to the frequency analysis of questionnaire items from Section A (*cf*. 5.3.1), which was then followed by the analyses of Sections B (*cf*. 5.4), C, D and E (*cf*. 5.6; *cf*. 5.7 & *cf*. 5.8).

The analyses consisted of interpreting the results from responses to the questionnaire items, coupled with evidence from the literature review (*cf*. Chapter Two) that either supported or refuted this study's findings. As part of this study, the reliability (*cf*. 5.5.1) of the research instruments was determined with the Raykov rho measure, which proved the questionnaires to be of sound trustworthiness. Upon the conclusion of the frequency analysis, the researcher tested the fit statistics for the competing measurement models (*cf*. 5.9), followed by the development of a structural model (*cf*. 5.10).

Although various pathways were measured for the structural model, Model 1 was found to be the best fit for this study. In addition to reliability, the model tested the coefficients and correlations (*cf*. 5.10.1). Thereafter, a structural model was developed (*cf*. Figure 5.1) and the direct and indirect pathways of Model 1 were tested and analysed in section 5.10 of this study. The results of the structural model intrigued the researcher, which led to testing the indirect effects or mediation of the model (*cf*. 5.10.2).

The remaining portion of Chapter Five was dedicated to the second section of the mixed-method approach that the researcher adopted for this study, namely the qualitative data analysis (*cf*. 5.11). That section composed of analysing all the participating schools' Codes of Conduct for common factors which were in line with the dictums of legislation (*cf*. Chapter Three). As a point of interest, the triangulation of the quantitative and qualitative data (*cf*. 5.12) investigated various correlations and possible disconnections

between the results of the quantitative and qualitative data. The chapter ended with the conclusion (*cf*. 5.13).

6.3 FINDINGS FROM THE LITERATURE STUDY

The most prominent findings from the literature review in both Chapter One and Chapter Two are described below, together with the highlighting of the legal framework in Chapter Three. These significant findings are pertinent to members of the education community namely the MEC, curriculum development specialists, school principals, Heads of Departments, educators, and policy makers who provide exemplars for all schools.

6.3.1 Literature Study: Finding One

The literature review was fundamental to supporting the researcher in developing the learner and educator questionnaires that were used to gather quantitative data in this study.

The consulted literature advanced the Constitution's guarantee of human dignity and therefore confirmed dignity as also a value that needs to be advanced at schools (Bray, 2005:133; Coetzee, 2010:480-482; Mestry & Khumalo, 2012:98; *cf*. 1.1; Manifesto, DoE, 2001a: iv-v; *cf*. 1.4.2; De Waal *et al*.; *cf*. 2.5.3.2; Van Vollenhoven & Els, 2010:110; *cf*. 3.2.2.2).

6.3.2 Literature Study: Finding Two

Advancing the constitutional guarantee of the right to equality, equality was indicated in the consulted literature as a value that needs to be embraced at schools (Coetzee, 2010:480-482; *cf*. 1.1; Manifesto, DoE, 2001a: iv-v; *cf*. 1.4.2; Benninga, Berkowitz, Kuehn & Smith, 2006:450-452; *cf*. 2.4.1.2; Bender & Emslie, 2010:61; *cf*. 3.2.1.2; Van Vollenhoven & Els, 2010:110; *cf*. 3.2.2.2).

6.3.3 Literature Study: Finding Three

As if taking the constitutional guarantee of just administrative action, the consulted literature review spoke to encouraging also fairness at schools (Benninga, Berkowitz, Kuehn and Smith, 2006:450-452; *cf*. 2.4.1.2; Benson, 2008: 3-12; *cf*. 2.4.2). In addition,

the literature spoke to the non-acceptance of unfair treatment, thereby fostering fairness (Beckmann & Prinsloo, 2009:175; *cf*. 3.2.2.3; Schools Act, SA, *1999:* sec.3.1; *cf*. 3.2.2.2).

6.3.4 Literature Study: Finding Four

The consulted literature indicated that practising and nurturing respect within the sphere of education is essential (Manifesto, DoE, 2001a: iv-v; *cf*. 2.3.1; Durrant, 2010:11-15; *cf*. 2.3.2; The Convention on Human Rights of the Child, UN:1990; *cf*. 2.3.2; Laursen, 2003:82; *cf*. 2.3.2.1; Berkowitz & Bier, 2004:73; *cf*. 2.4.1.2).

6.3.5 Literature Study: Finding Five

The literature review encouraged the practice of positive discipline (Durrant, 2010:11-17; *cf*. 1.4.2; Barnes, Brynard & De Wet, 2012:69; *cf*. 2.5.2 Joubert *et al*., 2004:80; *cf*. 2.6.1; Learner Code of Conduct Guidelines, SA, 1998:sec1.6; *cf*. 2.6.1).

6.3.6 Literature Study: Finding Six

The literature review expounded on the practice of values as being essential to a safe learning environment (De Waal, 2011:175; *cf*. 2.5.2; De Waal *et al*., 2011:63; *cf*. 3.2.1.1; Joubert *et al*., 2004:78; *cf*. 3.2.1.1).

6.3.7 Literature Study: Finding Seven

The consulted literature explained that it is vital that learners and educators are protected (Ferreira *et al.*, 2009:160; *cf*. 2.5.2; Constitution, sec:12(1)(c-e); *cf*. 3.2.1.1; De Plessis, 2010:110; *cf*. 3.2.1.1; WECD, 2007:3; *cf*. 3.2.1.1; Regulations for Safety Measures, SA:2006b; *cf*. 3.2.4.1; Regulations to Prohibit Initiation Practices in Schools, SA, 2002:reg.4.4; *cf*. 3.2.4.2)

6.4 FINDINGS FROM THE EMPIRICAL RESEARCH

The prominent findings in the quantitative and qualitative data which were triangulated

6.4.1 Findings from the empirical research

This section reports on findings that linked with the awareness of the research participants on the relationship between values and positive discipline at Sedibeng-East primary schools.

Quantitative data: Finding One

According to the quantitative data, item **E18** (*cf*. Table 5.22; *cf*. 5.7.4), indicated that educator participants showed a combined overwhelming agreement level of 98.7%. The majority of those educators believed that dignity underlies disciplinary practices at their school. The research also showed that 91.5% of the learner participants had a combined majority agreement level for item E18, which indicated that those learners believes that at their school, discipline is guided by dignity (*cf*. Table 5.28; *cf*. 5.8.4).

The researcher could determine that the disciplinary practices at schools imbue the democratic value of dignity, thus ensuring that the value of dignity declared in the Constitution is upheld. In addition, it was encouraging that learners and educators both agreed that dignity is upheld within disciplinary rules. This alleviates possible areas of conflict as learners may resort to iIl-discipline if they believe they are not treated in a dignified manner. The research finding allows for sound relations between educator and learner to be maintained even in the wake of disciplinary procedures. Additionally, the finding ensures that the overarching value of dignity as founded by the Constitution is maintained.

Quantitative Data: Finding Two

According to item **C17** specifics (*cf*. Table 5.20 & *cf*. 5.7.2), educator participants indicated a combined overwheming level of agreement of 95.2%. The majority of educators agreed that including values in classroom activities results in an increase in respect (*cf*. 2.4.3.4; *cf*. 5.7.2). Additionally, learner participants in the study highlighted a combined overwhelming level of agreement of 92.7%, indicating that the learner participants strongly agreed with item **C17** that values in their classroom help them to have more respect (*cf*. Table 5.26; *cf*. 5.8.2).

The resounding agreement informs the researcher that educators and learners understand the fundamental relationship that exists between values and the positive effect it has on learner behaviour. The results articulates that those learners understand the impact of including values in one's demeanour and that those educators will make every effort to beg fot values in the classroom, as it will allow for teaching and learning to occur both efficiently and effectively.

Moreover, item **E12** indicated a combined overwhelming positive agreement level of 97.5% (*cf*. Table 5.22 *&* *cf*. 5.7.4). The majority of educator participants agreed that positive discipline is successful when educators nurture a respect for others. There was an overwhelming positive agreement level as well from learner participants for item **E12** of 93.3%. The majority of the participating learners agreed that educators inspire learners to respect other people (*cf*. Table 5.28; *cf*. 5.8.4).

Items **C17** and **E12** are remarkable as they illustrate the relationship that is enjoyed by values and discipline. The fact that both learners and educators unanimously agreed that the human value of respect – which can be extrapolated to all the other fundamental values that guarantee successful positive discipline – confirms the outcomes of various studies (*cf*. 2.5.3.2) and highlights the perception held by learners and educators that the practice of values ensures positive discipline.

Quantitative data: Finding Three

According to Table 5.22, 39 (44.4) educator participants agreed and 44 (54.3) of them strongly agreed with item **E21** that the Code of Conduct at their school inspires positive discipline. Table 5.28 showed that 248 (31.7%) learner participants agreed and 483 (61.8%) of them strongly agreed with item **E21** that their school rules stand for good discipline.

This outcome illustrates the crucial and fundamental role that a valid, updated and authentic Code of Conduct for Learners plays in positive school discipline.

Quantitative data: Finding Four

According to Table 5.24 (*cf.* 5.7.6), specifically item **C49**, 32, (38.1%) of the educator participants agreed and 32 (38.1%) strongly agreed that not allowing ill-discipline at

school safeguards against threats in schools. Unfortunately, 4 (4.8%) educator participants strongly disagreed and 16 (19%) educator participants disagreed. In the same vein, in Table 5.30, 265 (33.8%) of the learner participants agreed and 350 (44.7%) of those learner participants strongly agreed with item **C49** that when there is good discipline at school, there is nothing at school that scares them. Unfortunately, 65 (8.3%) learner participants strongly disagreed and 103 (13.2%) learner participants disagreed.

This feedback highlights to the researcher that ill-discipline is a facet of education that both educators and learners want to eradicate. It was, however, intriguing to the researcher that 23.8% educator participants and 21.5% learner participants disagreed.

The one fifth disagreement level by both learner and educator participants could be attributed to educators and learners being aware of other threats at their schools except the ill-discipline of the learners - or even threats external to the school, that really scare them. This negative response quite possibly serves as a reminder that several school environments in our society are characterised, among others, by gang violence and domestic violence. Such a state of affairs calls for urgent attention of especially the school principals.

Quantitative data: Finding Five

According to Table 5.22, 42 (51.2%) of the educator participants agreed and 39 (47.6%) of them strongly agreed with item **E8** that positive discipline is successful when educators act in an even-handed manner (*cf*. 5.7.4). The data supports Durrant's study (2011:11-17, *cf*. 1.4.2). Table 5.28 showed that 278 (36%) learner participants agreed and 359 (46.5%) of them strongly agreed with item E8 that good discipline occurs when educators are fair to learners (*cf*. 5.8.4).

The item **E8** data supports support Durrant (2011:11-17; *cf.* 1.4.2) who argues that when educators are fair to learners, when they encourage learners to be respectful to others and help learners to be kind, positive discipline will be effective. This is consistent with the educator feedback. However, if there is a lack of positive discipline, these mentioned factors need to be scrutinized to authenticate that learners are practising values. This data corresponds with the educator feedback (*cf*. 5.7.4). The educators and learners envisage fairness as an integral facet to discipline, as such.

Quantitative data: Finding Six

From Table 5.23 it was clear that 48 (57.1%) educator participants agreed and 33 (39.3%) of them strongly agreed with item **C25** that the phrase *school discipline* can be best described as a positive environment to grow caring relationships with learners (*cf*. 5.7.5). This combined overwhelming positive agreement level of 81 (96.4%) is supportive of Oosthuizen *et al*. (2003: 375-376) who emphasize that school discipline should also be regarded as an opportunity to enter a relationship which is infused with love, care and guidance towards learners (*cf*. 2.4.2). If educators are so strongly aware of the impact of their relationship with learners on positive discipline, one would think that if there is a lack of positive discipline in school, educators would scrutinize their relationship with learners and assess if it is a fruitful one.

In Table 5.39, 272 (34.8%) of the learner participants agreed and 338 (43.3%) of them strongly agreed with item **C25** that school discipline really means a place to have good ties with educators (*cf*. 5.7.5; *cf*. Table 5.23). This item **C25** data is supportive of Oosthuizen *et al*. (2003: 375-376) who highlight that school discipline should also be viewed as a chance to enter into a relationship which is pervaded with love, care and guidance towards learners (*cf*. 2.2). Of note, is that there were 171 (21.9%) learner participants that disagreed with item **C25** (*cf*. 5.7.5; *cf*. Table 5.23). This is indicative of 21.9% of the participating learners who may have had strained relationships with educators, which ultimately is not propitious either for learner, educator, or positive discipline. It should be noted that the learner's responses tends to agree with the corresponding data from educators (*cf*. 5.7.5).

6.4.2 Findings from the qualitative data

This section reports on findings that linked up with the analysis of the participating Sedibeng-East primary schools' Codes of Conduct concerning specific aspects that the researcher scrutinized.

Qualitative data: Finding One

The results of the qualitative phrase illustrated three schools (3, 5 and 7) as stating that it was imperative that human dignity is maintained during disciplinary processes and

procedures (*cf*. 5.11; *cf*. Table 5.38). It can be inferred that school 4 implied that dignity must be observed during disciplinary practices, as their Codes of Conduct stated that fundamental rights had to be observed – of which dignity is one. This is in keeping with regulations 4.3 and 4.4.3 of the Learner Code of Conduct Guidelines (*cf*. 3.2.3.1; SA, 1998) which address the value of human dignity as Codes of Conduct should aim at ensuring that the dignity of every learner is appreciated and that disciplinary systems at schools are founded on human dignity. The quantitative section therefore correlates with the qualitative section (*cf*. 5.11).

Qualitative data: Finding Two

Table 5.39 showed how the qualitative data analysis section examined the value of respect. Schools 3, 4, 5, 7 and 8 stated that mutual respect needs to be fostered at schools (*cf*. 5.11; *cf*. Table 5.39).

There was overwhelming support for respect needing to be catered for in the Codes of Conduct of schools and the same sentiment was expressed by the educators and learners in the quantitative phase of this study (*cf*. 5.7.2 & 5.8.2). It was satisfying to note that both phases correspond.

Qualitative data: Finding Three

In the qualitative phase, schools 5 and 7 implied positive discipline as their Codes of Conduct expressed that any discipline undertaken needs to be respectful, maintain the discipline and respect the rights of learners – all of which are characteristics of positive discipline (*cf*. 5.11; *cf*. Table 5.40). School 3, 4 and 8, however, stated that the Code of Conduct should focus on positive discipline. Unfortunately, school 6 did not address positive discipline.

