

EDUCATORS' PERCEPTIONS OF DISCIPLINE IN SENIOR PRIMARY SCHOOL

by

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BPaed, BEd (UNIZUL)

Submitted in fulfilment
of the requirements for the degree

MASTER OF EDUCATION

in the
Department of Educational Psychology and Special Education
of the
Faculty of Education
at the
University of Zululand

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Kwadlangezwa
September 2006

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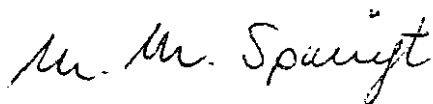
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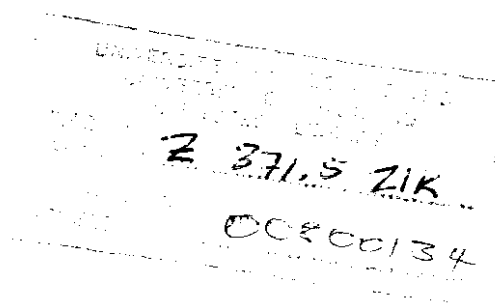
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DECLARATION

I declare that this dissertation *Educators' perceptions of discipline in senior primary school* represents my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to the following:

- Prof M S Vos for her unfailing guidance, support, motivation and supervision in my endeavour to prepare for and complete this study.
- My late husband, Vusumuzi Zikhali, for his patience, understanding and constant motivation and support.
- My sister, Mhle Khumalo, and my niece, Thulisile Khumalo, who did all the house work while I was busy studying.
- All my family members and friends for their continued encouragement and support during the course of my study.
- My typist, Mrs Jean Naudé, for sacrificing her time to type this dissertation.
- My editor, Dr M Sprüyt.
- The library staff of the University of Zululand (Durban-Umlazi Campus) for their assistance in obtaining books and journals required for the research.
- All the senior primary school educators who sacrificed their time in the completion of the questionnaires.

DEDICATION

This work is dedicated to:

- My late husband, Vusimuzi Zikhali.
- My late father, Mphangwa Abraham Khumalo.
- My late mother, Ngano Maria MaMasoka Khumalo.

CONTENTS: CHAPTERS**DISCIPLINE AS AN INTEGRAL PART OF A CODE OF
CONDUCT**

CHAPTER		PAGE
CHAPTER 1	ORIENTATION	1
CHAPTER 2	LITERATURE REVIEW	14
CHAPTER 3	PLANNING OF THE EMPIRICAL RESEARCH	56
CHAPTER 4	PRESENTATION AND ANALYSIS OF THE RESEARCH DATA	77
CHAPTER 5	SUMMARY, FINDINGS AND RECOMMENDATIONS	111
LIST OF SOURCES		124
APPENDICES	QUESTIONNAIRE	137
	PERMISSION LETTERS	144

CHAPTER 1

ORIENTATION		PAGE
1.1	INTRODUCTION	1
1.2	ANALYSIS OF THE PROBLEM	2
1.3	STATEMENT OF THE PROBLEM	5
1.4	ELUCIDATION OF CONCEPTS	6
1.4.1	Gender	6
1.4.2	Code of conduct	6
1.4.3	Discipline	7
1.4.4	Education	8
1.4.5	Educator	8
1.4.6	Learner	9
1.4.7	Perception	9
1.4.8	Punishment	10
1.4.9	Theory of discipline	10
1.5	AIMS OF THIS STUDY	12
1.6	METHOD OF RESEARCH	13
1.7	FURTHER COURSE OF THIS STUDY	13

CHAPTER 2

	LITERATURE REVIEW	PAGE
2.1	INTRODUCTION	14
2.2	PARENTS AS FIRST DISCIPLINARIANS	16
2.3	PURPOSE OF DISCIPLINE IN SCHOOL	17
2.4	THE ASPECTS OF DISCIPLINE	19
2.5	A POSITIVE, PRODUCTIVE LEARNING ENVIRONMENT	28
2.5.1	Classroom discipline	29
2.5.2	Self-discipline	40
2.5.3	Needs of learners	41
2.6	EDUCATORS' DISCIPLINARY STYLES	47
2.6.1	Authoritarian (autocratic) discipline	48
2.6.2	Permissive (<i>laissez faire</i>) discipline	49
2.6.3	Democratic (authoritative) discipline	50
2.7	TEACHING METHODS	52
2.8	SUMMARY	54

CHAPTER 3

PLANNING OF THE EMPIRICAL RESEARCH

3.1	INTRODUCTION	56
3.2	PREPARATION FOR THE RESEARCH	56
3.2.1	Permission	56
3.2.2	Selection of respondents	57
3.2.3	Sampling method	57
3.3	DESIGN OF THE RESEARCH INSTRUMENT	58
3.3.1	Quantitative research	58
3.3.2	The questionnaire as research instrument	59
3.3.3	Construction of the questionnaire	60
3.3.4	Characteristics of a good questionnaire	62
3.3.5	Advantages and disadvantages of the questionnaire	63
3.3.6	Validity and reliability of the questionnaire	67
3.4	PILOT STUDY	72
3.5	ADMINISTRATION OF THE QUESTIONNAIRE	74
3.6	PROCESSING OF THE DATA	74
3.7	LIMITATIONS OF THE INVESTIGATION	75
3.8	SUMMARY	76

CHAPTER 4**PRESENTATION AND ANALYSIS OF THE
RESEARCH DATA****PAGE**

4.1	INTRODUCTION	77
4.2	DESCRIPTIVE STATISTICS	77
4.2.1	Gender of the respondents	78
4.2.2	Age of respondents	79
4.2.3	Qualifications	80
4.2.4	Years of service as an educator	81
4.2.5	Post level of respondents	82
4.2.6	Type of post	82
4.2.7	Area of school	83
4.2.8	Class size	83
4.2.9	Workshop attendance	84
4.2.10	Availability of a code of conduct	85
4.2.11	The purpose of effective discipline in school	86
4.2.12	Rules for effective discipline in school	93
4.2.13	Code of conduct for learners	99
4.2.14	Causes for disruptive behaviour	105
4.8	SUMMARY	115

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS	PAGE
5.1 INTRODUCTION	111
5.2 SUMMARY	111
5.2.1 Statement of the problem	111
5.2.2 Literature review of parental involvement	112
5.2.3 Planning of the research	114
5.2.4 Presentation and analysis of research data	114
5.2.5 Aim of the study	115
5.3 FINDINGS FROM THE EMPIRICAL RESEARCH	115
5.4 RECOMMENDATIONS	118
5.4.1 Inculcation of good behaviour	118
5.4.2 Code of conduct for learners	120
5.4.3 Further research	122
5.5 CRITICISM	123
5.6 FINAL REMARK	123
LIST OF SOURCES	124

LIST OF TABLES

TABLE 1	Frequency distribution according to the gender of the respondents	78
TABLE 2	Frequency distribution according to the age of the respondents	79
TABLE 3	Frequency distribution according to the qualifications of the respondents	80
TABLE 4	Frequency distribution according to the respondents' years of service as an educator	81
TABLE 5	Frequency distribution according to the post level of the respondents	82
TABLE 6	Frequency distribution according to the type of post held by the respondents	82
TABLE 7	Frequency distribution according to the area of the school	83
TABLE 8	Frequency distribution according to the class size the respondents teach	83
TABLE 9	Frequency distribution according to the workshop attendance of respondents	84

TABLE 10	Frequency distribution according to the availability of a code of conduct	85
TABLE 11	Frequency distribution according to the rules for effective discipline in schools	86
TABLE 12	Frequency distribution according to the purpose of effective school discipline	93
TABLE 13	Frequency distribution according to the contents of a code of conduct for learners	99

SUMMARY

The aim of this study was to pursue an investigation into educators' perceptions of discipline in senior primary schools.

From the literature study it became clear that discipline cannot be considered as an object or event in itself but that it has to be seen in terms of factors in and outside the school, and that its maintenance is essential for overall class control, without which effective learning is impossible. One of the prerequisites for all children is that they should learn how to behave at home, in school and in the community. Children have to adhere to the family's and the school's codes of conduct. This study has found, however, that discipline remains the most significant problem in senior primary schools, as many schools experience a breakdown of discipline resulting in disruptive behaviour in the classroom.