The above data indicates positive correlation between the quantitative and qualitative phases of this study, which indicates a strength and which is supported by the Schools Act (1996c:sec.8) which sets forth protocol concerning the role of a Code of Conduct in establishing sound discipline at schools (*cf*. 2.7). The correlation is also supported by the Learner Code of Conduct Guidelines (SA, 1998:sec1.6; *cf*. 3.2.3.1) as it places its focal point on the advancement of positive discipline.

Qualitative data: Finding Four

All the participating schools, except school 8, mentioned protection in their Codes of Conduct (*cf*. 5.11; *cf*. Table 5.41). Schools 5 and 7 stated that their school will endeavour to protect learners from harassment and intimidation, while also protecting them as members of the school community. School 4 explained that the school will make every effort to protect the fundamental rights of learners.

While school 3 declared that learners will receive equal protection and benefits of the law, school 8 implied protection, as their Code of Conduct addressed safety.

Even though most of the participating schools indicated protection in their Codes of Conduct, 23.8% of the educator participants did not agree with item **C49.** The 23.8% disagreement level could be attributed to educators having knowledge of other threats - gang violence and domestic abuse. The benefits of a fear and threat free environment as indicated by Gorman and Pauken (2003:30; *cf*. 2.5.2) ares not realised within the 23.8% educator disagreement level. The disconnection between the Codes of Conduct and educator disagreement level indicates a possible weakness that will have to be addressed.

Qualitative data: Finding Five

Table 5.39 examined whether the values of fairness and respect were encapsulated within the Codes of Conduct. The second column highlighted when fairness was indicated, and column three described situations in the Code of Conduct where fairness might be implied even if it was not stated clearly in the document.

Of the participants, schools 5 and 7 stated that fairness must be observed in various aspects when there is misconduct, namely (1) when a hearing for misconduct is undertaken, (2) during procedures when a hearing for serious misconduct cases is entered into, (3) working with the evidence of cases. School 3 agreed with schools 5 and 7 that fairness must be exercised during disciplinary process. However, school 3 went on to explain that disciplinary processes must be fair.

Schools 4 and 8 addressed the value of fairness indirectly, which is implied in their Codes of Conduct for Learners. As school 3 spoke to the advancement of fundamental rights,

which encompasses fairness (*cf*. 5.11 & Table 5.39), the researcher took it as implying the value of fairness in the school's Code of Conduct. In the same vein, school 4's Code of Conduct implied fairness as it spoke of instilling positive values and attitude. The findings from the schools' Codes of Conduct with regard to fairness. support the reseatch of Benninga *et al.* (2006:450-452; *cf*. 2.5.1.2).

Qualitative data: Finding Six

The fourth and fifth column of Table 5.40 examined whether the school participants mentioned a safe environment in their Codes of Conduct (*cf*. 5.11; *cf*. Table 5.40). Schools 1, 3, 5 and 7 stated that their school will endeavour to provide learners with a clean and safe environment.

The aims of schools 4 and 8 were to establish disciplined purposeful environments. All four of the other schools (3, 5, 6 & 7) mentioned the aspect of school environment. In the same vein, the Codes of Conduct of all the schools spoke to the learning environment at their schools. Schools highlighting the school environment in their Codes of Conduct is in keeping with the tenets of the Learner Code of Conduct Guidelines (SA, 1998:reg.4.6), which declare that learners at schools have the right to a school environment that is safe and clean (*cf*. 2.6.2).

6.5 FINDINGS REGARDING THE AIM AND OBJECTIVES OF THE STUDY

The overarching objective of this study was to determine the awareness of learners and educators regarding the relationship between values and positive school discipline at primary schools in the Sedibeng-East district.

Objective 1: To what extent do values form part of positive discipline at Sedibeng-East primary schools?

The objective was of this research question was achieved through the quantitative data analysis (*cf*. 5.3 – 5.10) and the qualitative data analysis (*cf*. 5.11). The quantitative section encompassed the dissemination of learner and educator questionnaires (*cf*. 1.5.2.3), which contained items that assessed the extent to which values formed part of positive discipline at Sedibeng-East schools (*cf*. Appendix G1 & Appendix G2).

The data was assimilated and categorized into a six factor analysis, namely **GUIDE** (Factor A), **RESULTS** (Factor B), **DVLP** (Factor C), **SUPSYST** (Factor D), **POSD** (Factor E) and **POSMIL** (Factor F) (*cf*. Table 5.18 & 5.6). Once the best-fit measurement model was developed (*cf*. 5.9), the direction of the relationships was tested and the structural model was developed (*cf*. 5.10; Figure 5.1).

The structural model (*cf*. Figure 5.1) indicated that the significant predictors of positive discipline (**POSD** – Factor E) were the values that guided action (**GUIDE** – Factor A) and school support systems (**SUPSYST** – Factor D; *cf*. 5.10). The model indicated that 53% of the variance in **POSD** (Factor E) could be explained by **SUPSYST** (Factor D) (β = 0.36) and **GUIDE** (Factor A) (β = 0.47). Since G**U**IDE (Factor A) has a β of 0.47 (*cf*. 5.10), the path that would improve **POSD** (Factor E) the most efficiently, would be **GUIDE** (Factor A) as it offered the greatest yield.

Thus the structural model indicated that values had a significant impact on positive discipline at participating Sedibeng-East primary schools. The outcome described in the structural model (*cf*. Figure 5.1, *cf*. 5.10) supports the research studies of Du Preez and Roux, (2010:24; *cf*. 2.5.1.3), Nuoffer, (2011:2 & 4; *cf*. 2.6.3.1) and De Klerk and Rens (2003:354; *cf*. 2.5.1.3), and adheres to Article 28 and 29 of the Universal Declaration on Human Rights (UN, 1948c; *cf*. 2.6.3.2).

In addition, the schools' Codes of Conduct that were used in the qualitative section of this study (3, 4, 5, 6, 7 & 8; *cf*. 5.11) indicated that the values of human dignity (*cf.* Table 5.38), equality (*cf.* Table 5.38), fairness (*cf.* Table 5.39) and respect (*cf.* Table 5.39) were prevalent in these sampled school codes.

Of the participating schools, four (3, 5, 7 & 8) stated *dignity* in their Codes of Conduct and two of the participating schools (4 & 6) did not reference human dignity at all. However, the researcher found instances in the Codes of Conduct of schools 4 and 6 where features of human dignity were implied (*cf*. 5.11).

Four schools (3, 5, 7 & 8) stated equality directly in their Codes of Conduct, and three schools (3, 5 & 7) described all learners as being equal before the law and indicated that equality would be upheld during all their disciplinary procedures. School 8 specified that a learner has the right to equality. However, while schools 6 and 4 did not recognise any

aspect of equality in their Codes of Conduct explicitly, they implied the value of equality in their Codes of Conduct (*cf*. 5.11).

Schools 5 and 7 specified fairness. While school 3 agreed that fairness had to be maintained during a disciplinary process and that the disciplinary process had to occur in a fair manner (*cf*. 5.11), schools 4, 6 and 8 implied the practice of fairness in their school's Code of Conduct (*cf*. 5.11).

Schools 5 and 7 indicated that mutual respect is required and needs to be encouraged. School 3 expounded further that educators and learners need to behave respectfully (*cf*. 5.11). School 4 declared respect for peers, educators, parents and visitors as non-negotiable and declared disrespect towards educators as unacceptable (*cf*. 5.11). School 8 indicated in numerous sections that learners need to be respectful towards educators and visitors, non-teaching staff, the environment and school facilities. However, school 6 did not refer to respect directly or indirectly (*cf*. 5.11).

As illustrated from the researcher's reflections above on educator and learner participant responses that addressed question 1 which questioned to what extent values form part of positive discipline at Sedibeng-East primary schools, the outcomes of both the quantitative and qualitative phases provided convincing evidence of the significant role that values play towards positive discipline. What is a point of interest at this stage is that there were learner participants who disagreed with their educator counterparts on a few matters. The overriding evidence from the data analysis and interpretation that were presented (*cf*. Chapter Five), indicated that objective one has been met. In meeting this objective, the study highlights that, according to the awareness of the educator and learner participants that formed part of the empirical research phase, values *do* play a significant role in forming part of positive discipline at Sedibeng-East primary schools.

Objective 2: To what extent do legislation, guidelines and policies describe/designate values?

This objective was achieved through the review of the legal framework in Chapter Three (*cf*. 3.1-3.3), the chapter that reviewed policies, guidelines and regulations pertinent to education to ascertain the extent to which they addressed values. The researcher

reviewed the legislation, guidelines, and policies relevant to the education community (*cf*. Chapter 3; *cf*. 3.1-3.3).

The researcher analysed the above-mentioned legislation methodically and focused on the following sections in each case, as she found them relevant to this study:

The Constitution (1996a)

Section 29 states that everyone has a right to a basic education, and according to de Plessis (2010:110; *cf*. 3.2.1.1), if this section is read in conjunction with section 24(a), all individuals then have a right to enjoy an environment that is not harmful (*cf*. 3.2.1.1). The argument provides the supposition that learners attending school also have a right to enjoy schooling in safe environments. De Plessis (2010:110) espouses further that a school that is known for quality teaching and learning, encourages favourable discipline, fosters being violent and crime free, illustrates effective educator demeanour, and leads by management that is fair and in keeping with the tenets of section 29 and section 24 of the Constitution (*cf*. 3.2.1.1).

Alston *et al*. (2005:149) explain further that section 39(1) of the Constitution expands to include the school's disciplinary committees, thereby placing the responsibility upon schools not only to abide by, but to also promote the fundamental democratic values of human dignity, freedom and equality (*cf*. 3.2.1.1). Compliance with the values, as laid down in the Constitution, is a vital challenge towards creating and upholding an environment that is safe (De Waal *et al*., 2011:63; *cf*. 3.2.1.1).

The Schools Act (SA, 1996c)

Section 8(1) and 20(d) place an incumbent duty upon the School Governing Body to adopt a learner Code of Conduct (Mestry & Khumalo, 2012:99; *cf*. 3.2.1.2) which must be founded on values such as equity, non-violence and non-discrimination (Bender & Emslie, 2010:61; *cf*. 3.2.1.2). Moreover, section 10A (3)(2) of the Schools Act, specifies the none acceptance of initiation practices.

Values are described additionally in the following sections of the Schools Act: section 10A(3)(c) which safeguards the value of human dignity; section 5(1) which speaks to the value of equality (*cf*. 3.2.1.2); section 6(3) which forbids racial discrimination, and lastly

where the Schools Act implores in section 8(7)(a-c) that equality be maintained during disciplinary procedures (*cf*. 3.2.1.2).

The Policy Act (SA,1996b)

The Policy Act encompasses the following sections which protect learners' democratic values (*cf*. 3.2.1.3): section 4(a)(v) which highlights the fostering and protecting of fundamental human rights which, according to Maphosa and Shumba (2010:389) and Churr (2013:277-278), place a responsibility on the Policy Act to uphold the Constitution and advance democratic values (*cf*. 3.2.1.3).

The Policy Act further declares in section 4(a)(i) that the Department of Basic Education or any educational institution is barred from unfair discrimination against any individual. Section 4(a)(vi) describes the freedoms afforded to citizens, which extends to education. Additionally, section 4(a)(vii) provides protection to the establishment of a shared linguistic, cultural, or religious preferences and section 4(a)(viii) fosters the right to choose freely between those preferences. Lastly, section 4(b) states the aim of the Policy Act as morally uplifting the country, promoting human rights and advancing democracy.

The Employment Act (SA, 1998)

Section 6(3)(b)(v) of the Employment Act states that when educators are employed, the processes of equity, equality and other democratic principles and values need to be adhered to (Beckman & Prinsloo, 2009:181; *cf*. 3.2.1.4). The Employment Act includes various dictates of the Constitution and in its adherence to the fundamental values, the Employment Act guarantees treating educators in line with the Constitution (*cf*. 3.2.1.4).

The SACE Act (SA, 2000a)

While all educators are required to be registered with the SACE council (Joubert, 2014:9; *cf*. 3.2.1.5), SACE has the duty to promote educators and create a code to govern educators' professional conduct, which is explained in the SACE Code (SACE, 2000b) Item 2.3 of the SACE Code requests educators to encourage, preserve and recognize the values of others, as that are declared in the Constitution (De Wet, 2013:26; *cf*. 3.2.1.5).

Item 3.1, in addition, calls on educators to conduct themselves respectfully concerning learners' dignity, to be considerate of learners' beliefs and to appreciate learners' constitutional rights. Moreover, item 3.3 encourages educators to inspire learners to develop their own value system which is in alignment with the values set out in the Constitution (*cf*. 3.2.1.5).

In addition to this, Coetzee and Mienie (2013:89, *cf*. 3.2.1.5) first refer to items 2.3, 3.1 and 3.3 of the SACE Code, before including item 3.7 which speaks to the equality of men and women, to support their conclusion that educators therefore have an inherent duty to adhere to and encourage fundamental values and to establish positive discipline at schools and in classrooms.

Manifesto (DoE, 2001a)

Ten values are listed in the Manifesto. However, with regard to this study, the researcher chose to analyse the values of equality, Ubuntu, open society, accountability, rule of law and respect in greater detail (*cf*. 1.4.2 & 3.2.2.1).

According to De Waal *et al*. (2010:47), the Manifesto provides a framework that public schools should implore in an effort to increase moral standards of learners. A stable value base that can be achieved through dialogue is fundamental to the attainment of positive discipline within classrooms (Du Preez & Roux, 2010:25; *cf*. 3.2.2.1). Du Preez and Roux (2010:25; *cf*. 3.2.2.1) are of the opinion that the values founded by the Constitution – and which are also spoken of in the Manifesto – form the basis upon which school discipline rests. This opinion is shared by the researcher and stands firm in arguing that values, explicitly those explained in the Constitution and highlighted in the Manifesto, when observed and practised, not only lead to a positively disciplined school environment, but also inspire learners to take on actions that are aligned to fundamental values.

The HIV-Aids Policy (SA, 1999)

The HIV-Aids Policy is in alignment with the fundamental values of the Constitution, namely acknowledging human dignity, equality, human rights and freedom, as this policy encompasses the promotion of knowledge, the advancement of values and the creating

of attitudes that treat people with HIV-Aids in a humane manner (Ferreira, Ebersohn & Botha, 2013:2; *cf*. 3.2.2.2).

The value of equality is addressed in various instances in the policy: (1) no discrimination either directly or indirectly is tolerated (Van Vollenhoven & Els, 2010:111; *cf.* 3.2.1 & 3.2.2.2); (2) staff members, learners and educators must unequivocally be treated in a non-discriminatory, unbiased, thoughtful and life-affirming manner; (3) any special measure utilised for educators, or staff members should be justified and within reason (SA, 1999:item 3.3; *cf*. 3.2.2.2); and (4) learners, educators and/or legal guardians are under no obligation to disclose HIV-Aids status, as stipulated in section 2.5 and 6.1.

Duhaime (2016; *cf*. 3.2.2.2) is of the opinion that human dignity is an individual's or a group's feeling of respecting oneself, embracing self-worth and gathering physical-psychological honesty and enablement. It can therefore be argued that the four instances in the paragraph above not only speak to equality, but also to human dignity, as they encompass all facets of human dignity as described by Duhaime (2016; *cf*. 3.2.2.2). Section 3.4 of the HIV-Aids Policy also includes the value of human rights, which is guaranteed by the Constitution in a step to prevent discrimination (Van Vollenhoven & Els, 2010:113; *cf*. 3.2.2.2) and the HIV-Aids Policy additionally explains that rights pertaining to learners and educators shall be safeguarded in a manner that is equitable (SA, 1999:sec.2.7; cf. 3.2.2.2).

Language in Education Policy (SA,1997)

Item 1 stipulates that the Department of Basic Education has an intrinsic duty to foster the official languages and promote multilingualism in education (Language in Education, 1997:item1). The value of equity is additionally advanced, which stems from item 5 of this policy (SA,1997; *cf*. 3.2.2.3).

Among other primary objectives, one objective states that even-handedness in education needs to be maintained. In addition, the aims mentioned in the Language in Education Policy not only speak to the value of equality, but also indicate that all educational decision-making should promote and practise equality (*cf*. 3.2.2.3).

Learner Code of Conduct Guidelines (SA, 1998)

Coetzee and Mienie (2013:89; SA, 1998:item 1.6; *cf*. 3.2.3.1) indicate that the document called the Learner Code of Conduct Guidelines is available not only to reproduce what the values in the Schools Act are, but also to inspire schools to manage discipline in a positive manner. In adherence to the section 1(a) of the Constitution (1996a; *cf*. 3.2.1), regulations 1.3 and 1.4 of the Code of Conduct Guidelines provide the directive that such a code must include human rights and create principles of moral behaviour (*cf*. 1.1; *cf*. 3.2.3.1).

According to the Department of Basic education, there is an implicit duty on the School Governing Body to educate and remedy ill-discipline through methodologies that promote human rights, which Coetzee and Mienie (2013:90) are of the opinion will result in positive discipline (*cf*. 3.2.3.1). The opinion held by Coetzee and Mienie (2013:90) was endorsed by the courts in ***Antonie***, as the courts stated that learners must develop into citizens who understand the importance of exemplary behaviour (SA, 1997:reg.14 & 1.6) within the structure of human dignity, equality and freedom (*cf*. 3.2.3.1).

The Learner Code of Conduct Guidelines affirm that the fundamental values laid down in Chapter 2 of the Constitution must be adhered to, as stated in regulation 3.2 and 4.1 (SA, 1997). Since class rules are an extension of the school's Code of Conduct for Learners (SA, 1997:reg 5.1), it can be deduced that both school and class rules must be permeated with the values of equality, human dignity, human rights and freedom (*cf*. 3.2.3.1). If these factors do not permeate with values, then the constitutional guarantees are disobeyed.

The imbuing of values with the Learner Code of Conduct Guidelines is shown in regulation 4.2 which speaks to equality, and regulations 4.3 and 4.4.3 address human dignity, Additionally, these guidelines address the imperative need to incorporate values within Codes of Conduct, thereby shinning a touch on the State as playing the leading role in enphasising the pivotal importance of encompassing values in education (*cf*. 3.2.3.1).

Guidelines on Uniforms (SA, 2006a)

De Waal *et al*. (2011:66; *cf*. 3.2.3.2) are of the opinion that the Guidelines on Uniforms were established as a mechanism to create and maintain learner dress codes; in an effort not to impinge on the constitutional rights and/or fundamentally lead to a decrease in disciplinary problems.

There are legal judgments such as in ***Pillay Eq Court*** and ***Antonie*** that provide precedents concerning school uniform. In *Pillay CC*, for example, the Constitutional Court ruled that the learner Code of Conduct needs to include religious divergence and processes for administering and permitting exemptions from strict adherence to the Code of Conduct (*cf*. 3.2.3.2).

In *Antonie,* the court finds that learner's religious values, which are supported by the constitutional rights, supersede school values which is in alignment with section 2 of the Constitution (1996a; *cf*. 3.2.1 & 3.2.3.2). In addition, the value of equality is addressed in regulations 2; 6(2), 14 and 29(1) of the Guidelines on Uniforms (SA, 2006a).

Regulations for Safety Measures (SA, 2006b)

Section 9(1), (10) and 12(1) of the Constitution (1996a) address the values of equality, human dignity and freedom. Keeping the Constitution's edicts in mind, it can be deduced – since the Regulations for Safety Measures (SA:2006b) speak to the protection of schools and its members – that the values of equality, human dignity and freedom are therefore implied in the Regulation for Safety Measures (SA:2006b; *cf*. 3.2.4.1).

While regulation 4(2) includes a list of banned items thus safeguarding learner's fundamental values, it also ensures the safety of schools which is illustrated in regulations 5(1-4); 8A (2); 8D (1-3); 8E(1-5); 8F(1-4) and 9(5-7) (SA, 2006). It stands to reason that the decreasing of threats, the safeguarding of schools and the creating of favourable teaching and learning environments would also promote the fundamental values of human dignity, freedom and equality.

Initiation Practices (SA, 2002)

The document on Initiation Practices (*cf*. 3.2.4.2) imbues the fundamental values declared in the Constitution, with specifically the value of human dignity and equality predominant in several of its regulations (*cf*. 3.2, 3.2.2; 3.2.4; 4.1; 4.2; 5.1; 5.2 & 5.3; *cf*. Table 3.2).

The Initiation Practices regulation safeguards the learners' intrinsic right to human dignity and equality through the specific mentioning of actions that are deemed contrary to the fundamental values of human dignity and equality, for example negligence, discrimination and abuse (*cf*. Table 3.2).

Devices for Drug Testing (SA, 2008)

The document called Devices for Drug Testing (SA, 2008) states in item 1 of Annexure A that human dignity is pivotal to this guideline. Items 6.1 to 6.3 of Annexure B (SA, 2008) state that the processes and procedures that are used during seizure and drug testing should not only be respectful, but also abide by the dictums of the Constitution (*cf*. 3.2.5.1) Annexure B, item 1 (SA, 2008; *cf*. 3.2.5.1), which indicates that the objective is to identify learners who are struggling with substance abuse, provides strength to addicted learners and allows performing drug testing to support, among others, such learners.

Universal Declaration of Human Rights (UN, 1948c)

The Preamble of the Universal Declaration of Human Rights (UNHR, 1948c; *cf.* 3.2.6), acknowledges the dignity of all people, in addition to the equal and absolute rights that are afforded to all people. The values of dignity and the absolute rights are said to be the foundation of peace, freedom and justice in the world.

The Universal Declaration of Human Rights (UNHR, 1948c; *cf.* 3.2.6) goes on to explain in Article 26 (21) that all people have a right to education. Article 26(2) of this document takes it one step further by pointing out that there is an implicit duty which rests upon education in general not only to develop learners' personalities, but also to encourage human rights and freedoms.

The Convention on the Rights of the Child (CRC, 1989)

According to this document, its main aim for children (therefore also learners) is the values of peace, dignity, tolerance, equality and solidarity (*cf.* 3.2.6).

African Charter on the Rights and Welfare of the child (ACRWC, 1990)

The Preamble of this document (*cf.* 3.2.6) takes into consideration that due to learners' requirements for physical progress and mental growth, the learner requires exact care with respect to moral growth, mental enhancement, social growth, physical improvement and health development.

The African Charter on Human and People's Rights (ACHPR, 1981)

According to this document, there is an unyielding responsibility to advance and protect the rights and freedom of people, which includes learners (*cf.* 3.2.6).

As illustrated from the researcher's reflections above on research question 2 (which questioned to what extent legislation, guidelines and policies describe/designate values), there is wide evidence that numerous documents that comprise legislation, guidelines and policies in reality *do* describe and designate values. What is a point of interest at this stage is that there were no documents that formed part of the analysis in Chapter Three that proved to be a disappointment, given the main aim of this study. The extensive evidence that was provided in the legal framework (*cf*. Chapter Three) indicates that objective two has been met. In meeting this objective, the study highlights that, according to the relevant legislation, guidelines and policies, there is an incumbent duty that rests upon schools to foster and advance values.

Objective 3: What does positive school discipline comprise of?

This objective was achieved through the literature review specifically (*cf*. 2.5.3.2). It was important to accomplish this objective, as the researcher was able to determine one of the focal attributes of the study.

The literature review gave further details about numerous academic studies that, among others, discussed the definition of positive school discipline. Oosthuizen *et al*. (2003:375-376), Coetzee (2010:480) and Durrant (2010;11-15) respectively point out that positive

school discipline should be seen in a positive light, a positive methodology, one which comprises of guiding principles (*cf*. 2.5.3.2). The train of thought that emerged from the literature review was that the implementation of positive discipline could eliminate disciplinary problems that are prevalent in schools (*cf*. 2.5.3.2).

Through the analysis of the carefully selected variety of literature sources it became evident that there was a common thread that ran through various research studies concerning positive school discipline: the common thread was that there *is* an inextricable relationship between values and positive discipline (*cf*. 2.5.3.2 specifically). A clear philosophy that emerged from this literature study was that positive discipline is founded on values and that the sustaining of sound school discipline requires a firm foundation that is set up on values (*cf*. 2.5.3.2). The literature review espoused that the inculcating of values within the sphere of education not only ensures that positive school discipline is maintained at schools, but also that learners develop their national South African identity as a result of accepting values as a part of who they are (*cf*. 2.5.3.2).

The permeating of values at schools allows for developing and harnessing future members of society who not only imbibe values, but who act from a standpoint of what is in the best interest of society (*cf*. 2.5.3.2). The imbibing and acting from a standpoint of values inadvertently ensures positive discipline (*cf*. 2.5.3.2). In addition, the relationship between values and positive discipline was cemented by the case study of The Miracle School of Zambia. This study mirrored an example of the inextricable relationship between positive discipline and values by show casing that when values are practiced with steadfastness at school, positive discipline emanates, which ultimately leads to increased learner academic success (*cf*. 2.3.2.1).

As illustrated from the researcher's reflections above on research question 3 which questioned what positive discipline comprises of, the final conclusion was that positive discipline comprises of guiding principles that are not only cemented in values, but which also encourage relationships infused by dignity and respect (*cf*. 2.5.3.2). The extensive evidence that resulted from the literature review (*cf*. Chapter Two) indicates that objective three has been met. In meeting this objective, the study highlights that, according to the selected relevant literature, an energetic debate is still focused on determining the nature

and significance of positive discipline – with specific reference to current public school realities.

Objective 4: How do educators interpret positive school discipline?

Objective four was accomplished through the distribution of educator questionnaires (*cf*. Table 5.23 & Table 5.24). A total of 84 educators from District D7 (Sedibeng-East) participated in the study, consisting of 19 males and 64 females of whom the majority (39%) had 21 years' and more teaching experience. The majority of those educators held a diploma (40.7%), followed by educators with Bachelor Degrees (21%) and Honours Degrees (18.5%) in second and third highest, respectively. In Section C of the educator questionnaire, the researcher posed questions to educators that aided in understanding how educators generally interpret positive school discipline.

In item **C25**, 48 (57.1%) of the educator participants agreed and 33 (39.3%) of them strongly agreed that the phrase *school discipline* could be described best as *a positive environment in which to grow caring relationships with learners*. This combined overwhelming majority agreement level of 96.4% (*cf*. Table 5.23; *cf*. 5.7.5) clearly indicated that the participating educators attributed a positive environment to positive school discipline.

With reference to item **C27**, 35 (41.7%) of the educator participants agreed and 17 (20.2 %) of these participants strongly agreed that the phrase *school discipline* could be described best as *one educator watching over learners*. There was a combined majority agreement level of 61.9% (*cf*. Table 5.23; *cf*. 5.7.5). However, there was a significant negative disagreement level of 38.1% (32) of the educator participants which raises real concern, as these responses could attest to the fact that ill-discipline ensues even when educators are present (*cf*. 2.1).

With reference to item **C33,** 46 (54.8%) of educator participants agreed and 26 (31%) of them strongly agreed that school discipline could be described best as *learning that emerges through reward***.** The combined overwhelming majority agreement was indicated as 85.8% (*cf*. Table 5.23; *cf*. 5.7.5).

In item **C34.2**, 44 (52.4%) of the educator participants agreed and 20 (23.8%) of these participants strongly agreed that school discipline is explained best as *learning that occurs without punishment*. The combined majority agreement level of those participants was 76.2% (*cf*. Table 5.23; *cf*. 5.7.5). A disturbing combined negative disagreement level of 23.8% (20) - which was a quarter of the educator participants - points to those educators who are of the belief that school discipline can be described as learning *with* punishment, which requires the urgent attention of principals.

Both items **C33** and **C43.2** indicated without a doubt that those educators perceived school discipline as occurring when an educator watches over learners, ensuring that learning occurs through reward – and no punishment needed.

In item **C28**, 47 (56%) of the educator participants agreed and 36 (42.9%) of them strongly agreed that school discipline could be described as *a method of self-control*. The combined overwhelming majority agreement level was indicated as 98.9% (*cf*. Table 5.21; *cf*. 5.7.3).

With reference to item **C31**, 43 (51.2%) of the educator participants agreed and 38 (45.2%) of these participants strongly agreed that school discipline could be described best as *a process that is positive*. The combined overwhelming majority agreement level was indicated as 96.4% (*cf*. Table 5.21; *cf*. 5.7.3).

In item **C44**, 54 (65.1%) of the educator participants agreed and 21 (25.3%) of these educator participants strongly agreed that discipline could be described best as *something that increases the individual learner's capabilities*. The combined overwhelming positive level of agreement was pointed out as 90.4% (*cf*. Table 5.21; *cf*. 5.7.3).

The results of the last three items (**C28**, **C31** & **C44**) indicated without a doubt that those educators perceived school discipline to be not only a method of self-control, but also a positive process which leads to the enhancement of learner capabilities.

As illustrated from the researcher's reflections above on research question 4, which questioned how educators interpret positive school discipline (*cf*. 5.7.3 5.7.5), the evidence that resulted from the data analysis and interpretation (*cf*. Chapter Five)

indicates that objective four has been met. In meeting this objective, the study highlights that, according to the overriding awareness of the participating educators, positive discipline is a route which, from their experience, results in manifesting itself in the form of self-control and increased learner potential (*cf.* 2.3.2; 2.3.1 & 2.3.2.2).