A code of conduct for learners contains school and classroom rules which regulate the day to-day relationship between educators and learners. The adoption of a code of conduct and the effective implementation thereof is the responsibility of the school governing body. It should be reviewed annually by the stakeholders and any amendments should be agreed upon by all the members.

For the purpose of the empirical investigation a self-structured questionnaire, to be completed by educators, was utilised. The completed questionnaires were analysed using descriptive statistics.

In conclusion a summary was presented on the findings of the literature and empirical study and the following are some of the recommendations that were made:

- Good behaviour must be inculcated in learners by means of positive and constructive discipline.
- A code of conduct for learners must be enforced to regulate the learners' behaviour.

CHAPTER 1

ORIENTATION	PAGE
1.1 INTRODUCTION	1
1.2 ANALYSIS OF THE PROBLEM	2
1.3 STATEMENT OF THE PROBLEM	6
1.4 ELUCIDATION OF CONCEPTS	6
1.4.1 Gender	6
1.4.2 Code of conduct	6
1.4.3 Discipline	7
1.4.4 Education	8
1.4.5 Educator	8
1.4.6 Learner	9
1.4.7 Perception	9
1.4.8 Punishment	10
1.4.9 Theory of discipline	10
1.5 AIMS OF THIS STUDY	12
1.6 METHOD OF RESEARCH	13
1.7 FURTHER COURSE OF THE STUDY	13

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Discipline in schools is a perennial issue and must be approached with concern for both the individual learner in school and the practical problems that educators face (Alshuler, 1990:39). Problems surrounding children and discipline are faced by all educators in societies around the world, but is particularly noticeable in societies that are deeply uncertain about how discipline problems should be solved (Edwards, 1993:23).

Discipline must start at home within a family environment. It is inevitable that children will spend some years in a situation that is tightly structured (Mabeba & Prinsloo, 2000:36). The family as a group is such a structure, and so are the classroom and the school as a whole. Van Wyk (2001:199) says if the child does not grasp and act upon the principle of discipline and obedience to established authority, he would hardly survive in a society with order. If a child fails to understand and accept discipline in a tight structure (e.g. family) it is unlikely that he will do so later when he comes into contact with wider and less structured contexts in which discipline is less applicable (Hlatswayo, 1992:34).

The family and the school of necessity form the arena of the child's first encounter with the rules and regulations of discipline and authority (Gooden & Maurice, 1999:56). Rules to be obeyed are necessary and should be clearly laid out, as the child needs such a framework to direct his behaviour.

For example, if an educator wants to teach effectively in a primary school class all the learners must pay attention. No teaching can take place if some learners are disruptive or not listening to the educator because of lack of discipline (Hamill, 1989:114).

In a school context each learner should be guided to comply with the demands of authority (Sater, 1982: 34). One of the duties of an educator is to take action against learners who do not abide by the stipulated norms and regulations of the school in general and the classroom in particular. Weiss and Jacobs (1988:72) state that school education is an extension of home education as well as a preparation for life, and since society requires disciplined citizens, it is an integral function of the school to instill discipline in learners and to take suitable action against offenders.

It is an indisputable fact that good discipline in school is an important factor for effective teaching and learning. Learners learn best and educators teach best in an orderly and safe environment. Lewis and Colvin (1998:448) state that lack of discipline contributes largely to the erosion of a culture of learning and teaching in schools; without this culture effective education becomes a myth.

1.2 ANALYSIS OF THE PROBLEM

Discipline can be seen as an unmet need of the learner with unacceptable behaviour. Lewis, Sugai and Colvin (1998:42) maintain that if the learner's need of discipline is not adequately met he might develop anti-social behaviour which might bring him into conflict with educators and society. Learners might develop unacceptable behaviour such as disobedience or dishonesty resulting in stealing, lying or cheating; bad language,

destructiveness, truancy, drug abuse, sexual misbehaviour, etc. (Ramsey, 1981:23). Unacceptable behaviour makes it difficult for the educator to control learners in a classroom and to teach them effectively.

Van den Aardweg and Van den Aardweg (1990:62) maintain that the majority of learners in school are reasonably well behaved and controlled in school, and in schools where crime and/or delinquent acts are non-existent or very low, educators should work hard to keep it so. Yet, discipline remains one of the most significant problems in many schools and 20 to 30 percent of learners in a typical classroom act in ways requiring disciplinary action.

Many schools in South Africa are plagued by disciplinary problems. These include, *inter alia*, include fighting, bullying, assault, playing truant, absconding, disruption of lessons, insolence, vandalism, theft, extortion, use of alcohol and drugs, carrying of dangerous weapons, late coming, sexual misconduct, late-coming, contravention of dress code, misbehaviour during exertions and sports meetings, intimidation, littering, use of unsavory language and failure to return loan books (South African Schools Act, Act No. 84, 1996:24).

A variety of reasons can be attributed to the breakdown of discipline in schools. Their common denominator is a tendency to produce circumstances in which class management proves ineffective so that learning and teaching in the class as a whole becomes difficult or impossible (Van Wyk & Mnisi, 1999:22). Although many factors precipitate undisciplined behaviour only one may cause it to manifest.

Possible factors causing undisciplined behaviour are, *inter alia*, the following (Curzon, 1990: 213; Van den Aardweg & Van den Aardweg, 1990:63):

- **Conflict in school.** Educators claim that they do their best to maintain discipline while the management team do not bring their side. Such a management team believes that the exercising of discipline is mainly the responsibility of the educators.
- **School is seen as a symbol of failure.** School attendance may reflect, for some learners, their inability to achieve academic success. This is interpreted as an attack on the learner's self-esteem. A learner may react to this situation with anxiety, discomfort, avoidance and/or destructive behaviour.
- **Distracting personal problems.** A learner's anxiety induced by financial, health or emotional problems can result in his resenting and rejecting the demands of schooling by means of misbehaviour.
- **Lack of confidence in an educator.** A learner's confidence has to be earned, it is not there for the asking. An educator's lack of interest or commitment in a subject, or poor lesson preparation will not remain hidden for long. These inadequacies often coincide with a weakening of confidence in the educator, which result in a weakening of class discipline.
- **Situational and environmental factors.** Social class conflicts, irresponsible parents or poor family conditions can trigger emotional problems which are reflected in the learner's behaviour in school.

- **Size of the school.** Crowded classrooms adversely affect learners' behaviour and undermine the educator's discipline.
- **Administration and school organization.** Continued stress on routine, order and quiet in the classroom calls for punitive and coercive techniques to maintain control. This drains the educator's emotional energy, which contributes to learners' aggressive and impulsive behaviour.
- **Experience of educators.** Lack of experience is often associated with the disciplinary problems encountered by younger educators, whereas rigidity and being out of touch with values and behavioural standards of a younger generation are at times found with older educators.
- **Academic and curriculum factors.** Disciplinary problems arise when learning tasks are unchallenging and unrelated to the learner's needs.
- **Group dynamics.** The group is a powerful force and individuals behave differently when in a group because of peer pressure. There is safety in numbers and anonymity and camouflage are assured in group behaviour.
- **Drug abuse and drinking.** The use of drugs and/or alcohol causes disciplinary problems and has a debilitating effect on learning.

1.3 STATEMENT OF THE PROBLEM

The problem that will be investigated in this study pertains to educators' perceptions of discipline in senior primary schools. The following are questions that require answers:

- How does educators perceive discipline in senior primary schools?
- What possible role can a code of conduct for learners play in restoring and maintaining discipline in schools?
- What is the nature of possible assistance required in enforcing and maintaining discipline in schools?

1.4 ELUCIDATION OF CONCEPTS

This study of educators' perceptions on discipline in senior primary schools will cover a wide spectrum of concepts. To ensure a clear understanding of the problem to be investigated it is deemed necessary to explain certain concepts.

1.4.1 Gender

In this study all references to any gender include references to the other gender.