Objective 5: How do educators interpret the term values?

The above objective was realised through the data-collection process that was administered to educators in the quantitative research phase of this study. 53 (64.6%) of the educator participants *agreed* and 28 (34.1 %) of them *strongly agreed* with item **C1** which indicated that values determine how actions are undertaken (*cf*. 2.2.1). A combined overwhelming agreement level of 98.7% was indicated (*cf*. Table 5.19; *cf*. 5.7.1).

With reference to item **C2**, 37 (45.1%) of the educator participants agreed and 30 (36.6%) of the educators strongly agreed that values are instincts that allow people to act correctly (*cf*. 2.2.1). The combined overwhelming agreement level of 81.7% was pointed out in the study (*cf*. Table 5.19 & 5.7.1).

In item **C3**, 40 (48.8%) of the educator participants agreed and 39 (47.6%) of them strongly agreed with the statement that values are guidelines that influence how people act (*cf.* 2.5.1). This combined overwhelming majority agreement was indicated as 96.4% (*cf*. Table 5.19 & 5.7.1).

In item **C4.1**, 45 (54.9%) of the educator participants agreed and 22 (26.8%) of these participants strongly agreed that values overcome the boundaries of culture (*cf*. 1.4.1). A combined closely calculated overwhelming agreement level of 81.7% was indicated (*cf*. Table 5.22 & 5.7.4).

The reactions to item **C4.2** indicated 49 (59.8%) educator participants who agreed and 19 (23.3%) of them who strongly agreed that values overcome the boundaries of language (*cf*. 1.4.1). The combined overwhelming majority agreement level was specified as 83.1% (*cf*. Table 5.19 & 5.7.1).

51 (62.2%) of the participating educators agreed and 22 (26.8) of these educators strongly agreed with item **C4.3** that values overcome the boundaries of gender (*cf*. 1.4.1).

The combined overwhelming majority agreement was indicated as 89% (*cf*. Table 5.19; *cf*. 5.7.1).

In item **C8**, 47 (57.3%) of the educator participants agreed and 29 (35.4) of them strongly agreed that values direct how people construct their lives (*cf*. 2.2.1). The combined overwhelming majority agreement was specified as 92.7% (*cf*. Table 5.19; *cf*. 5.7.1).

As illustrated from the researcher's reflections above on research question 5, which questioned how educators interpret the term *values*, the extensive evidence that resulted from the data analysis and interpretation (*cf*. Chapter Five) indicates that objective five has been met. In meeting this objective, the study highlights that, according to the overriding awareness of the participating educators, they interpret values as instincts that not only allow people to take the right action, but that also provide guidelines to influence how people act. According to their awareness which were based on their experience about these aspects, values additionally transcend culture, language and gender by directing how people construct their lives.

Objective 6: Which understandings do educators hold regarding the existing discipline at their schools?

In item **C45**, 43 (51.2%) of the educator participants agreed and 39 (46.4%) of these participants strongly agreed that discipline at their school encourages self-controlled behaviour (*cf*. 2.3.1). This combined overwhelming majority agreement level was pointed out as 97.6% (*cf*. Table 5.24 & 5.7.6).

With reference to item **C47**, 50 (59.5%) of educator participants agreed and 30 (35.7%) of them strongly agreed that discipline at schools encourages learners to be determined (*cf*. 2.3.1). The combined overwhelming majority agreement level was indicated as 95.2% (*cf*. Table 5.21 & 5.7.3).

36 (43.9%) of the educator participants agreed and 44 (53.7%) participants strongly agreed with item **E14** that rules are in place to help keep the discipline at their schools by indicating expected learner behaviour (*cf*. 2.6.1). An overwhelming combined majority positive agreement level was specified as 97.6% (*cf*. Table 5.22 & 5.7.4).

In item **E15**, 38 (46.3%) of the educator participants agreed and 30 (36.6%) of these participants strongly agreed that penalties inspire learners to behave in a well-disciplined manner (*cf*. 2.5.3.2). The combined closely calculated overwhelming positive agreement level was 82.9% (*cf*. Table 5.22 & 5.7.4). On the other hand, item **E15** indicated a significant combined negative disagreement level of 17% that could attested to the perception that penalties are in place as a result of ill-discipline and not as *a preventative* or *an inspiring-to-improve* mechanism.

With reference to item **E16**, 42 (51.2%) of the educator participants agreed and 39 (47.6%) of them strongly agreed that values are promoted in the classrooms at their schools to help keep the discipline (*cf*. 2.3.2.1). The combined overwhelming positive agreement level was indicated as 98.8% (*cf*. Table 5.22 & 5.7.4).

In item **E17**, 44 (53.7%) of the educator participants agreed and 34 (41.5%) of these participants strongly agreed that their school rules are effective in maintaining sound discipline (*cf*. 2.5.3.2). The combined overwhelming positive agreement level was pointed out as 95.2% (*cf*. Table 5.22 & 5.7.4).

With reference to item **E18**, 48 (58.5%) of the educator participants agreed and 33 (40.2%) of them strongly agreed that, at their school, disciplinary practices are directed by the value of dignity to help keep the discipline (*cf*. 2.5.3.2). This combined overwhelming agreement level was indicated as 98.7% (*cf*. Table 5.22; *cf*. 5.7.4).

Item **E20** responses indicated that 38 (46.9%) of the educator participants agreed and 42 (51.9%) of these participants strongly agreed that the Code of Conduct at their school develops self-discipline (*cf*. 3.2.3.1; *cf*. 2.6.1). The combined overwhelming agreement level was 98.8% (*cf*. Table 5.22 & 5.7.4).

In item **E21**, 39 (44.4) of the educator participants agreed and 44 (54.3) of these participants strongly agreed that the Codes of Conduct at their school inspire positive discipline (*cf*. 3.2.2 & 2.6.1). The combined overwhelming agreement level was 98.70% (*cf*. Table 5.22 & 5.7.4).

Item **E22** responses indicated that 37 (45.1%) of the educator participants agreed and 31 (37.8%) of them strongly agreed that the Codes of Conduct at their schools stop learners

from acting badly (*cf*. 2.6.1; 3.2 & *cf*. 2.6.1). The combined closely calculated overwhelming majority positive agreement level was specified as 82.9% (*cf*. Table 5.22 & 5.7.4). However, the combined negative disagreement level of 17.1% of the participating educators responded that the Codes of Conduct at their schools were unsuccessful in stopping learners' bad behaviour, implying that Codes of Conducts are mere paper exercises and are not actually adhered to or implemented effectively.

With reference to item **E23**, 38 (46.3%) of the educator participants agreed and 34 (41.5%) educator participants strongly agreed that the Codes of Conduct at their school aid in determining unacceptable learner behaviour. The combined overwhelming agreement level was documented as 87.8% (*cf*. Table 5.22 & 5.7.4). On the other hand, a combined negative disagreement level of 12.2% of the responses raises concern about Codes of Conduct that lack indicators for learning behaviour (*cf*. Table 5.22 & 5.7.4).

In item **E24**, 42 (51.2%) of the educator participants agreed and 32 (39.0%) of these participants strongly agreed that the Codes of Conduct at their schools indicate penalties for violating the rules (*cf*. 2.6.1). The combined overwhelming agreement level was 90.2% (*cf*. Table 5.22 & 5.7.4).

As illustrated from the researcher's reflections above on research question 6 which questioned which understandings educators hold regarding the existing discipline at their schools (*cf*. Tables 5.21, 5.22 & 5.24 specifically), the Codes of Conduct at participating schools not only developed learners' self-discipline, self-controlled behaviour and determinations, but also stated the rules of expected behaviour that aids in keeping discipline The extensive evidence that resulted from the quantitative research (*cf*. Chapter Five) indicates that objective six has been met. In meeting this objective, the study highlights that, according to the overriding awareness of the participating educators, there was educator agreement on penalties that are listed in a Code of Conduct being able to inspire sound discipline and values that are promoted in classrooms, helping to keep sound discipline. Moreover, these educators experienced school discipline as directed by the value of dignity.

Objective 7: Which understandings do educators hold regarding the role that values play in discipline at their schools?

The above objective was realised through the analysis of the data collected from educators in the quantitative research phase of this study (*cf*. Chapter Five). In item **C14**, 37 (44.6%) of the educator participants agreed and 36 (43.4%) of them strongly agreed that including values in classroom activities results in increased learner attention (*cf*. 2.4.3.4.). The combined overwhelming agreement level was 88% (*cf*. Table 5.26 & 5.8.2).

In item **C15**, 35 (42.2%) of the educator participants agreed and 38 (45.8%) of these participants strongly agreed with the statement that including values in classroom activities results in a positive learner attitude towards academic work (*cf*. 2.4.3.2). The combined overwhelming agreement level of 88% was indicated (*cf*. Table 5.26 & 5.8.2).

Furthermore, item **C20** indicated that 40 (48.2%) of educator participants agreed and 31 (37.3%) of these participants strongly agreed that the inclusion of values in classroom activities improves learners; work (*cf*. 2.4.3.4). The combined overwhelming agreement level was 85.5% (*cf*. Table 5.26 & 5.8.2).

Item **C16** responses indicated that 42 (50.6%) of the educator participants agreed and 38 (45.8%) of these participants strongly agreed that positive learner-educator relations are the result of including values in activities (*cf*. 2.4.3.4). The educators' combined overwhelming agreement level was specified as 96.4% (*cf*. Table 5.26 & 5.8.2).

It follows from the analysis of items **C14**, **C15**, **C16** and **C20** that, based on educators' experience, including values in the classroom supports increased learner attention, improved development of positive relations between educators and learners, and advanced positive learner attitudes towards academic work and the school work itself.

In item **C17**, 39 (47%) educator participants agreed and 40 (48.2%) of them strongly agreed that including values in classroom activities leads to an increase in respect (*cf*. 2.4.3.4). Once again, a combined overwhelming majority of 95.2% was indicated (*cf*. Table 5.26 & 5.8.2).

In item **C22**, 42 (50%) of the educator participants agreed and 40 (47.6%) of these participants strongly agreed that teaching values during school activities helps learners

to understand the role of values in their lives (*cf*. 3.2.1.1). The combined overwhelming agreement level of 97.6% was pointed out (*cf*. Table 5.28; *cf*. 5.8.4).

With reference to item **C23**, 51 (60.7%) of the educator participants agreed and 28 (33.3%) of these participants strongly agreed that teaching values in class inspires learners to act according to values (*cf*. 2.5.1). The combined overwhelming agreement level of 94% was indicated (*cf*. Table 5.26 & 5.8.2).

Grouped together, the analysis of items **C17**, **C22** and **C23** indicated that participating educators perceived values in classrooms as capable of supporting the advancing of respect, developing an understanding of the role of values in learners' lives and encouraging learners to behave in accordance with values.

In item **C24**.1, 43 (51.2%) of the educator participants agreed and 35 (42.9%) educator participants strongly agreed that teaching values during school activities helps learners to develop a positive attitude towards other individuals (*cf*. 2.4.3.2 & 2.5.1). There was a combined overwhelming agreement level of 94.1% (*cf*. Table 5.27 & 5.8.3).

Item **C24.2** indicated that 39 (46.4%) of the educator participants agreed and 37 (44%) of them strongly agreed that teaching values during school activities helps learners to develop positive attitudes towards other people's belongings. A combined overwhelming agreement level was specified as 90.4% (*cf*. Table 5.27; *cf*. 5.8.3).

With reference to item **C24.3**, 43 (51.2%) of the educator participants agreed and 35 (41.7%) of these participants strongly agreed that teaching values during school activities helps learners to develop positive attitudes towards conditions in society. A combined overwhelming agreement level of 92.90% educator participants thus felt positive that values within the sphere of education is pivotal to developing positive learner attitudes (*cf*. 2.5.1; *cf*. Table 5.28; *cf*. 5.8.3).

Grouped together, items **C24.1**, **24.2 and 24.3** clearly indicated that encompassing values within the classroom aids in encouraging a positive attitude towards other people, other people's belongings and society in general.

As illustrated from the researcher's reflections above on research question 7 that questioned which awareness educators hold regarding the role that values play in

discipline at their schools (*cf*. Tables 5.26, 5.27 & 5.28 specifically), participating educators held a positive attitude towards inculcating values in class activities and within the school environment. The extensive evidence that resulted from the quantitative research (*cf*. Chapter Five) indicates that objective seven has been met. In meeting this objective, the study highlights that, according to the overriding awareness of the participating educators, there was educator agreement across age, experience, gender and qualifications, on values being interpreted to be a superb tool in accomplishing sound positive school discipline and ensuring that learners not only excel academically, but also become productive members of society.

Objective 8: How do learners interpret positive school discipline?

The objective was realized through the quantitative research phase of this study (*cf*. Chapter Five). The items that are pertinent to the accomplishment of the above objective are discussed forthwith.

In item **C25**, 272 (34.8%) of the learner participants agreed and 338 (43.3%) of them strongly agreed that school discipline really means a place to have good ties with educators (*cf*. 2.2). The combined agreement level of 78.1% was indicated (*cf*. Table 5.29; *cf*. 5.8.5). However, there was a significant negative disagreement level of 21.9%, a disturbing one fifth of the participating learners, as these responses could attest to those learners having been in strained relationships with educators when they were answering the questionnaire (*cf*. Table 5.29 & 5.8.5).

With reference to item **C27**, 267 (34.1%) of the learner participants agreed and 219 (28%) of them strongly agreed that the phrase *school discipline* really means *one teacher is watching over learners* (*cf*. 2.3.1). However, the 125 (16%) learner participants who strongly disagreed and the 172 (22%) who disagreed that the phrase **school discipline** means one educator **watches** over them, resulted in a combined disagreement level of 38%, nearly two fifths of the participating learners. This high level of disagreement is intriguing as it may be due to the learners not understanding the question – learners may have various educators during the day, and it could be that some of them understood the question to be asking about whether a particular educator oversaw the learners (*cf*. Table 5.29 & 5.8.5).

In item **C28**, 282 (36%) learner participants agreed and 432 (55.1%) of them strongly agreed that the phrase *school discipline* really means to earn self-control (*cf*. 2.3.1). The combined overwhelming agreement level was 91.1% (*cf*. Table 5.27 & 5.8.3).

Item **C31** responses indicated that 355 (45.3%) of the learner participants agreed and 337 (43%) of them strongly agreed that the phrase *school discipline* really means *a way that is helpful* (*cf.* 1.1 & 2.3.2.1). The overwhelming combined agreement level of 88.3% was indicated (*cf*. Table 5.27 & 5.8.3).