1.4.2 Code of conduct

A code of conduct is a written statement of rules and principles concerning discipline (South African Schools Act, Act No. 84 of 1996:60). A code of

conduct for learners contains rules prescribing what kind of behaviour is expected from them and the standards of behaviour a school seeks to maintain (Boshoff & Morkel, 1999:18). It must aim at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.

1.4.3 Discipline

Discipline in education is a complex phenomenon, difficult to define and often incorrectly equated with punishment. Van Wyk (2001:196) says in a positive sense discipline refers to learning, regulated scholarship, guidance and orderliness. Discipline problems in school refer to the manifestation of behaviour which interferes with the teaching process and/or seriously upsets the normal running of the school.

Van den Aardweg and Van den Aardweg (1990:62) describes discipline as the system by which order is maintained in the home, school and in the community. Van Rensburg, Landman and Bodenstein (1994: 361) say in a wider sense discipline means not only external discipline, but also a personal or inner discipline prompted by the spiritual acceptance of a disciplined life by the learners. According to Smith (1996:18) discipline aims at guiding and directing the learner towards self-discipline, a good moral character and emotional security.

If the learner is to conform to the expectations of society and be able to control his actions the following should be learned (Van den Aardweg & Van den Aardweg, 1990:62):

- Moral concepts which include the function of laws, regulations, rules and codes of conduct to show the learner the limits within which they may function.

- Reward for approved behaviour because evidence shows that reward is a strong motivating force if appropriately used.
- Punishment for wrongdoing, for it serves to deter repetition of an offence and it makes clear the consequences of an unacceptable action.

1.4.4 Education

Education is a process in which the practice of education is involved: where a responsible adult leads, helps, supports and accompanies a child to self-actualization and ultimate adulthood (Van den Aardweg & Van den Aardweg, 1990:71). According to Van Rensburg, Landman and Bodenstein (1994:366) education in its pedagogic form, may be defined as the conscious, purposive intervention by an adult in the life of a non-adult to bring him to independence. Education as pedagogic assistance is the positive influencing of a non-adult by an adult, with the specific purpose of effecting changes of significant value. Du Toit and Kruger (1994:5) say that education refers to the help and support which the child receives from an adult with a view to attaining adulthood.

1.4.5 Educator

An educator is one who educates, who takes the responsibility of leading the child to adulthood. Baldwin (1998:11) says the primary educators are the parents who from the earliest moments of the child's life are involved in his education. While the parents retain this responsibility, the secondary educators (school teachers and other concerned adults) supplement the primary educator's efforts as they together purposefully lead the child in every aspect of his becoming and through each stage of development. A professional educator (pedagogue) is a scientifically schooled educator practicing education on a post-scientific level; he chooses education as an

occupation and a vocation. Van den Aardweg and Van den Aardweg (1990:73) state that an educator is concerned with the educand as a totality and not simply with the teaching and learning of a specific subject or subjects. An educator is more than a mere teacher of a subject but seeks to impart to the child qualities which will enable him to reach responsible adulthood successfully.

1.4.6 Learner

A learner means a child, pupil or students who is taught or trained by an educator. Grades 3, 4 and 5 are termed senior primary school and learners fall in the age group 10/11 years to 12/13 years (Vrey, 1990:85).

1.4.7 Perception

Sekuler and Blake (1990:8) define perception as each individual's personal theory of reality, a kind of knowledge-gathering process that defines our view of the world. Mader and Mader (1990:36) view perception as the process by which one can select, organise and interpret external and internal stimuli. The external stimuli are the sensations that bombard an individual almost constantly, sensations that come through sight, smell, touch, hearing and taste (Blake, 1990:19). The internal stimuli can either be physiological (nervous system) or psychological (motivation, interest and desire). Van den Aardweg and Van den Aardweg (1990:167) describe perception as the act of receiving information through the senses (sight, sound, touch and smell). It is an activity which involves the organising and interpreting of information received through senses.

Vrey (1990:19) defines perception as a unitary process in which sensation hinges on meaning and meaning on sensation, and therefore sensing and finding meaning occur simultaneously. Crain (1992:59,79) emphasizes that

perception does not end in awareness, but extends further to interpretation and giving meaning to sense impressions of a particular object or event.

1.4.8 Punishment

Punishment is regarded as a procedure for decreasing deficient or dysfunctional behaviour (Van Wyk, 2001:196). In the school situation punishment is an action taken against an individual learner or a group of learners as a consequence of deviation from the school rules or dictates of social morality. Punishment serves the purpose of identifying for the learner behaviour which is unacceptable.

Curzon (1990:48) says the term "punishment" is used in psychological theories to indicate the use of some aversive event contingent on the occurrence of inappropriate behaviour. Effective punishment will result in a decline in the frequency or intensity of the undesired behaviour. Bernard (1993:339) states that if an educator wishes to discourage a type of behaviour he should attempt to discover the cues leading to that behaviour, and then arrange a situation so that the undesired behaviour will not occur in the presence of those cues. This is regarded as the skilful use of effective punishment.

1.4.9 Theory of discipline

Van Rensburg, Landman and Bodenstein (1994:554) describe the concept 'theory' as a plan or scheme not existing in the mind only, but based on principles verifiable by experiment and observation; a proposed explanation designed on account of any phenomenon. Van den Aardweg and Van den Aardweg (1990:230) say to construct a theory certain facts are verified, reaffirmed under various conditions and universally agreed upon. The

scientist (educationist) attempts to develop from particular observations a theory (generalization) that will explain the facts and lean toward one perspective or the other. The most useful theories are those that adequately and simply explain the greatest number of relevant facts.

Discipline in the context of this study refers to the ways in which adults (school educators) try to form a child's (learner's) character, self-control and moral behaviour. Discipline implies the child's (as not yet adult) voluntary acceptance of the guidance and assistance of the adult educator. The child being educated is drawn towards normativeness, thus towards being disciplined and orderly, towards obedience to authority, towards freedom and responsibility (Sprinthall, Sprinthall & Oja, 1994:579). Discipline also signifies restraint by means of positive guidance, by indicating the correct way and by ensuring adherence to the correct way. The ultimate goal of discipline is to help the individual become independent, self-directing and able to function in a democratic society.

Discipline must be reasonable and co-operative rather than arbitrary and autocratic. Bernard (1993:207) says such discipline should be characterized by the following basic considerations:

- The recognition of the inherent rights and dignity of a person.
- It should be based on the humanitarian ideals of freedom, justice and equality.
- The aim must be at self-direction and self-discipline rather than unquestioning obedience.
- A clear understanding of the goals at which discipline is directed.

It is important not to confuse discipline with order because the latter is not always a reliable indicator of the presence of discipline (Curzon, 1990:212). The informality and bustle of learners in a practical lesson in a science laboratory, for instance, with an apparent lack of order, are based nevertheless on a disciplined approach to the task at hand. This may be contrasted with the feigned attention of a group of learners apparently in an well-ordered class but who are, in reality, withdrawn from a positive learner-educator relationship which characterises discipline in its fundamental sense. Moles (1990:134) warns against the trappings of a superficial discipline, with silent learners and instant obedience to a command, which have little or no connection with the core of the disciplined educational occurrence based on a voluntary and sound educator-learner relationship.

The above theory forms the foundation on which this study is based.

1.5 AIMS OF THIS STUDY

The aims of this study are:

-
- To pursue a study of relevant literature in order to establish educators' perceptions of discipline in senior primary school.
 - To undertake an empirical investigation into educators' perceptions of discipline in senior primary school.
 - To make certain recommendations that may serve as guidelines for maintaining effective discipline in senior primary schools.

1.6 METHOD OF RESEARCH

Research with regard to this study will be conducted as follows:

- A literature study of available, relevant literature.
- An empirical survey comprising a structured questionnaire to be completed by educators from primary schools.

1.7 FURTHER COURSE OF THE STUDY

Chapter 2 will be a literature review on educators' perceptions of discipline in senior primary school.

In chapter 3 the planning of the empirical research will be outlined.

The data obtained from the empirical research will be analysed in chapter 4.

Chapter 5 will comprise a summary of the research, findings from the literature and empirical studies, shortcomings and certain recommendations.

CHAPTER 2

LITERATURE REVIEW	PAGE
2.1 INTRODUCTION	14
2.2 PARENTS AS FIRST DISCIPLINARIANS	16
2.3 PURPOSE OF DISCIPLINE IN SCHOOL	17
2.4 ASPECTS OF DISCIPLINE	19
2.5 A POSITIVE, PRODUCTIVE LEARNING ENVIRONMENT	28
2.5.1 Classroom discipline	29
2.5.2 Self-discipline	40
2.5.3 Needs of learners	41
2.6 EDUCATORS' DISCIPLINARY STYLES	47
2.6.1 Authoritarian (autocratic) discipline	48
2.6.2 Permissive (<i>laissez fair</i>) discipline	49
2.6.1 Democratic (authoritative) discipline	50
2.7 TEACHING METHODS	52
2.8 SUMMARY	54

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Discipline is an absolute necessity in school to maintain order and create a positive and productive teaching and learning environment (Curzon, 1990:212). Without effective discipline instructive education is simply not possible. Bernard (1993:207) says that the systematic course of teaching and learning activities requires authority and discipline as absolute prerequisites. Westwood (1993:37) states that the child needs discipline. Children who have been subjected to weak, unstable or excessive exercise of discipline at home or at school very often turn out to be problem cases.

Modern teaching and learning methods require more learner participation and activity. Educators are expected to engage the learners in dialogue, and to take account of their opinions, although not submitting to them (Griessel, Louw & Swart, 1996:145). Throughout all this educators must exercise effective discipline which is not at all easy or straightforward. According to Du Plooy, Griessel and Oberholzer (1990:182) the following are, *inter alia*, preconditions for the actualization of effective discipline by educators:

- The educator's particular personality and actions will determine the measure of respect and reverence with which the learners act towards him.
- Whether the educator sets an example through word and

deed that will convince the learners that he also subscribes to and realizes the attitudes and ideals mentioned to them.

- The success or failure of the educator's discipline is determined by the way in which he conveys his knowledge and experience of his subject.

Mwamwenda (1989:226) stresses the fact that in order to discipline a group of vivacious learners successfully, an educator cannot afford to waver or be unsure of himself. The disciplinary actions of an educator ought to be characterized by self-confidence, tactfulness, firmness, enthusiasm, justice, love, empathy and sensitivity for each individual learner's problems.

Van den Aardweg and Van den Aardweg (1990:187) maintain that there is probably no aspect of in education which interest educators and other stakeholders to the extent that punishment does. Not only do divergent ideas exist about the desirability of punishment and of the most effective forms of punishment, but serious differences of opinion also occur between individuals of a particular community and even between educationists. According to Steyn, Wolhuter, Oosthuizen and Van der Walt (2003:231), certain guidelines may be given on effective discipline but it is impossible to supply successful recipes.

In this chapter the aim is to discuss the disciplinarian role of parents as primary educators, the purpose of discipline, aspects of discipline and discipline in the classroom. The latter will be discussed by focusing on the disciplinary styles and teaching methods of educators.

2.2 PARENTS AS FIRST DISCIPLINARIANS

Parents are the primary educators of their children and certainly the most important educators in all aspects of the child's education (Griffore & Boger, 1986:52). Parents can therefore also be seen as the first disciplinarians of their children. Cronje, Van der Walt, Retief & Naude (1987:104) say the exercise of parental discipline consists in the parents' way of creating a specific order in the lives of their children. Parents have the power to exercise discipline and in the home they see themselves as having disciplinary power over their children. For Venketsamy (1997:49) parental discipline includes guardianship, custody and control. Farmer (1982:111) states that early and strict parental discipline is thought by certain researchers to promote a strong conscience in children and is useful in maintaining social order.

According to Madsen and Madsen (1981:7) discipline is necessary if a child is to function properly in society. Children spend the first years of their lives mainly in the family and a situation that is highly structured. If a child does not learn and act upon the principle of discipline, or of obedience to established authority within the family structure, he could hardly survive in the wider structure of society. Wilson and Cowell (1990:29) say the family necessarily forms the arena of the child's first encounter with the rules of authority and discipline. If the child does not understand and/or obey the family's rules and regulations concerning behaviour, it is unlikely (or even impossible according to some researchers) that he will do so when he comes into contact with a wider and less structured society in which the word discipline is less applicable. Griffore and Boger (1986:49,54) maintain that the family serves as the primary learning environment, particularly for infants

and young children. The family mediates learnings which have originated elsewhere by putting a stamp of approval or disapproval on behaviours brought into the home from outside, corrects language and reinforces moral behaviour. The foundation of humanness is built in the home and family environment as the child learns to test a set of attitudes and values in order to develop the skills of decision making and communicating, and to achieve identity and self-discipline. Mwamwenda (1989:228) says that the purpose of discipline is to teach the child a reasonable degree of social conformity. Therefore, if discipline is applied in a pedagogically acceptable way in the family, the children are generally disciplined and there is order in the family home. The same applies to a class or school. Farrant (1991:115) states that through discipline the child realises the necessity for order in the world and that to maintain that order, some behaviours are abhorred while other behaviours are praised.

2.3 PURPOSE OF DISCIPLINE IN SCHOOL

Discipline in school is the system by which order is maintained and thus aimed primarily at learner control. Van den Aardweg and Van den Aardweg (1990:62) maintain that one of the prerequisites for all children is that they should learn how to behave at home, in school and in the community. Whether learners like it or not they have to adhere to the school's code of conduct when at school.

The school's code of conduct should be implemented with the purpose of creating an environment conducive to teaching and learning. Boshoff and Morkel (1999:18) say that in the interest of an effective teaching and learning environment as well as the development of curricular programmes at

school, a safe, stable and disciplined atmosphere is a vital prerequisite. A school's disciplinary rules should be enforced fairly on all learners, irrespective of race, gender, religious affiliation and socio-economic status. Furtwengler and Konnert (1982:19) suggest that a code of conduct should be drawn up for the entire school as well as for individual classrooms.

The main purpose of discipline is to create a well-organised and good school so that effective learning and teaching can take place. Rules and regulations concerning discipline must promote self-discipline, encourage good behaviour and regulate conduct. Disciplinary rules and suitable punishment for breaking these rules should fulfill the mission of ensuring that effective discipline is maintained and sustained at school (Farrant, 1991:115).

A child (learner) longs for security and thus welcomes wise control and guidance by an adult (educator). Bezuidenhout and Joubert (2003:85) maintain that one of the responsibilities of the educator is to help learners behave in ways that promote discipline, self-respect and group cohesiveness. Potgieter, Visser, Van der Bank, Mothata and Squelch (1997:59) say that order can only be brought about by clearly defined disciplinary rules which are needed for safety, a healthy atmosphere and harmonious relationships. All this can be achieved by a code of conduct.

According to Kruger and Van Schaikwyk (1993:74) the purpose of disciplinary rules (a code of conduct for learners) is:

- To focus on positive discipline that is not punitive and punishment orientated but facilitate constructive teaching and learning.

- To ensure that all stakeholders in a public school agree to the establishment of a disciplined and meaningful school environment to achieve and maintain quality education in such a school.
- To equip learners with the expertise, knowledge and skills that they would be expected to evince as responsible adults.
- To assist learners in learning the standards of conduct acceptable in society.
- To acquire characteristics of a positive nature, such as self-control and persistence.
- To secure stability of the social order within which the young learners may achieve security and maturity.
- To aim at promoting the civic responsibilities of the school and develop leadership in the community.

2.4 THE ASPECTS OF DISCIPLINE

Effective discipline is an important feature of an effective school. Learners learn best in an orderly and safe environment (Potgieter, Visser, Van der Bank, Mothata & Squelch, 1997:59). To achieve effective discipline every school should deliberate on aspects of discipline that are pertinent to establishing a purposeful school environment

(1) Judicial aspect

In terms of common law parents and other adults (educators, hostel masters, etc.) having authority over children, also have disciplinary powers (Prinsloo & Beckmann, 1995:270). These disciplinary powers are limited by legislation. This means the right of one of the abovementioned persons, for example to inflict corporal punishment on a learner attending a government school, is determined by a statute of law (South African Schools Act, Act No. 84 of 1996:62).