Grouped together, the analysis of items **C25**, **C27** and **C28** illustrated that participating learners perceived school discipline as developing good relations with educators nurturing self-control and ensuring that educators watch over learners.

In item **C33**, 268 (34.2%) of the learner participants agreed and 338 (43.1%) of them strongly agreed that school discipline means *learning by getting rewards* (*cf*. 2.3.2). The combined agreement level of 77.3% was indicated (*cf*. Table 5.29 & 5.8.5).

With reference to item **C34.2**, 236 (30.1%) of the learner participants agreed and 254 (32.4%) of them strongly agreed that school discipline really means *learning that happens by not being punished*. The combined agreement level of 62.5% was indicated (*cf*. 2.3.2; *cf*. Table 5.29; *cf*. 5.8.5). However, the 126 (16.1%) learner participants who strongly disagreed and the 168 (21.4%) who disagreed that school discipline means learning that happens by not being punished, resulted in the combined disagreement level of 37.4% (*cf*. 2.3.2; *cf*. Table 5.29; *cf*. 5.8.5).

Regarding item **C35**, 223 (28.5%) of the learner participants agreed and 303 (38.7%) of them strongly agreed that the word *discipline* really means *caring for a child*. The combined agreement level of 67.2% was specified (*cf*. Table 5.29; *cf*. 5.8.5).

Grouped together, the analysis of items **C33**, **C34.2** and **C35** indicated that participating learners perceived school discipline as suggesting learning without rewards, punishment and caring for a child.

As illustrated from the researcher's reflections above on research question 8, which questioned how learners interpret positive school discipline, schools (*cf*. Tables 5.27 & 5.29 specifically), and participating learners generally agreed on school discipline being

positive by nature and providing outcomes that benefit learners. The extensive evidence that resulted from the quantitative research (*cf*. Chapter Five) indicates that objective eight has been met. In meeting this objective, the study highlights that, according to the overriding awareness of the participating learners on attributes of positive school discipline, they understand the vital and constructive effect of positive school discipline on teaching and learning at their schools.

Objective 9: How do learners interpret the term values?

The objective was realized through the quantitative research phase of this study (*cf*. Chapter Five). The pertinent results are discussed below.

In item **C1**, 393 (50.1%) of the learner participants agreed and 315 (40.1%) of them strongly agreed that values guide how they behave (*cf*. 2.2.1). The combined overwhelming majority agreement level of 90.2% was indicated (*cf*. Table 5.25; *cf*. 5.8.1).

Item **C2** responses indicated that 338 (43.1%) of the learner participants agreed and 292 (37.2%) of them strongly agreed that values are feelings that make them behave nicely (*cf.* 2.2.1). The combined closely calculated overwhelming majority agreement level was specified as 80.30% (*cf*. Table 5.25 & 5.8.1). However, the noteworthy combined disagreement level of nearly one fifth of the learner participants, 19.7%, did not agree that values are feelings that make learners behave nicely (*cf*. 5.8.1).

With reference to item **C3**, 344 (43.8%) of the learner participants agreed and 308 (39.1) of them strongly agreed that values help to pick or choose action (*cf*. 2.5.1). The combined closely calculated overwhelming agreement level was 82.9% of the learners (*cf*. Table 5.25 & 5.8.1).

Grouped together, the analysis of items **C1**, **C2** and **C3** indicated that learners agreed that values both guide behaviour and are feelings that govern positive behaviour to help them in determining actions.

In item **C4.1**, 231 (29.5%) of the learner participants agreed and 305 (39%) of them strongly agreed that values go past culture (*cf*. 1.4.1). The combined majority level was 68.5% (*cf*. Table 5.25 & 5.8.1). However, the 102 (13%) learner participants who strongly

disagreed and the 144 (18.4%) who disagreed that values go past values culture resulted in a combined disagreement level of 31.4% (*cf*. Table 5.25 & 5.8.1).

In item **C4.2**, 296 (37.7%) of the learner participants agreed and 244 (31.1%) of them strongly agreed that values go past language (*cf*. 1.4.1). The combined majority agreement level was indicated as 68.8% (*cf*. Table 5.25; *cf*. 5.8.1). However, the 83 (10.6%) learner participants who strongly disagreed and the 162 (20.6%) who disagreed resulted in a combined disagreement level of 31.2 % (*cf*. Table 5.25; *cf*. 5.8.1).

In item **C4.3**, 251 (32.3%) learner participants agreed and 276 (35.5%) learner participants strongly agreed that values go past being a boy or girl (*cf*. 2.2.1). The combined majority agreement level was pointed out as 67.8% (*cf*. Table 5.25; *cf*. 5.8.1). However, the 103 (13.2%) learner participants who strongly disagreed and the 148 (19.0%) who disagreed that values go past gender, resulted in the combined minority disagreement level of 32.2% (*cf*. Table 5.25 & 5.8.1) illustrating, in the researcher's opinion learners presenting a disturbing lack of knowledge about and understanding of values.

Grouped together, the analysis of items **C4.1**, **C4,2** and **C4.3** indicated that values transcend culture, language and gender.

In item **C7,** 252 (32.2%) learner participants agreed and 241 (30.8%) of them strongly agreed that values see nothing different in religions. The combined majority agreement level was indicated as 63% (*cf.* 2.2.1; *cf*. Table 5.25; *cf*. 5.8.1). However, the 125 (16%) learner participants who strongly disagreed and the 164 (21%) who disagreed that values go past gender, resulted in the combined minority disagreement level of 37% (*cf*. Table 5.25; *cf*. 5.8.1).

In item **C8,** 271 (34.8%) learner participants agreed and 336 (43.1%) strongly agreed that values pick how live. The combined majority agreement level of 77.9% (*cf*. 2.2.1) indicated that values direct what a person strives for and how a person constructs his/her existence (*cf*. Table 5.25; *cf*. 5.8.1). However, the 60 (7.7%) learner participants who strongly disagreed and the 112 (14.4%) who disagreed that values pick how wethey live resulted in up a combined minority disagreement level of 22.1% (*cf*. Table 5.25 & 5.8.1).

Grouped together, the analysis of items **C7** and **C8** indicated that participating learners perceived values as transcending religion and being a key factor in deciding how they live.

As illustrated from the researcher's reflections above on research question 9, which questioned how learners interpret the term *values* (*cf*. Table 5.25), participating learners generally agreed on values being instrumental in decision making and supporting them in becoming productive members of society. The extensive evidence that resulted from the quantitative research (*cf*. Chapter Five) indicates that objective nine has been met. In meeting this objective, the study highlights that, according to the overriding awareness of the participating learners, Sedibeng-East learners generally understand that values are common to everyone and that ascribing to fundamental values, allows for a safe, secure, productive teaching and learning environment.

Objective 10: Which understandings do learners hold regarding the existing discipline at their schools?

The objective was realized through the quantitative research phase of this study (*cf*. Chapter Five). The pertinent results are discussed below.

Item **C45** responses indicated that 270 (34.5%) of the learner participants agreed and 378 (48.3%) of them strongly agreed that discipline at school helps to control anger (*cf*. 2.3.1). The combined closely calculated agreement level was indicated as 82.8% (*cf*. Table 5.30 & 5.8.6).

In item **C47**, 299 (38.3%) of the learner participants agreed and 408 (52.2%) of them strongly agreed that discipline at school helps them to be strong in their minds that discipline at school helps them to follow the rules (*cf*. 2.3.1). The combined overwhelming agreement level was 90.5% (*cf*. Table 5.27 & 5.8.3).

With reference to item **E14**, 285 (36.7%) of the learner participants agreed and 425 (54.8%) of them strongly agreed that at school rules that show them what the educators expect of them, help keep the discipline (*cf*. 2.6.1). The combined overwhelming agreement level was specified as 91.5% (*cf*. Table 5.28 & 5.8.4).

Grouped together, the analysis of items **C45**, **C47** and **E14** indicated that participating learners perceived that discipline at their schools helps in controlling anger, and demonstrates educator expectations.

In item **E15**, 301 (38.8%) of the learner participants agreed and 315 (40.5%) of them strongly agreed that punishment at school helps to motivate them to be good (*cf*. 2.5.3.2). The combined agreement level was 79.3% (*cf*. Table 5.28 & 5.8.4). However, there was the combined negative disagreement level of 20.7%, which is one fifth of the learner participants, which could be attested to – (1) learner participants believing that punishments do not motivate good learner behaviour; (2) some learners enjoying the negative attention, therefore pushing the boundaries on ill-discipline; or (3) some learners not needing punishment to place a constraint on their behaviour, as they have their own moral compass that guarantees their behaviour as appropriate (*cf*. Table 5.28; *cf*. 5.8.4).

Item **E16** responses indicated that 337 (43.6%) of the learner participants agreed and 358 (46.3%) of them strongly agreed that at their school, values that are used in class, help to keep discipline (*cf*. 2.3.2.1). There was a combined overwhelming agreement level of 89.9% (*cf*. Table 5.28; *cf*. 5.8.4).

With reference to item **E17**, 277 (35.7%) of the learner participants agreed and 443 (57.2%) of them strongly agreed that at their school, school rules help to keep good discipline (*cf*. 2.5.3.2). The combined overwhelming agreement level was indicated as 92.9% (*cf*. Table 5.28; *cf*. 5.8.4).

Grouped together, the analysis of items **E15**, **E16** and **E17** indicated that the majority of the participating learners perceived punishment at school as providing incentives for good behaviour, values used in classrooms as ensuring discipline, and school rules as aiding school discipline.

In item **E18**, 283 (36.5%) of the learner participants agreed and 428 (55.2%) of them strongly agreed that school discipline is guided by self-respect. The combined overwhelming agreement level was pointed out as 91.7% (*cf*. Table 5.28 & 5.8.4).

In item **E20**, 252 (32.6%) of the learner participants agreed and 433 (55.9%) of them strongly agreed that their school rules help to build their own discipline (*cf*. 2.6.1). The combined overwhelming agreement level was indicated as 88.5% (*cf*. Table 5.28 & 5.8.4).

With reference to item **E21**, 248 (31.7%) of the learner participants agreed and 438 (61.8%) of them strongly agreed that their school rules stand for good discipline. The combined overwhelming agreement level was specified as 93.5% (*cf*. Table 5.28 & 5.8.4).

Grouped together, the analysis of items **E18**, **E20** and **E21** indicated that the majority of the participating Sedibeng-East learners perceived school discipline as directed by self-respect and supporting the development of self-discipline, and school rules at their schools as upholding sound discipline.

In item **E22**, 236 (30.3%) of the learner participants agreed and 461 (59.1%) of them strongly agreed that school rules stop learners from doing bad things. The combined overwhelming agreement level was 89.4% (*cf*. Table 5.28 & 5.8.4).

The item **E23** responses revealed that 269 (34.5%) of the learner participants agreed and 430 (55.1%) of them strongly agreed that rules help them to know what bad behaviour is. The combined overwhelming agreement level indicated was 89.6% (*cf*. Table 5.28 & 5.8.4).

In item **E24**, 268 (35.3%) of the learner participants agreed and 348 (44.7%) of them strongly agreed that school rules show them the punishment for not following the rules. The combined closely calculated overwhelming majority response was 80% (*cf*. Table 5.28; *cf*. 5.8.4). However, the 62 (8%) learner participants who strongly disagreed and the 94 (12.1%) who disagreed that school rules show them the **punishments** for **not** following the rules, resulted in a combined disagreement level of 20.1%, one fifth of the participating learners. This minority response could be attributed to some schools not indicating the punishment for non-compliance of school rules (*cf*. Table 5.28 & 5.8.4).

Grouped together, the analysis of items **E22**, **E23** and **E24** indicated that school rules serve as a deterrent for bad behaviour, assist learners in knowing what comprises bad behaviour and provide remedies available to educators and school administration for learners who transgress the school rules.

As illustrated from the researcher's reflections above on research question 10 which questioned which awareness learners hold regarding the existing discipline at their schools (*cf*. Table 5.28), participating learners generally agreed on school rules that indicate expected behaviour as supporting school discipline and that rules keep them from acting poorly, while being able to develop self-discipline. The extensive evidence that resulted from the quantitative research (*cf*. Chapter Five) indicates that objective ten has been met. In meeting this objective, the study highlights that, according to the overriding awareness of the participating learners, Sedibeng-East learners generally perceive school rules as a measure of not only stopping bad behaviour, but of also assisting them in understanding what would be regarded as unexpected behaviour. An unexpected learner majority response, was that of the majority of the participating learners who indicated punishment at school as motivating better behaviour (*cf*. E16).

Objective 11: Which understandings do learners hold regarding the role that values play in discipline at their schools?

The objective was realized through the quantitative research phase of this study (*cf*. Chapter Five). The pertinent results are discussed below.

In item **C12**, 236 (30%) of the learner participants agreed and 462 (58.8%) of them strongly agreed that peace is a value at their school (*cf*. 2.4.3.1). The combined overwhelming agreement level was indicated as 88.8% (*cf*. Table 5.26 & 5.8.2).

With regard to item **C14**, 285 (36.2%) of the learner participants agreed and 436 (55.3%) of them strongly agreed that values in classrooms help them to listen better (*cf*. 2.4.3.2). A combined overwhelming agreement level of 91.5% was indicated (*cf*. Table 5.26 & 5.8.2).

According to item **C15**, 273 (34.7%) of the learner participants agreed and 426 (54.2%) of them strongly agreed that values in classrooms make them positive about schoolwork (*cf*. 2.4.3.2). The combined overwhelming agreement level was 88.9% (*cf*. Table 5.26 and 5.8.2).

Grouped together, the analysis of items **C12**, **C14** and **C15** indicated that participating learners perceived peace as a value at their schools. Additionally, they perceived values

at their school as not only helping them to listen better, but also to be positive about their schoolwork.

In item **C16**, 295 (37.5%) of the learner participants agreed and 414 (52.6%) of them strongly agreed that values in classrooms help them and the teachers to work nicely as a team (*cf*. 2.4.3.4). The combined overwhelming agreement level was 89.8% (*cf*. Table 5.26 & 5.8.2).

With regard to item **C17**, 268 (34.1%) of the learner participants agreed and 461 (58.6%) of them strongly agreed that values in classrooms them help to show more respect (*cf*. 2.4.3.4). The combined overwhelming agreement level was specified as 92.7% (*cf*. Table 5.26 & 5.8.2).

In item **C20**, 252 (32%) of the learner participants agreed and 412 (52.4%) of them strongly agreed that values in classrooms help them to work on own (*cf*. 2.4.3.4). The combined overwhelming agreement level was indicated as 84.4% (*cf*. Table 5.26 & 5.8.2).