In exercising punishment the constitutional rights of children should not be violated. In the school situation a child has the right to learn and if the educator punishes him by sending him out of the classroom, the child is deprived of this right to learn which is unlawful according to the constitution (Van der Merwe, 2003:3). However, the learner also have no right to deliberately contravene the school's rules and regulations. Should a learner disobey the school rules corrective disciplinary measures must be implemented. Prinsloo and Beckmann (1995:273) point out that the principal of a school is entitled to administer moderate and reasonable punishment or chastisement on learners when necessary for purposes of correction and discipline. Corporal punishment may not be meted out unless a full, thorough and proper investigation into the offence committed is undertaken, so that it is not exercised in an arbitrary and capricious manner, but on just and reasonable grounds (Bray, 2005:137).

(2) Cognitive aspect

According to Piaget (Vrey, 1990:54) fixed and regular patterns of cognitive

development occur in every learner. He refers to the sensory motor phase (0-2 years), the pre-conceptual phase (2-4 years), the intuitive phase (4-7 years), the concrete operational phase ((7-11/12 years) and the phase of conceptual thought (11/12 years +). Learners from different cognitive development phases may not be disciplined in the same manner even though they have committed the same offence. Disciplinary actions must commensurate with the learner's level of cognitive development (Du Toit & Kruger, 1994:89).

When the child enters this world he is completely ignorant, clumsy, unskilled, irresponsible, undisciplined, dependent and incompetent (Landman, Van der Merwe, Pitout, Smith & Windell 1990:151). The child needs adult support to overcome these impediments in order to become self-reliant and emancipated. Effective education is the answer to the child's needs as it provides him with the necessary knowledge. This will, however, be in vain if the child is not disciplined to change from his not-yet-adult state into an individual who can adequately fulfill his place as an adult in society (Van der Merwe, 2001:3). This emphasizes the significance of taking into account the cognitive development level of the child in deciding on appropriate disciplinary action.

Hersey and Blancard (Furtwengler & Kennert, 1982:42) state that the more immature a group is in its abilities to accomplish things as a group, the more structured or custodial the discipline needs to be. Landman et al. (1990:152) say that the more the child's ability to reason develops, the more he discovers his own incapacity, and he realises that adults have answers to his questions which makes him to spontaneously accept the authority of adults.

According to the Education Law and Policy Handbook (Boshoff & Morkel, 1999:28) a code of conduct which aims to promote positive discipline, self-discipline and exemplary conduct must suit the development level of the learners and be appropriate to the different school levels. The language used in a code of conduct for learners must be simple and easily understandable in order to make the content easily accessible. The content of a code of conduct should always be user friendly. Jacobs and Gawe (1999:358) maintain that in the drawing up of a code of conduct parents, educators and learners must be involved to discuss, compromise, negotiate and ultimately reach consensus about the formulation of rules.

(3) Enlivenment aspect

Wayson, De Vos, Kasser, Lesley and Pinnell (1982:15) see schools as mainly learner orientated while the staff do what seems necessary for the growth of their students and a positive image of the school. All decisions taken must be for the benefit of the learners. This implies that a code of conduct for learners must contain a set of moral values, norms and principles which the school community should uphold (Boshoff & Morkel, 1999:19). However, it is important to remember that a code of conduct for learners is only enforceable against them as learners and no other person.

Wayson *et al.* (1982:16) say that learners must have an active input in decision-making processes concerning a code of conduct for learners as decisions are made about them. Authoritarian decision-making should be avoided because it may result in learners experiencing feelings of not being trusted or accepted. Subsequently learners become frustrated and display inappropriate behaviour. According to Jacobs and Gawe (1999:358) the

rules in a code of conduct should be developed and formulated with participation of those who are to enforce them and those who are to obey them. Participation and co-operation generate understanding of what is expected and personal commitment to abide by it.

(4) Ethical aspect

Landman *et al.* (1990:151) believe that preventive discipline must be enforced by means of positive leading, guidance, influencing, helping, supporting, instructing and interpreting of what is good and what is right. A learner should learn to clearly distinguish between what is right and what is wrong. Thus school rules and regulations must be unambiguously stated and explicitly explained to the learners to eliminate any possibility of *ignorentia excusament* (ignorance of rules).

Boshoff and Morkel (199:28) state that the ignorance of rules is a common cause of learners' misbehaviour. Learners who were not recognised and included in the drawing up of a code of conduct for them, often refuse to obey them. Sonn (1999:49) says learners who were involved in formulating rules and regulations will protect, defend and obey them. These learners will behave in an acceptable manner and in that way disciplinary problems in the school will be minimized or even eliminated.

(5) Social aspect

Charles, Wolfgang and Glickman (1986:84) maintain that the central motivation of all human beings is to belong to and be accepted by others. Van Rensburg, Landman and Bodenstein (1994:53) describe socialising as the

action that mould the individual according to the norms and values which are accepted in the society of which he is a member; learning of customs and codes of conduct acceptable and customary in a particular society. One of the tasks of educators is to scrutinize societal influences (positive and negative) infiltrating the education of learners, in accordance with the principles of the society, in order to evaluate them and place them in the correct perspective (Le Roux, 1992:68).

According to Ausubel (Gouws & Kruger, 1994:121) the peer group serves as a socialising agent and meets learners' needs for comradeship and friendship. Acceptance by the peer group and popularity are highly important to learners, because they fear loneliness which they interpret as a symbol of social ostracism. Adolescents often experience a certain degree of deference to their standards when an exaggerated premium is placed on the value of conformity. In varying degrees deviant learners face social ridicule, isolation and often even abuse. It is therefore necessary that such learners must be disciplined in such a way that they will not suffer further ridicule which will embarrass them in the eyes of significant others (Jacobs & Gawe, 1999:359). They must be disciplined in such a manner that they feel accepted and be able to emulate the good behaviour of their friends and other role models in the community.

(6) Authority aspect

Van der Merwe (1997:3) maintains that without the authority of an educator, the educand (child) will fail to attain the freedom to live harmoniously in a society with other people. Without adult authority the child will not learn to obey the authority that is essential for acceptance in a society.

Van den Aardweg and Van den Aardweg (1990:27) state that without authority there cannot be an educational situation, for education implies an relationship of authority. The educator exercises authority when the learner departs from the expectations of society and behaves indecently, improperly or unacceptable. Jacobs and Gawe (1999:359) say the educator intervenes to correct what is improper and for this authoritative intervention to be meaningful the learner should have trust in and respect for the educator. The intervention by the educator implies appropriate disciplinary actions.

According to Du Toit and Kruger (1994:120) the learners in a school constitute a social organization which must have its standards of behaviour as well as the authority to see to the maintenance of these standards of behaviour. This authority might be the educator as unquestionable authoritative figure; the educator with some delegation of authority, as *in loco parentis*.

(7) The learner aspect

A learner (child) is one who is taught and accepts the teaching of the educator (adult). Du Toit and Kruger (1994:3) say learners respond affectively to the personality characteristics of an educator. Learners not only admire good teaching skills, clarity, patience, empathy and good classroom discipline, but also fairness and impartiality when meting out punishment.

Learners bring into schools attitudes and values which may be negative and destructive; many learners suffer all sorts of unspecified ways because of

poverty, broken homes, etc. and all this affects the learner's relationship with the educator (Farrant 1991:85).

The undisciplined classroom is among the most stressful ecologies to both learner and educator. Educators who do not experience stress to any marked degree are those who have adequate control over learner behaviour, minimal disciplinary problems and are professionally adequate and capable (Mwamwenda, 1989:226).

According to Van den Aardweg and Van den Aardweg (1990:189) the learners' role, in many aspects, requires them to behave in unnatural ways and to engage in many kinds of activities they are unlikely to be called upon to perform throughout their adult lives. Central to the socialization process is the concept of the "ideal learner", whether generalised or particular, eager to learn, well behaved, etc. They accept the educator's personal authority so he does not have to resort to harsh measures and disciplinary devices in order to control or motivate the learners.