Grouped together, the analysis of items **C16**, **C17** and **C20** indicated that the majority of the participating learners perceived values as helping them to develop teamwork, respect and the ability to work independently.

In item **C23**, 316 (40.3%) learner participants agreed and 394 (50.3%) of them strongly agreed that learning about values at school helps them to behave nicely (*cf*. 2.5.1). The combined overwhelming agreement level was 90.6% (*cf*. Table 5.26 & 5.8.2).

In respect of item **C24.1**, 307 (39.3%) of the learner participants agreed and 381 (48.7%) of them strongly agreed that learning about values at school helps them to have good ideas about other people. The combined overwhelming agreement level was 88% (*cf*. 5.8.3 & Table 5.27).

Item **C24.2** responses revealed that 320 (40.8%) of the learner participants agreed and 380 (48.5%) of them strongly agreed that learning about values at school helps to be nice to people about their belongings (*cf*. 2.5.1). The combined overwhelming agreement level was indicated as 89.3% (*cf*. Table 5.27 & 5.8.3).

In item **C24.2**, 290 (37%) of the learner participants agreed and 413 (52.7%) of those participants strongly agreed that learning about values at school helps them to have good feelings about the world around them (*cf*. 2.5.1). The combined overwhelming agreement level was 89.7% (*cf*. Table 5.27 & *cf*. 5.8.3).

Grouped together, the analysis of items **C23, C24.1, C24.2** and **C24.3** indicated that the majority of learners in Sedibeng-East perceived values as supporting the encouragement of good behaviour, assisting in the development of positive feelings towards others, nurturing positive attitudes towards others' belongings and advancing positive feelings about society.

As illustrated from the researcher's reflections above on research question 11, which questioned which awareness learners hold regarding the role that values play in discipline at their schools (*cf*. Table 5.27), participating learners generally shared the same understanding concerning the role of values in discipline at their schools. The extensive evidence that resulted from the quantitative research (*cf*. Chapter Five) indicates that objective 11 has been met. In meeting this objective, the study highlights that, according to the overriding awareness of the participating learners, Sedibeng-East learners generally appreciate that, in order to establish discipline at their school, it is imperative that they too practise fundamental values.

Objective 12: To what extent do the participating schools' Codes of Conduct reflect the values as embedded in legislation, guidelines and policies?

This objective was realized through the qualitative research phase of this study, which comprised a document analysis (*cf*. Chapter Five). The pertinent results are discussed below.

In the qualitative phase of the research, the following aspects were revealed by the document analysis (*cf*. Table 5.38 & 5.11):

- Four of the participating schools (3, 5, 7 & 8) mentioned *dignity* in their Code of Conduct (c*f*. Table 5.38 & 5.11).

- Two participating schools (4 & 6) did not indicate human dignity (*cf*. Table 5.38 & 5.11).
- Two schools (5 & 7) stated that learners have the right to be treated with dignity when undergoing any disciplinary process and actions contrary to this will be considered misconduct (*cf*. Table 5.38 & 5.11).
- School 3 was specific and mentioned that human dignity must be observed during the process of searching learners (*cf*. Table 5.38 & 5.11).
- School 8 highlighted the learner's declaration that learners will treat all people with dignity (*cf*. Table 5.38 & 5.11).
- Schools 4 and 6 did not state human dignity directly, but they did address it indirectly by referring to fundamental rights within the Code of Conduct as declared in the Constitution and advancing positive values (*cf*. Table 5.38 & 5.11).
- Schools 3, 5, 7 and 8 mentioned equality in their Codes of Conduct (*cf*. Table 5.38 & 5.11).
- Schools 3, 5 and 7 described upholding equality during all disciplinary procedures and indicate that all individuals are equal before the law (*cf*. Table 5.38 & 5.11).
- School 8 stipulated that a learner is entitled to being treated with of equality (*cf*. Table 5.38 & 5.11).
- School 6 stressed the development and safeguarding of fundamental rights, which envelops equality (*cf*. Table 5.38 & 5.11).
- School 4 did not use the term equality directly, but implied fairness – which is synonymous to equality – as the Code of Conduct stated that no learner was to be treated unfairly (*cf*. Table 5.38 & 5.11).
- Participating schools 5 and 7 specified that fairness must be observed in various situations, namely: (1) when a hearing for misconduct is undertaken; (2) during procedures when hearings for serious misconduct cases are entered into; (3) when sets of evidences within cases are handled and managed (*cf*. Table 5.39 & 5.11).
- School 3, in addition to agreeing with schools 5 and 7 that fairness had to be exercised during a disciplinary process, further indicated that a disciplinary process must be fairly conducted (*cf*. Table 5.39 & 5.11).

- Schools 4, 6 and 8 addressed the value of fairness indirectly by implying fairness in their school's Code of Conduct (*cf*. Table 5.39; *cf*. 5.11).
- School 6 described the advancement of fundamental rights, which envelops the value of fairness (*cf*. Table 5.39 & 5.11).
- School 4's Code of Conduct implied fairness as it addressed inculcating positive values and attitude (*cf*. Table 5.39 & 5.11).
- Participating schools 5 and 7 stated that mutual respect needed to be nurtured and that any form of disrespect towards our national symbols would not be tolerated (*cf*. Table 5.39; *c.f*. 5.11).
- The Code of Conduct of school 3 expounded that both educators and learners' behaviour had to be respectful and recommended behaviour that was respectful of learners' rights (*cf*. Table 5.39 & 5.11).
- School 4 declared that respect for peers, educators, parents and visitors was non-negotiable and any disrespect towards educators was unacceptable (*cf*. Table 5.39 & 5.11).
- School 8 had various sections in their Code of Conduct pointing to learners' being respectful towards educators and visitors, non-teaching staff, and to the environment and school facilities (*cf*. Table 5.39; *c.f*. 5.11).
- In the final analysis, Table 5.39 was dedicated to the instances on the documents where respect was implied; however, none of the sampled schools' Codes of Conduct implied respect.

It became clear to the researcher that participating Sedibeng-East townships schools predominantly used the school district exemplar, and then adapted it according to the school's needs. One school, however, was using it as it was given – without any adaptations, which is why it could not be used in the document analysis. In the case of the one participating township school, the Code of Conduct was outdated.

Not all the sampled Codes of Conduct of these township schools were signed by the principal and School Governing Body. In addition, collecting the Codes of Conduct from some of the participating township schools was a challenge: some schools were unable

to locate a copy easily. School 2 never gave the researcher a Code of Conduct for analysis, despite numerous attempts.

To some degree, it became evident that the Code of Conduct for Learners was a mere paper exercise at these township schools and their codes appeared to be merely filed to ensure that they had the document to present when the District requested it. It appeared not to be a tool that oversees behaviour at school and, in most cases, was not developed with the consultation of the various stakeholders at the school. The Ex-Model C schools' Code of Conducts were easily available, and those codes took into consideration the specific needs of the school, although some aspects were lacking (*cf*. 5.11).

As illustrated from the researcher's reflections above on research question 11, which questioned to what extent the participating schools' Codes of Conduct reflect the values as embedded in legislation, guidelines and policies (*cf*. Table 5.41), the evidence that resulted from the document analysis (*cf*. 5.11) indicates that objective 11 has been met.

6.6 RECOMMENDATIONS

The aim of the research was to understand the awareness held by the participating Sedibeng-East learners and educators concerning the relationship between values and positive discipline, informed by an education law lens. In an effort to realize this aim, the researcher undertook a literature review which formed the foundation for the empirical research. The findings of this study are discussed in the recommendations below:

Recommendation 1

Professional development

The professional development of educators with regard to values and its vital role in school and class discipline, will have to take place soon. The training must include the strategies, tools, methodologies, and techniques that can aid educators in incorporating values in the class and school environment as part of curriculum delivery. The professional development must expand to articulate and provide necessary skills to educators; to ensure they not only understand the interrelationship between values, positive discipline and positive school environment, but are able to practice values in the class and school environment actively every day (*cf*. Table 5.23 & *cf*. 5.7.5).

The Department of Basic Education should provide the funding for the professional development training. It is imperative that, along with the educators, school management undergoes the same professional development.

According to the quantitative responses, 42 (51.2%) of the educator participants agreed and 39 (47.6%) of them strongly agreed with item **E16** that values are promoted in the classrooms at their schools to help keep the discipline. The combined overwhelming agreement level of 98.8% (*cf*. 2.3.2.1; 5.7.4 & Table 5.22) highlights that educators perceive values to be an important facet of positive discipline, thus professional development to increase and improve the incorporation of values in curriculum delivery will ensure improved school environment and enhanced positive school discipline.

Recommendation 2

Code of Conduct for Learners advancement

The fact that the Departement of Education chose to formulate *guidelines* to support and advise School Governing Bodies on developing and maintaining Codes of Conduct for Learners needs to be taken under advisement: while the items in the document indicate a clear road on the way to democracy and constitutional adherence concerning the fundamental rights of learners, such items need to carry the authority of compliance. Using the word “must” does not provide the item with compliance impetus, although it does indicate how serious the department is about the implication of these items. Moreover, schools need to be reminded that a District exemplar is just that: an exemplar which needs to be adapted, maintained, and molded to meet the needs of the school.

The District Office needs to ensure that school management members understand the importance and are familiar with how to develop and adapt their school’s Code of Conduct. The District provides templates to management, hoping it will aid them in the development of the particular school’s Code of Conduct. Unfortunately, some of the schools sampled adopted the exemplar as their own without any amendments, which makes the Code of Conduct a mere paper exercise. It is therefore imperative for school districts’ wide intervention on the importance of smartly developed Codes of Conduct (*cf*. 5.11 & Table 5.37).

Recommendation 3

Advancement of education law

Urgently resassess the content of current pre-graduate education qualifications. Included in the current four-year B.Ed. degree are at least two modules on education law. Seemingly these are not enough to support educators' knowledge about and awareness of the significance of developing and maintaining Codes of Conduct for learners correctly. It follows, therefore, that an urgent resassessment should take place.

Recommendation 4

Principal and Senior Management Team training in legal structures

The Senior Management Team of schools within the District, inclusive of principals, need to receive coaching and guidance concerning, for example, the legal framework that the researcher put together, based on the consulted legislation, policies, guidelines and regulations on values (*cf*. 3.2). The training and development needs to include the interrelationship between positive discipline, values and the Code of Conduct (*cf*. 2.6).

The District Office, with the assistance of the Department of Basic Education, must provide the funding for such coaching and guidance. It is imperative that Senior Management Teams receive training, as this will improve their understanding of the ingrained relationship that exists between values, positive discipline and a positive school environment, and the role that legislation, policies, guidelines and regulations play in ensuring the success of this ingrained relationship.

Recommendation 5

Professional development of Curriculum Specialists (Senior Education Specialist, Deputy Chief Education Specialist and Chief Education Specialist)

Recommendation 1 addresses the professional development of educators. The professional development of educators will be resoundingly successful if they are (1) monitored, (2) mentored and (3) coached and if (4) recommendations are provided when challenges arise. The Curriculum Specialist within the District Office will be able to

provide the required support if they also receive professional development on the relevant legal matters that are related to the specific challenge/s.

Recommendation 6

A timeframe for Codes of Conduct for learners

Schools not only need to be reprimanded for not having Codes of Conduct for learners correctly in place, but also need to be given a timeframe for complying in this regard. It appears as if not all schools are serious about the significant role of a Code of Conduct for learners at their school.

The Codes of Conduct of all schools must include the founding values which are declared in the Constitution:

- A school's Code of Conduct must include democratic values and guarantee that discipline is administered, fostered and maintained at schools (*cf*. 2.6.1).
- The Code of Conduct must be an enforceable document at a fair level, that indicates the role of values in relation to positive discipline according to the Schools Act (1996c:sec.8(1); *cf*. 3.2.2 & 2.6.1)
- The Code of Conduct must not lend itself to a punitive or punishment orientation (Code of Conduct Guidelines, SA, 1998:reg.1.4*; cf*. 3.2.3.1 & 2.6.1).
- The Learner Code of Conduct Guidelines (SA, 1998:sec1.6; *cf*. 3.2.3.1 & 2.6.1) must implore the development of self-discipline, advance positive discipline and promote a standard of behaviour that is acceptable by civil society (*cf*. 2.6.1).
- The Code of Conduct must subsequently be founded on the fundamental values of equality, human dignity, human rights and freedom (*cf*. 3.2.3.1).
- Section 8(7)(a-c) of the Schools Act (1996c) highlights the value of upholding equality during a disciplinary procedure and section 9(1A) explains that such a procedure must be in line with the edicts set out in section 8 to ensure that democratic values are upheld (*cf*. 3.2.1.2).
- The Code of Conduct must contain clear directives with the objective of ensuring a well ordered and disciplined environment, conducive to productive teaching and learning (*cf*. 3.2.1.2).

Recommendation 7

Program to ensure learner involvement towards good citizenry

The researcher calls for the introduction of a program that is founded on the tenets of the guarantees ni the Constitution and, for the sake of reader friendliness at school level, the indicators in the subsidiary values-related documents (*cf*. 3.2.2.1), especially as these documents transcend all religions and cultures . The program must aim to raise learner awareness of the significant role that values can play in their lives, while supporting learners to develop a higher level of moral judgement. It is suggested that the program be included as one of the after-school club activities that would incorporate debates, art competitions, essay writing, poetry, school values-based projects and local community projects.

There is the fervent desire for the program to be implemented and driven by the Life Orientation department at schools, with the support of the District Office's Life Orientation Senior Education Specialist. Competitions could be run at school, district and provincial levels to inspire learner participation. This program needs to be designed to inspire learners and educators to align their behaviour with the fundamental values, as laid down in the Constitution (*cf.* 3.2.1.1). In addition, it would raise awareness about the founding values. Coupled with the awareness and the alignment of learner and educator behaviour, the development of a positive school environment will occur naturally. The ill-discipline experienced at schools would, over time, be minimalized, if not eradicated, as both school and resounding learner improvements would occur, as in the case of the Miracle School in Ndola, Zambia (*cf*. 2.3.2.1).

6.7 LIMITATIONS OF THE STUDY

- Only Grade 6 and 7 learners were sampled in the study. This research could be expanded to incorporate leaners that are in grades just below and above Grade 6 and 7.
- The number of learners and educators was limited to Sedibeng-East due to a time constraint.
- No private schools participated in the research.

- The response rate of educators was limited, with some of them indicating that they had insufficient time to complete the questionnaires.

6.8 SUGGESTIONS FOR FURTHER STUDY

- The effect of an education law qualification on implementing positive discipline at primary schools
- An investigation into educators' training in education law versus learner discipline
- Parent/caregiver awareness on the inclusion of values in education
- A qualitative study on the administration of learner Codes of Conduct aimed at positive discipline and values

6.9 CONTRIBUTIONS OF THE STUDY

This study made the following contributions concerning educator and learners participants' awareness on the relationship between values and positive discipline at Sedibeng-East primary schools through an education law lens, as indicated below.