Vrey (1990:20) states that in the education situation the educator-learner relationship is characterised by understanding, trust and authority. If the relationship between educator and learner is healthy the latter will experience security and acceptance and willingly conform to the norms and values exemplified by the educator.

(8) The negotiation aspect

Badenhorst, Calitz, Van Schalkwyk and Van Wyk (1987:67) are convinced that in a democratic education dispensation learners should be involved in

all school programmes and activities, as these programmes and activities are instituted for their benefit. Learners must be regarded as partners rather than as subjects that are there to be managed. Learners should be involved in policy-making, decision-making, conflict resolution, school discipline, formulation of a code of conduct, etc. According to the South African Schools Act, Act No 84 of 1996 learners from grade 10 to 12 must be selected as members of the school governing body which is responsible for the governance of the school. Boshoff and Morkel (1999:18) say representation on the school governing body gives learners the right to participate in the drawing up of a code of conduct for learners which include disciplinary rules. The learner governors serve as a link between the management of the school and the learners and thus make all learners to feel that they are represented in the running of the school. When learners take part in decisions concerning them they more easily comply with them which minimizes or even eliminate undisciplined behaviour (Van der Merwe, 1997:4).

(9) The trial aspect

Madlala (2003:30) points out that judicial provisions and principles regarding discipline and disciplinary measures are contained in legislation, the common law and the case law. The Department of Education requires that proper discipline be maintained in schools. The Department provides schools with guidelines in respect of the more serious disciplinary measures such as corporal punishment and suspension (South African Schools Act, Act No. 84, 1996:60). In a case of misdemeanour the learner must be given an opportunity to state his side of the case before disciplinary action is taken or punishment is meted out (Van der Merwe, 1997:4).

(10) The punishment aspect

According to Hartshorne (1999:106) punishment should be used consciously and deliberately as part of educators' treatment of repeated misbehaviour, but it must be a last resort. Educators must, however, be careful not to use punishment unthinkingly or arbitrarily as a way of getting even with a learner or to teach him an unforgettable lesson. Farrant (1991: 197) says learners learn a great deal from hostile and vindictive punishment, but not the disciplinary lesson that the educator intends.

When learners are attacked personally, they respond, like everyone else, with anger, resentment and a desire to strike back (Jacobs & Gawe, 1999:359). Some educators tend to use punishment negatively to vent their frustration and anger rather than as a deliberate control technique. Griessel, Louw and Swart (1996:114) maintain that punishment accompanied by statements with emotional outbursts, indicate poor self-control and emotional immaturity. Vollenhoven (2000:56) stresses the importance of punishment that must be commensurate with the offence. Minor misbehaviour should not be dealt with as severely as serious misdemeanors.

2.5 A POSITIVE, PRODUCTIVE LEARNING ENVIRONMENT

Parson, Stephanie and Deborah (2001:358) believe that in addition to the actual physical arrangement, the operational and psychological climate of the classroom are also key management elements in creating and maintaining a learning environment that enhances classroom discipline. Being organized and creating an effective learning environment is the best way to establish discipline in the classroom.

Farrant (1991:85) maintains that to establish a positive, productive learning environment geared to the prevention of disruptions, an educator must set the tone at the beginning of the year. This can be achieved by providing worthwhile classroom activities, establish routines to facilitate progression, and formulate rules for classroom behaviour.

2.5.1 Classroom discipline

Van der Merwe (2001:3) says that a certain minimum level of order and decorum is necessary for successful teaching and learning in the classroom situation. Learners must understand that certain behaviours are acceptable in one situation in school but not in another. During extramural activities and in the school playgrounds learners are allowed to run about, shout, laugh and play, whereas in the classroom other codes of conduct apply. Although the majority of learners are reasonably well behaved and controlled in the classroom situation, discipline remains a real problem and is still prevalent in many classrooms (Bray, 2005:137).

Viewed in this context of relevance for classroom learning it is evident that discipline should be as impersonal and task orientated as possible (Gray & Richer, 1991:44). That implies that objectionable learner behaviour should be proscribed, punished and prevented primarily because it interferes with effective teaching and learning in the classroom and not because it is personally distasteful or threatening (Sager, 1992:52).

Learners' attitude towards school and learning are significantly influenced by the disciplinary practices and classroom management of the educator. Sibaya (1992:56) states that classroom organization and exercising of

discipline in class have a remarkable effect on learner behaviour. The primary goal of every educator must be to create an environment in class that will encourage learners to do their best.

Westwood (1993:36) reports that one of the main concerns in the regular classroom is the learner(or learners) who disrupts lessons, seeks too much attention from the educator or peers and who fails to co-operate when attempts are made to provide extra help. Behaviour problems in a classroom interfere with teaching, learning and social interactions. Milton (1991: 96) cites, *inter alia*, the following reasons for behavioural problems in the classroom:

- Behaviour problems which are a reflection of stresses or difficulties outside school (e.g. in the family).
- The learner who is bored by work which is trivial and lacks challenge may become troublesome.
- Learners who are teased or ignored by peers may either withdraw or become attention seeking or aggressive.
- The atmosphere in the class or school and/or the approach of some educators, tend to alienate certain learners. The consequences might be maladjustment and the development of a poor self-image which might cause disruptive behaviour.
- Frequent change of educators can add to a maladjusted learner's problems and manifest in deviant behaviour.

Jackson (1991:34) maintains that classroom rules are essential for the smooth running of any lesson and should be formulated by learners and the educator together as early as possible at the beginning of the school year. The application of the rules should be consistent and should recognize both the rights and responsibilities of the learners and the educator. Wragg (1984:19) says rules should be few in number, clearly stated, displayed where they can be seen by all, and formulated in positive terms. Learners must understand why the rules are necessary and must know exactly what will happen if a rule is broken.

Effective instructional strategies significantly reduce discipline problems in the classroom. Dunham (1984: 51) says responsible classroom discipline involves the application of teaching strategies that facilitate optimal learning and personal growth by responding to the personal/psychological and academic needs of individual learner and the class as a group. This aspect of classroom discipline is based on the concept that lack of motivation, negative attitude and failure are largely the result of improper learning conditions (Covington & Beery, 1996:12).

According to Jones and Jones (1981:12) the instructional approach to discipline has been placed in the centre of a model for effective discipline because providing learners with interesting, well organized, individual instruction is the primary role as well as a cornerstone of responsible discipline. Van Wyk (2001:199) believes that when unproductive learners' behaviour is a response to a lack of appropriate instructional materials, negative environment, lack of peer support, low self-concept, or a temporary crisis in a learner's life, changes in the classroom environment will often have an immediate and significant impact on learner behaviour.

Unfortunately in a small percentage of learners unproductive behaviour is an indication of serious personality disorders that cannot be immediately altered by environmental changes or counseling intervention (Hamil, 1989: 29). Educators must thus realize that while most learners can be helped by responsible discipline methods and high expectations that should be maintained for all children, for some children change will involve a long and tedious process. Responsible classroom discipline will not eliminate all behavioral problems or guarantee that every learner will become a model, well behaved learner (Gooden & Morris, 1999:71). In applying responsible approaches to discipline in the classroom educators increase the possibility that each learner will have a school experience characterized by optimal academic achievement and personal growth. Of equal importance is the possibility that the application of the latter discipline strategies will significantly increase the likelihood that educators will be able to meet their own needs, namely to experience a sense of accomplishment and to enjoy the time they spend in the classroom (Mabeba & Prinsloo, 2000:36).

Van Wyk and Mnisi (1999: 9) say an area of significance in classroom discipline is the educator's perception of his ability to develop effective control within the classroom and to cultivate good behaviour amongst the learners. According to Diaz, Neal and Amaya-William (1990:34) classroom discipline should empower learners to accept responsibility for their own behaviour and learning. Of importance in this regard is the cultivation among learners to plan, monitor and evaluate their own behaviour according to personal standards. Kohn (1996:83) views classroom discipline as a strategy implemented to control learner behaviour. The purpose of such behavioral control is to develop in a learner inner self-regulation which helps learners in choosing desirable behaviours and turns them into ethical

and compassionate adults. The development of self-control in learners enables them to regulate their behaviour according to the educators expectations, even in the absence of the educator.