6.9.1 Scientific terrain

- Contribution 1: The study assisted in a smarter understanding of educator and learner awareness held on values and positive discipline at primary schools of the Sedibeng-East district.
- Contribution 2: The significance of examining sources of law that inform education law could contribute towards the development of the subject.
- Contribution 3: The study could assist in the improvement of learner discipline among schools, due to amplified focus on practising values. Improving learner discipline is a matter that is one of the field of education law's most pressing concerns.
- Contribution 4: Several of the findings support the updating, maintaining and advancing of learner Codes of Conducts.

6.9.2 Edu-HRight research unit

- Contribution 1: The study falls within the unit called Education and Human Rights in Diversity [Edu-HRights], and forms part of the sub-area's research in which the Study

Leader (Prof Elda de Waal) is the project leader: *Public Schooling in Diversity*. Prof. Erika Serfontein is also a member of the Research Unit and of this sub-area.

- Contribution 2: The study could help in understanding the degree to which legislation, policies, guidelines and regulations are applied relevantly to assist in responding to ill-discipline at schools.
- Contribution 3: The study indicated to what degree the participating schools included the founding values, as declared in the Constitution, in their Codes of Conduct.
- Contribution 4: The study contributed to research in the field of education law, especially as it is the newst addition to the South African legal system.

6.10 CONCLUSION

Values are fundamental to positive discipline, since they are the substratum of schools, families, communities and society, according to Sri Sathya Sai Baba:

"The development of society, the state and the nation is proportionate to the development of the human state. If human qualities are lost, the honour of society and the nation will be lost."

This dilemma of having lost that which is valuable to societies and nations, could indeed occur when values are not given due diligence, for example, at schools. Learners would then succumb to ill-discipline easier and schools could even be rendered ineffective and non-productive. In such an event, education law would be accused of not fulfilling one of its intentions: to support schools in becoming well ordered, safe education sites that are focused on producing good citizens. In the words of Theodore Roosevelt:

"To educate a person in the mind, but not in the morals, is to educate a menace to society"

The fact is that because values are intangible and sometimes the positive outcome of adhering to values is not immediately visible, it therefore becomes easier to behave in a manner that is contrary to what values would propose. Often values may not be acted upon, as a person may not have the necessary knowledge or training about values. Although values are said to be inherent, there needs to be a catalyst to ignite the understanding of values. Accordingly, in the words of our beloved Madiba:

"Education is the most powerful weapon which you can use to change the world."

Education, with the assistance of educators and role players and education law, has the ability to transform learners and encourage them to act in accordance with the founding values as laid down in the Constitution. In so doing, the essence of William S Burroughs would be enhanced and achieved, as he argues that ***"the aim of education is the knowledge, not of facts, but of values."***

In such a manner, the inspiration that the researcher finds in the teachings of Sri Sathya Sai Baba and which greatly stirred the motivation to conduct this very study, will be accomplished in one way or another:

"The End of Education Is Character!"

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ADDENDA

SECTION A – RESEARCH PERMISSION

ANNEXURE A
RESEARCH PERMISSION FROM THE GAUTENG DEPARTMENT OF EDUCATION

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2014/137

GDE RESEARCH APPROVAL LETTER

Date:	2 July 2013
Validity of Research Approval:	2 July 2013 to 20 September 2013
Name of Researcher:	Ramlal M.D.
Address of Researcher:	Apartment 2201
	Intercontinental
	Doha the City
	Qatar
	0299
Telephone Number:	+974 6689 1822
Fax Number:	011 522 2389
Email address:	mohanie.ramlal@gmail.com
Research Topic:	Perceptions on the relationship between human values and positive discipline at Sedibeng East primary schools
Number and type of schools:	SEVEN Primary Schools
District/s/HO	Sedibeng East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

2013/07/03

1

Making education a societal priority

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Dr David Makhado
Director: Education Research and Knowledge Management

DATE: 2012/07/03

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Making education a societal priority

Office of the Director: Knowledge Management and Research
9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

ANNEXURE B

CONSENT FROM THE SEDIBENG-EAST SCHOOL DISTRICT OFFICE

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

ENQ: VANGILE MOKOETSANE
TEL: 016 440 1935
FAX NO: 016 440 1787
MEMO NO: 0132/2013

TO : **THE PRINCIPAL AND SGB CHAIRPERSON**
Milton Primary, Roshnée Primary, Matsie Steyn Primary, Ratanda Primary, Qhaqholla Primary, Heidelberg Public and Tsoaranang Primary Schools

CC : **MS. MOHANIE DEVI RAMLAL**

FROM : **MS DORAH MOLOI**
DISTRICT DIRECTOR: SEDIBENG EAST

DATE : **12 JULY 2013**

SUBJECT: PERMISSION TO CONDUCT RESEARCH

This communique serves to confirm that permission was granted to Ms. Mohanie Devi Ramlal to conduct research in your school. The purpose of her research is to examine the perceptions of learners and educators concerning the relationship between human values and positive school discipline at Sedibeng East primary schools.

Ms. Ramlal will negotiate appropriate and relevant time schedules between 02 July 2013 and 20 September 2013 with your school to conduct the research. However, the process must under no circumstances interfere with teaching and learning times.

Your support and cooperation in making the research a success will be appreciated.

Regards

MS. DORAH MOLOI
DISTRICT DIRECTOR: SEDIBENG EAST
DATE: 12/7/2013

DISTRICT: SEDIBENG EAST
Tel: (016) 440 1787, Cell: 073 062 2482, Fax: (016) 440 1787 | Email: DorahM.Moloi@gauteng.gov.za
14 Joubert Street, S, L & M Building, Vereeniging, Private Bag X05, Vereeniging, 1930
www.education.gpg.gov.za | Call Centre: 0800 000 175

ANNEXURE C

REQUEST FOR PERMISSION FROM SCHOOL PRINCIPALS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa 1900

21 September 2015

The Principal

_____

Dear Sir/Madam

I am currently an M.Ed.-degree student in Education Law at the North-West University, Vaal Triangle campus. I am interested in discovering the perceptions held concerning the relationship between values and positive discipline. My research is aimed towards discovering the perceptions held by Grade 6 and 7 learners and their educators. The Gauteng Department of Education has granted me permission to conduct research for the study.

I am mindful of the essential rights of both learners and educators, and will ensure that their right to safety and dignity are upheld.

I humbly request permission to administer a questionnaire to the Grade 6 and 7 learners and educators at your school. Moreover, I am firstly sending letters to the Grade 6 and 7 parents/caregivers to ask permission to include their children in my study. Secondly, I have letters ready that will ask the learners' permission as well. In addition, I humbly request a copy of the school's Code of Conduct for Learners.

I assure you that the school's participation will remain anonymous. The data collected will only be handled by me, my study leaders and my statistical consultant.

Your assistance in this regard will be highly appreciated and thank you.

Mohanie Devi Ramlal
+ 832 416 4458 (cell)
Mohanie.ramlal@gmail.com

Prof. Elda de Waal
016 910 3077
072 480 7971

ADDENDA

SECTION B – LETTERS OF PARTICIPATION

ANNEXURE D

LETTERS OF REQUEST FOR PARTICIPATION TO EDUCATORS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa 1900

21 September 2015

Dear Educator

I am currently a Master's-degree student at the North-West University, Vaal Triangle campus. I am interested in discovering the perceptions held on the relationship between values and positive discipline. My research is aimed towards the held by Grade 6 and 7 learners and educators. The Gauteng Department of Education has granted permission to conduct research for the study.

I am mindful of the essential rights of both learners and educators, and will ensure that the right to safety and dignity are upheld. The focus of my research is to determine the perceptions held by educators at public primary schools in the Sedibeng-East District.

This letter is a humble request for you to complete the questionnaire.

The following measures will be followed:

Your detail will be recorded anonymously.

Participation in the research is entirely voluntarily.

You may withdraw from the study at any point.

Your fundamental rights will be upheld in all aspects of the research process.

If you wish to participate, please complete and return the reply slip below.

Your co-operation in this regard will be highly appreciated and thank you.

Mohanie Devi Ramlal
+ 832 416 4458 (cell)
Mohanie.ramlal@gmail.com

Prof. Elda de Waal
016 910 3077
072 480 7971

I,_____ (educators name) hereby wish to participate in completing the questionnaire.

Signature_____ Date _____

ANNEXURE E

LETTERS OF CONSENT TO PARENTS REQUESTING LEARNER PARTICIPATION

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa 1900

21 September 2015

Dear Parent/Caregiver

I am currently a Master's-degree student at the North-West University, Vaal Triangle Campus. I am interested in discovering the perceptions held concerning the relationship between values and positive discipline. My research is aimed towards discovering the perceptions held by Grade 6 and 7 learners and educators. The Gauteng Department of Education has granted me permission to conduct research for the study.

I am mindful of the essential rights of both learners and educators, and will ensure that their right to safety and dignity are upheld. The focus of my research is to determine the perceptions held by Grade 6 and 7 learners at public primary schools in the Sedibeng-East District.

This letter is a humble request for permission for your child _____ (learner's name) to participate in answering the developed questionnaire.

The following measures will be followed:

- Learners would remain anonymous.
- Learners would participate in the study entirely voluntarily.
- Learners may withdraw from the study at any point.
- The fundamental rights of learners will be upheld in all aspects of the research process.

If you wish to give permission for your child to participate, please complete and return the reply slip below.

Your co-operation in this regard will be highly appreciated and thank you.

Mohanie Devi Ramlal
+ 832 416 4458 (cell)
Mohanie.ramlal@gmail.com

Prof. Elda de Waal
016 910 3077
072 480 7971

I, _____ (parent's/caregiver's full name) hereby give permission for my child/ward to take part in completing the questionnaire.

Signature_____ Date _____

ANNEXURE F

LETTERS OF CONSENT TO LEARNERS

REQUESTING THEIR PARTICIPATION

NORTH-WEST UNIVERSITY ®
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark
South Africa 1900

21 September 2015

Dear Learner

I am currently a student at the North-West University, Vaal Triangle Campus. I am completing my Master's degree and for me to finish my study, I need your help.

My study applies to Grade 6 and 7 learners and I am fully aware of your fundamental rights to safety and dignity and I will make sure they are upheld. My study wants to understand what you as Grade 6 and 7 learners think about values and discipline at the school you go to.

Please will you take part in my study and answer my questionnaire?

- Do not write down your name on the questionnaire.
- You may leave at any time.
- Completing the questionnaire is entirely up to you.
- Your rights will be protected.

If you wish to complete the questionnaire and be part of the study, please complete the block below.

Thank you for your time and help.

Mohanie Devi Ramlal
+ 832 416 4458 (cell)
Mohanie.ramlal@gmail.com

Prof. Elda de Waal
016 910 3077
072 480 7971

I, _____ (your name), have read the letter and understand my role in this study. I want to take part.

Signature_____ Date_____

ANNEXURE G1

QUESTIONNAIRE TO EDUCATORS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

EDUCATOR QUESTIONNAIRE

PERCEPTIONS ON THE RELATIONSHIP BETWEEN VALUES AND POSITIVE DISCIPLINE AT SEDIBENG-EAST PRIMARY SCHOOLS

Dear Educator,

I am busy with my Master's degree at the North-West University, Vaal Triangle Campus. Your help as participant in completing the questionnaire is highly appreciated. Please complete every item as honestly as possible, since there are no correct or incorrect answers. The aim of my research is to collect information on your opinion about values and positive discipline.

Thank you: your co-operation is indeed valuable and treasured.

Mohanie Devi Ramlal [Student]
Prof. Dr Elda de Waal [Study Leader]
Contact details: 016 910 3077 or 072 480 7971

INSTRUCTIONS

- Please do not write your name or the name of your school anywhere.
- Your information will be kept confidentially.
- Read all the questions carefully.
- Please answer every item.
- Mark the appropriate answer with an **X**, for example:

Your gender	Male	~~Female~~

SECTION A: BIOGRAPHICAL INFORMATION

A1	Age (years)	21-25	26-30	31-35	36-40	41-45	46-50	51+

A2	Gender	Male	Female

A3	Teaching experience (years)	0-5	6-10	11-15	16-20	21+

A4	Highest qualification	Grade 12	Diploma	B-degree	Honours
		M-degree	PhD	Other	

A5	Ethnicity	African	Coloured	Indian	White	Other

A6	I am teaching Grade...	6	7

–

SECTION B: SCHOOL DEMOGRAPHICS

B1	Medium of instruction	English	Sesotho	Setswana	isiXhosa

Other language:	

B2	Area of school	Rural area	Township	City

B3	Type of school	Township	Ex-model C

—

SECTION C: OPINIONS ON VALUES, DISCIPLINE AND SCHOOL DISCIPLINE

Indicate on the scale of 1-4 ***how strongly you disagree/agree*** with the following statements about values, discipline and school discipline in general:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
I think that values generally…					
C1	…**determine** how actions are **undertaken**.	1	2	3	4
C2	...are **instincts** that allow people to act **correctly**.	1	2	3	4
C3	...are **guidelines** that influence how people **act**.	1	2	3	4
C4.1	...**over**c**ome** the **boundaries** of **culture**.	1	2	3	4
C4.2	...**over**c**ome** the **boundaries** of **language**.	1	2	3	4
C4.3	...**over**c**ome** the **boundaries** of **gender**.	1	2	3	4
C5	...**describe** a person's **perspective**.	1	2	3	4
C6	...make people **behave** according to their **conscience**.	1	2	3	4
C7	...go **beyond** the **differences** of religion.	1	2	3	4
C8	...**direct** how people **construct** their lives.	1	2	3	4
The following values are discussed during our classroom activities:					
C9	Human dignity	1	2	3	4
C10	Equality	1	2	3	4
C11	Human rights	1	2	3	4
C12	Peace	1	2	3	4
Including values in classroom activities results in...					
C13	…an **improved** teaching and learning **environment**.	1	2	3	4
C14	…**increased** learner **attention**.	1	2	3	4
C15	...a **positive** learner **attitude** towards academic work.	1	2	3	4
C16	…**developing** positive learner-educator **relationships**.	1	2	3	4
C17	…an **increase** in **respect**.	1	2	3	4
C18	…improved **harmony**.	1	2	3	4

Indicate on the scale of 1-4 ***how strongly you disagree/agree*** with the following statements about values, discipline and school discipline in general:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
C19	…better **learner skill** to work in a **group**.	1	2	3	4
C20	…improved **learner proficiency** to work **individually**.	1	2	3	4
Teaching values during school activities helps learners to…					
C21	…make **values-based** decisions.	1	2	3	4
C22	…**understand** the role of values in their lives.	1	2	3	4
C23	…**act in line** with values.	1	2	3	4
C24.1	…develop **positive attitudes** towards other **individuals**.	1	2	3	4
C24.2	…develop **positive attitudes** to other peoples' **belongings**.	1	2	3	4
C24.3	…develop **positive attitudes** towards conditions in **society**.	1	2	3	4
The phrase *school discipline* can best be described as…					
C25	…a positive milieu to grow **caring relations** with learners.	1	2	3	4
C26	…a good position to grow **guiding relations** with learners.	1	2	3	4
C27	…when one educator is **watching over** learners.	1	2	3	4
C28	…a **method** that develops **self-control**.	1	2	3	4
C29	…a **practice** that inspires **mutual respect**.	1	2	3	4
C30	…requiring a strong **foundation** in **values**.	1	2	3	4
C31	…a **process** that is **positive**.	1	2	3	4
C32	…a **route** to ensure everyone accepts **accountability**.	1	2	3	4
C33	...**learning** that emerges through **reward**.	1	2	3	4
C34.1	...**learning** that emerges through **cooperation**.	1	2	3	4
C34.2	...**learning** that emerges **without punishment**	1	2	3	4
The phrase *discipline* can best be described as…					
C35	...a **system** of nurturing a child.	1	2	3	4
C36	...a **scheme** that includes **teaching desired** behaviour.	1	2	3	4

Indicate on the scale of 1-4 ***how strongly you disagree/agree*** with the following statements about values, discipline and school discipline in general:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
C37	...behaving **respectfully** towards **others**.	1	2	3	4
C38	...behaviour that does **not infringe** on **others' rights**.	1	2	3	4
C39	...one person **taking charge** of another person's behaviour.	1	2	3	4
C40	…that it **adjusts** a particular learner's **conduct**.	1	2	3	4
C41	…that it **controls** learner **behaviour** in general.	1	2	3	4
C42	…that it **regulates** a learner's abilities.	1	2	3	4
C43	…that it **coaches** learners' ability to perform at their peak.	1	2	3	4
C44	…that it **increases** the individual learner's **capabilities.**	1	2	3	4
Discipline at our school encourages...					
C45	…**self-controlled** behaviour.	1	2	3	4
C46	…**reasoning** that nurtures self-discipline.	1	2	3	4
C47	…learners to be **determined**.	1	2	3	4
C48	…learners to **obey** the rules.	1	2	3	4
The effect of *not* tolerating ill-discipline at school is that…					
C49	…the school is **free** from **threats**.	1	2	3	4
C50	…**bad** behaviour is **stamped out.**	1	2	3	4
C51	…the environment is **free** of **fear**.	1	2	3	4
C52	…the **negative impact** of disobedience is **eliminated**.	1	2	3	4
C53	…educators' **spirit** is influenced **positively**.	1	2	3	4
C54	...educators' **well-being** is influenced **positively**.	1	2	3	4

SECTION D: VALUES AND THE SCHOOL ENVIRONMENT

Indicate on the scale of 1-4 ***how strongly you disagree/agree*** with the following statements about values and school sites:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
Our school environment…					
D1	…**instils** positive **discipline**.	1	2	3	4
D2	…**guarantees** effective **teaching**.	1	2	3	4
D3	…**permits** productive **learning**.	1	2	3	4
Academic performance can be improved if the school environment...					
D4	…is **neat**.	1	2	3	4
D5	…promotes **fairness**.	1	2	3	4
D6	…encourages **equality**.	1	2	3	4
D7	…**nurtures** the school members.	1	2	3	4
D8	...stimulates **positive relationships**.	1	2	3	4

SECTION E: LEARNERS, EDUCATORS, POSITIVE DISCIPLINE AND CODES OF CONDUCT FOR LEARNERS

Indicate on the scale of 1-4 ***how strongly you disagree/agree*** with the following statements about learners, educators, positive discipline and Codes of Conduct:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
In general, *learners*…					
E1	...learn **positively** from the **actions** of educators.	1	2	3	4
E2	…**imitate** educators' **examples**.	1	2	3	4
In general, *educators*…					
E3	…**demonstrate** human **dignity**.	1	2	3	4
E4	…act like **role models.**	1	2	3	4
Positive discipline is successful when educators…					
E5	…communicate **regularly**.	1	2	3	4
E6	…**develop** learner **self-discipline**.	1	2	3	4
E7.1	…**constantly apply** expectations of learner performance.	1	2	3	4
E7.2	…**constantly apply** rules.	1	2	3	4
E8	…act in an **even-handed** manner.	1	2	3	4
E9	…**know** the learners.	1	2	3	4
E10	…**develop lifelong skills** in learners.	1	2	3	4
E11	…**foster** an **appreciation** for **others' rights**.	1	2	3	4
E12	…**nurture** a **respect** for others.	1	2	3	4
E13	…**promote** an attitude of **compassion**.	1	2	3	4
At our school the following are in place to help keep the discipline:					
E14	**Rules** to indicate **expected** learner behaviour.	1	2	3	4
E15	**Penalties** to **inspire** learners to behave well.	1	2	3	4
E16	**Values** are **promoted** in the **classrooms**.	1	2	3	4
E17	School **rules** are effective in maintaining **sound** discipline.	1	2	3	4
E18	Disciplinary **practices** are directed by the value of **dignity**.	1	2	3	4

Indicate on the scale of 1-4 ***how strongly you disagree/agree*** with the following statements about learners, educators, positive discipline and Codes of Conduct:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
E19	Our **Code of Conduct** includes **dignity**.	1	2	3	4
E20	Our **Code of Conduct supports** developing **self-discipline** in learners.	1	2	3	4
E21	Our **Code of Conduct inspires positive** discipline.	1	2	3	4
E22	Our **Code of Conduct stops** learners from acting **badly**.	1	2	3	4
E23	Our **Code of Conduct** aids in determining **unacceptable** learner behaviour.	1	2	3	4
E24	Our **Code of Conduct** indicates penalties for violating the rules.	1	2	3	4

THANK YOU FOR TAKING PART!!!

ANNEXURE G2

QUESTIONNAIRE TO LEARNERS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

LEARNER QUESTIONNAIRE

MY IDEAS ABOUT THE LINK BETWEEN VALUES AND CARING DISCIPLINE AT PRIMARY SCHOOLS

Dear Learner,

I am a student at the Vaal Triangle Campus of the North-West University. Thank you for helping me by answering these questions. Please give me your own ideas, because there are no right or wrong answers.

Thank you very much for helping me and good luck at school.

Mohanie Ramlal

Mohanie's teacher: Prof. Elda

Cell phone number 072 480 7971

INSTRUCTIONS

- Please do not write your name.
- Read carefully.
- Answer everything.
- Make an X to show your answer, for example:

Your gender	Male	~~Female~~

SECTION A: PERSONAL FACTS

A1	Age (years)	11	12	13	14	Older

A2	Gender	Male	Female

A3	Grade	6	7

SECTION B: SCHOOL INFORMATION

B1	Language in your classes	English	Sesotho	Setswana	isiXhosa	isiZulu

Other language:	

B2	Area of school	Rural area	Township	City

B3	Type of school	Township	Ex-model C

SECTION C: MY IDEAS ABOUT VALUES, DISCIPLINE AND SCHOOL DISCIPLINE

Make an X to show **how strongly you agree OR do not agree** with the following sentences:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
I think that values …					
C1	…**guide** how we **behave**.	1	2	3	4
C2	...are **feelings** that make us behave **nicely**.	1	2	3	4
C3	...help us to pick our actions.	1	2	3	4
C4.1	...go **past** culture.	1	2	3	4
C4.2	...go **past** language.	1	2	3	4
C4.3	...go **past** being a boy or a girl.	1	2	3	4
C5	...**explain** our **ideas**.	1	2	3	4
C6	…make us behave in line with our **ideas**.	1	2	3	4
C7	...see **nothing different** in **religions**	1	2	3	4
C8	...pick how we **live**.	1	2	3	4
We discuss the following values at our school:					
C9	Self-respect	1	2	3	4
C10	Fairness	1	2	3	4
C11	Human rights	1	2	3	4
C12	Peace	1	2	3	4
The values in our classrooms...					
C13	…make **learning better**.	1	2	3	4
C14	…help us to **listen better**.	1	2	3	4
C15	…make us **positive** about our **schoolwork**.	1	2	3	4
C16	…help us and the teachers to work **nicely** as a **team**.	1	2	3	4
C17	…help us to have **bigger** respect.	1	2	3	4
C18	…make us **agree** more.	1	2	3	4

Make an X to show **how strongly you agree OR do not agree** with the following sentences:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
C19	…help us to work **in groups**.	1	2	3	4
C20	…help us to work **on our own**.	1	2	3	4
Learning about values at our school helps us to...					
C21	…use the values when we make **choices.**	1	2	3	4
C22	…know how the values **help** us.	1	2	3	4
C23	…behave **nicely**.	1	2	3	4
C24.1	…have **good ideas** about other **people**.	1	2	3	4
C24.2	…be **nice** to people about their **stuff**.	1	2	3	4
C24.3	…have **good** feelings about the **world** around us.	1	2	3	4
The phrase *school discipline* really means...					
C25	…school is a place to have **good ties** with teachers.	1	2	3	4
C26	…school is a **good** place where teachers **help** us.	1	2	3	4
C27	…one teacher is **watching** us.	1	2	3	4
C28	…we **learn self-control**.	1	2	3	4
C29	…we **learn** about **respect**.	1	2	3	4
C30	…there is a strong **trust** in **values**.	1	2	3	4
C31	…a **way** that is **helpful**.	1	2	3	4
C32	…a **way** to give all of us **duties.**	1	2	3	4
C33	…**learning** by getting **rewards**.	1	2	3	4
C34.1	…**learning** that happens by **working together**.	1	2	3	4
C34.2	…**learning** that happens by **not being punished**.	1	2	3	4
The word *discipline* really means...					
C35	…**caring** for a child.	1	2	3	4
C36	…**teaching** a child **good** manners.	1	2	3	4

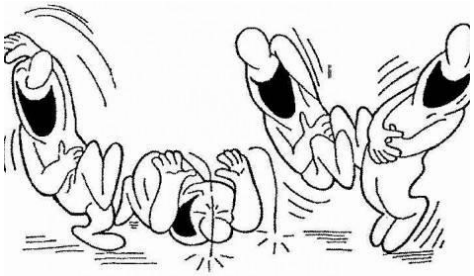
Make an X to show **how strongly you agree OR do not agree** with the following sentences:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
C37	…that learners **respect other people**.	1	2	3	4
C38	…that what we do **not hurt** peoples' **rights**.	1	2	3	4
C39	…one person is **telling** another person what to do.	1	2	3	4
C40	…to **tell a learner** how to **behave**.	1	2	3	4
C41	…to **check** how the learners **behave** in general.	1	2	3	4
C42	…to **control** what a learner **can do**.	1	2	3	4
C43	…to **teach** us to do our best.	1	2	3	4
C44	…to **develop** our **skills**.	1	2	3	4
***Discipline* at my school helps us...**					
C45	…to **control** our **anger**.	1	2	3	4
C46	…to show **strong self**-discipline when we **think**.	1	2	3	4
C47	…to be **strong** in our **minds**.	1	2	3	4
C48	…to **follow** the rules.	1	2	3	4
When there is *good discipline* at school.....					
C49	…then there is **nothing** at school that **scares** us.	1	2	3	4
C50	…we do **not do wrong** things.	1	2	3	4
C51	…then our environment is **not scary**.	1	2	3	4
C52	…the bad **results of** bad behaviour are wiped out.	1	2	3	4
C53	…teachers will be **happy**.	1	2	3	4
C54	…teachers' health will be better.	1	2	3	4

SECTION D: VALUES AND THE SCHOOL ENVIRONMENT

Make an **X** to show ***how strongly you agree OR do not agree*** with the following sentences:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
Our school environment...					
D1	…**inspires us** with **good discipline**.	1	2	3	4
D2	…**promises** us good **teaching**.	1	2	3	4
D3	…**allows** us to **learn better**.	1	2	3	4
We can get better marks at school if the school environment...					
D4	…is **clean**.	1	2	3	4
D5	…**supports** being **fair.**	1	2	3	4
D6	…inspires us to treat everyone the **same**.	1	2	3	4
D7	…**looks after** all of us.	1	2	3	4
D8	…motivates **caring contact** with other people.	1	2	3	4

SECTION E: LEARNERS, TEACHERS, GOOD DISCIPLINE AND SCHOOL RULES

Make an **X** to show ***how strongly you agree OR do not agree*** with the following sentences:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
Usually we as the learners....					
E1	…**really learn** from what the teachers **do**.	1	2	3	4
E2	…**copy** our teachers' **examples**.	1	2	3	4
Usually teachers...					
E3	…**show** learners **self-respect**.	1	2	3	4
E4	…are **good** examples.	1	2	3	4
Good discipline is when teachers…					
E5	...talk to the learners **often**.	1	2	3	4
E6	…teach **learners** to have their **own discipline**.	1	2	3	4
E7.1	…**always tell** learners what they **expect** from them.	1	2	3	4
E7.2	…**always tell** learners the rules.	1	2	3	4
E8	…are **fair** to learners.	1	2	3	4
E9	…**know** the learners.	1	2	3	4
E10	…help learners to **develop** their talents.	1	2	3	4
E11	…teach learners **to care about** other people's **rights**.	1	2	3	4
E12	…inspire learners to **respect** other people.	1	2	3	4
E13	……help learners to be kind.	1	2	3	4
At our school these things help to keep the discipline:					
E14	**Rules** to show us what the teachers **expect** of us.	1	2	3	4
E15	**Punishments** to **motivate** us to be good.	1	2	3	4
E16	**Values** that are **used** in class.	1	2	3	4
E17	**School rules** that help to keep **good** discipline.	1	2	3	4
E18	The school's **discipline** is **guided** by self-**respect**.	1	2	3	4

Make an **X** to show ***how strongly you agree OR do not agree*** with the following sentences:		**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
E19	Our **school rules** include **self-respect**.	1	2	3	4
E20	Our **school rules help** to build our **own discipline**.	1	2	3	4
E21	Our **school rules stand for good** discipline.	1	2	3	4
E22	Our **school rules stop** us from doing bad things.	1	2	3	4
E23	Our **school rules** help us to **know** what bad behaviour is.	1	2	3	4
E24	Our **school rules** show us the punishment for **not following** the rules.	1	2	3	4

THANK YOU FOR TAKING PART!!!