Van der Merwe (1997:3) maintains classroom discipline involves, *inter alia*, the following aspects to be effective and responsible:

- Efficient learner participation in class activities.
- Participation in the formulation of class rules.
- Learners have freedom to voice their opinions and beliefs.
- Challenging learning material. Learners should benefit by seeing themselves do something which they doubted they could do.
- Ample time for class work should be allowed to ensure some degree of success.
- Praise for accomplishments and efforts by learners.
- Feelings of acceptance to be transmitted, that is, all learners should feel special and useful.
- Educators should read the need of learners; teaching material must match learners' ability and interest.

Rich (1982:62) suggests that in handling disciplinary problems the educator should help the learner plan a better course of behaviour, and once the learner makes a commitment to change then no excuse is accepted for failing to do so. Jacobs and Gawe (1999:361) are of the opinion that punishment is usually arbitrary and does not always work while discipline, in contrast, asks the learner to evaluate and take responsibility for his behaviour.

(1) Classroom space

The number of learners in a class and the available space play a very important role in the exercising of effective discipline. As the numbers and size of the class increase so disciplinary problems multiply (Van den Aardweg & Van den Aardweg, 1990:63). The larger the class the less able the educator is to satisfy the demands of all the learners. Jacobs, Gawe and Vakalisa (2000:344) maintain that the physical condition of a classroom environment affects the dynamics of learning and the exercising of discipline. Proper classroom arrangement can affect learner behaviour. Careful arrangement of learners in a classroom are conducive to good learner behaviour. Learners seated at separate desks are less likely to interfere or disrupt other learners during a lesson when they pay attention or doing their work.

Curzon (1990:62) emphasizes the fact that efficient use of classroom space will decrease disciplinary problems and increase the success of teaching and learning. Planned and proper arrangement of instructional aids (e.g. chalkboard) and learners in a classroom gives learners independent work space and can increase the percentage of time they spend on their

academic tasks. Ramsey (1988:27) add to this by stating that proper use of classroom space also have an impact on educator performance; such activities as rate of praise, learner corrections and supervision are affected by the space available for movement in the class. An overcrowded classroom do not allow the educator to monitor many learners and activities at one time.

(2) Classroom rules

Jones and Jones (1981:68) describe rules as common beliefs concerning what is acceptable or appropriate. Learners need the safety and security that can be found in clear expectation and well defined rules. Smith (19967) says classroom rules are important because a learner's academic achievement is significantly influenced by the degree to which learners in the class accept and apply behaviours that support the learning process. It is difficult for an educator to teach effectively or for learners to learn if the noise level of the classroom is high or if numerous learners are creating distractions. Similarly learning will be less likely to occur when a significant number of learners or several influential learners hold values which reinforce behaviours that do not support the educator's learning goals (Moles, 1990:55).

Jones and Jones (1981:70) say it is important that educators bear in mind that the classroom rules are developed in conjunction with teaching strategies that help learners to meet their personal and academic needs and thereby provide learning environments which optimize the potential for a successful learning experience. Learners can be expected to support behavioural rules that enhance learning only if the learning process shows

respect for learners and their needs.

Sonn (1999:50) and Cowell and Wilson (1990:112) refer to several factors that increase the likelihood that learners will adopt and be influenced by appropriate rules. These factors are, *inter alia*:

- Learners need to be involved in developing rules that will exist in the classroom.
- If learners feel they have contributed to make significant and relevant rules, they will be more inclined to keep to them than to rules which are imposed on them.
- Rules need to be clearly stated. Learners have difficulty responding to glittering generalities.
- Expectations should be stated clearly.
- As few rules as possible should be formulated.
- Allowance should be made for the changing of rules.

Bernard (1993:38) and Sonn (1999:50) give the following example of classroom rules:

- Only one learner at a time speaks in the class.
- All learners must be punctual.
- Work not finished in class must be completed at home.
- Each learner is responsible for picking up his own rubbish in class

and throwing it in the rubbish bin.

- Learners must treat each other with respect.
- If a learner breaks or damages something in class he must take responsibility for it.
- A learner should not leave his desk without permission from the educator.

Classroom rules should be stated positively, as do's and not as don'ts. Rules should tell the learners what to do rather than what to avoid doing, which is more instructive (Paine, Radicchi, Rossellini & Darch, 1983:57). Rules should be made visible in the classroom, that is they need to be placed on a notice board where everyone can see them. Learners could be asked to engage with the rules and make changes to them as the year progresses. This will help to keep the rules firmly in the learners' minds (Sonn, 1999:50). The educator in the class should be serious about the rules and at all times remain consistent and steadfast in applying the agreed rules. When applying the class rules justice must be seen to be done fairly, therefore the rules must apply to everyone in the classroom. Venketsamy (2001:32) states that each learner should be treated in the same way: if the rule is broken there should be an explanation as to why one learner's treatment was different to another's.

According to Kruger and Van Schalkwyk (1993:41) class rules should be made school rules. Discipline is a serious problem in many schools and affects every aspect of school life, for example curriculum changes, extra-mural activities, excursions, the culture of the school as well as the personal

and professional activities of educators.

Furtwengler and Konnert (1982: 29) maintain that discipline requires a whole school approach and should not be the responsibility of individual educators in their classrooms. Discipline should be discussed in the staff room, at SRC meetings, at school governing body meetings and at extra-curricular events. According to Paine *et al.* (1983:61) the principles guiding discussions on discipline are the values written in the mission statement of the school. It is very important that there are co-operation and consistency between educators in the way in which disciplinary issues are dealt with. Sonn (1999:50) feels that issues concerning discipline of learners should be seen as a serious topic of discussion which is dealt with in a fair manner in order to arrive at a just solution, otherwise it may largely remain at the level of gossip.

According to Jones and Jones (1981:71) rules are more readily obeyed when learners are involved in their development. It is an acceptable principle in organizational psychology that individuals will support and implement decisions they have helped make, while they frequently resist obeying rules or implementing decisions that have been imposed on them. The concept of democracy is based upon participation in the decision-making process. White (1999:23) states that most educators believe strongly in the importance of learners being involved in making decisions that affect discipline. It is therefore not surprising that learners better understand and are more likely to abide by rules they have helped to make.

Thoughtful, reasonable rules that are stated clearly help learners behave in a manner that is beneficial to themselves and those around them. Griffiths and Hamilton (1994:82) maintain that the existence of rules to serve as a

reminder provide an important and reasonable structure. Learners need rules that assist them in adhering to behaviours which, while occasionally difficult or frustrating, serve their own and their classmates best interests. Sibaya (1992:54) says rules should be carefully examined to ensure that they are necessary and beneficial to learners and educators alike.

Rules should not be designed to catch learners misbehaving so that they can be punished (Cowin, Freeman, Farmer, James, Drent & Arthur, 1990:38). Rules should provide guidelines that can serve as benchmarks that assist learners in examining their behaviour in the light of its effects upon themselves and others. Consequently, behaviours that violate accepted rules should be dealt with by discussing the matter with the child. This does not mean that reasonable punishment should not be employed. Cauley and Harper (1985:47) point out that when dealing with unproductive behaviour, it is important to help learners examine both their motivations and the consequences of their actions. An over-emphasis on punishment often obscures the issue of motivation and attitude, while simultaneously limiting the learner's concern to the immediate negative consequences of his behavior. This tends to limit any thoughtful consideration of either the impact the behaviour has on others or the long-term consequences associated with the continuation of the behaviour. Parson and Hinson (2001:43) say that in a real sense a punishment orientation reinforces a low level of moral development and does not assist learners in developing a high, more socially valuable level of morality.

Mwamwenda (1989:226) and Sonn (1999:66) believe that the educator and learners should collaborate in drawing up a set of rules regarding what is expected of the learners in class. These rules should be as few as possible,

workable, reasonable and clear, and although they exist to be obeyed, transgressions should not result in chaos and panic. The educator should discuss violation of the rules calmly with the learner concerned in order to find out what caused it. The educator should be prepared to listen to learners' explanations and intervene to help them as soon as possible. If criticism is necessary it should be aimed at the offence rather than the learner.

2.5.2 Self-discipline

Van der Merwe (2001:14) emphasizes the fact that a very important consideration concerning discipline is that it is a means of teaching the child self-control and self-direction, thus sharpening his conscience. Self-discipline is achieved when an individual, through his will (volition) is alone able to control his behaviour (actions).

According to White (1999:23) a child's self-discipline should grow out of a disciplined relationship with an educator. Educationists who seem to reject the notion of discipline altogether are usually protesting against imposed discipline which never fosters self-discipline. Gooden and Maurice (1999:56) warns against the use of discipline in a sense that equates it with order and not with the purpose of instilling self-discipline in learners. To have poor discipline means to have a disorderly class while good classroom discipline means to know how to persuade learners to sit still and listen (to exercise self-discipline) to the educator. Edwards (1993:78) emphasizes that an orderly atmosphere in the classroom is a necessity if not a sufficient condition of discipline.

Entwistle (1994:73) maintains that the building of the integrity of a person, the liberation of his intelligence, the cultivation of a sense of responsibility and self-control, the capacity to learn for oneself and reliance upon one's own conclusions are the marked characteristics of self-discipline. The self-disciplined learner is the one who can teach himself, is capable of exercising discrimination about those he depends on as well as authority amongst them. Alshuler (1990:91) states that self-discipline marks the end of a process and is a factor which is sometimes overlooked as such by those who expect too much initiative and intelligence or too much appetite for freedom from their learners at the outset.

According to Furtwengler and Konnert (1982:40-41) it is agreed that learners should learn to act appropriately in and out of school. They must also learn how to make choices freely and to understand and evaluate the consequences of their choices. Edwards (1993:32) believes that the self-direction in learners is the overriding educational goal. Developing self-discipline in learners means helping them to become responsible individuals who know how to behave and act and how not behave or act, and how to care for themselves and others (Ramsey, 1988:33).

2.5.3 Needs of learners

Responsible classroom discipline is based on developing an understanding of the needs and goals expressed by both the educator and the learner and creating a clear philosophy of teaching that effectively responds to these needs (Jones & Jones, 1981:9). When the educator employs classroom strategies without understanding learners' needs, they (educators) will feel ineffective and frustrated. Hamil (1989:45) states that once educators understand learner and educator needs and how these are related to

learner behaviour, the next step in developing a well-managed classroom is to develop teaching strategies that enable these needs to be met within the classroom.

Curzon (1990:71) says the effectiveness of any teaching strategy or behaviour change approach is influenced by the degree it responds to learners needs. Similarly, when an educator's behaviour elicits an unproductive learner's response, it is likely that the educator has in some way infringed upon or blocked an important need of the learner (Jones & Jones, 1981:21). Another approach to understand learners' unproductive behaviour suggests that the vast majority of unproductive learners' behaviour is a response to learners not having their basic needs met within the environment where the misbehaviour occurs (Hamil, 1989:59).

According to Maslow (Crain, 1992:55) there is a hierarchy of basic human needs and that the lower level needs generally take precedence over higher order needs. From the lower level these needs are: physiological needs, safety and security, belongingness and affection, self-respect and self-actualization. Thus, from a Maslovian point of view, in order for learners to gain self-fulfillment or become through self-actualization, the lower needs must be met before higher needs can become the focus of interest (Wolfgang & Glickman, 1986:237).

The physiological needs of food, water and basic physical health care must be met first. Once these physiological needs are fulfilled the next need, namely security (safety), become the focus for the learner's energy and here educators can play an important role in establishing a safe, disciplined classroom environment. If a learner does not feel secure in the classroom he

will be reluctant to venture into the unknown and learning will be inadequately actualized (Urbani, Van der Merwe & Vos, 2000:14). Having obtained security the learner needs to belong, that is, to become a member of a group, a place, class or school. Moving still higher along the needs hierarchy the learner progresses to the level of the need for self-esteem and the attainment of respect from one's peers. Wolfgang & Glickman (1986:237) maintain that an educator can analyze the behaviour of the learner and identify what particular need is being blocked and where this need falls in the Maslovian hierarchical arrangement of human needs. The educator is then able to evaluate the degree of the problem experienced by the learner.

(1) Psychological needs

Experiencing a sense of belonging and affection is an extremely important psychological need for the self-actualization of the learner (Vrey, 1990:196). In addition to being important the sense of belonging is a key ingredient in feelings of both safety and respect of others. Jones and Jones (1981:28) view the peer group as very important to a learner and say that the extent to which he experiences acceptance or rejection from the group, can have a negative or positive effect on a learner's behaviour in the classroom and/or school.

Positive interpersonal relations among learners is necessary both for effective problem solving in groups and for general classroom enjoyment of instruction and learning activities (Jackson, 1991:34). The psychological security and safety necessary for open exploration of instructional tasks is based upon feelings of being accepted, liked and supported by fellow learners. Class

cohesion rests on positive interpersonal relationship among learners (Galloway, 1982:28).

According to Engelrecht, Green, Naicker and Engelbrecht (2001:48) the environment of the school can act either as a barrier to or an opportunity for learning and development. This includes the general culture and ethos of the school which will reflect particular norms and values, attitudes (particularly towards diverse realities and needs), human relations, particularly between educator and learners, educators and parents, and learners and learners, as well as the way in which the school is managed.

As discussed above the psychosocial atmosphere of the school and classroom may impede or promote successful learning. According to Ashton (1982:43) the classroom needs to provide a safe and supportive atmosphere where all learners are prepared to take risks and learn from their own mistakes without being reprimanded or ridiculed. This can only be achieved by means of effective discipline. It is thus the responsibility of the educator to create and maintain a classroom atmosphere which nurtures the psychological needs (cognitive, affective and conative) of all learners. This means a well disciplined and controlled class.

Jones and Jones (1981:32) point out that an educator can determine learners' needs within the school setting by asking them what they need in order to feel more comfortable and more able to learn. Learners' needs can also be ascertained by systematic observation, that is, by carefully monitoring how learners behave in various situations educators can learn a great deal about unmet needs.

(2) Academic needs

According to Bernard (1993:102) learners' academic needs include:

- the need to understand the educator's goals;
- to be actively involved in the learning process;
- to relate subject matter to their own lives;
- to follow their own interests;
- to experience success;
- to receive realistic and immediate feedback;
- to experience an appropriate sense of structure;
- to have time to integrate learning;
- to have positive contact with peers; and
- to receive instruction which matches their skill level and learning style.

Lindeque (Jacobs, Gawe & Vakalisa, 2000:70) believes that knowing what the academic needs of the learner are can assist educators to cater for these needs when designing lessons. Different learners have different needs, for example:

- Some learners may need certainty, that is, what is expected of them.
- Other learners may need security. for example, what will happen if they fail a test.
- A learner may need friendship, for example, he may ask himself a question like "why can't I ask Mary about her answer?"

It is very important that educators address these needs in their lesson preparation because if all the learners' needs are not adequately met their behaviour in class may become disruptive. Good lesson preparation to meet the academic needs of all learners is therefore a prerequisite for effective discipline in class.

While recognizing that all learners have personal and academic needs educators must also be aware that they differ considerably in their levels of cognitive development and learning styles (Westwood, 1993:67). Educators who employ the same instruction method to all learners will create a situation in which some learners will become frustrated and consequently respond by disruptive behaviour. According to Vrey (1990:153) Piaget's theory concerning the sequential stages of cognitive development suggest that educators should attempt to match the complexity of the subject matter with the learner's current level of cognitive development. In addition to learners' current level of cognitive development, educators who wish to increase learners' motivation and success and thereby reduce acting-out behaviour should be competent to respond effectively to individual learners' learning styles.

Learners differ in their learning pace. Jacobs, Gawe and Vakalisa (2000:105) maintain that the individual differences between learners must be recognized. This means that learners should be able to learn at their own pace, and educators should use alternative methods and approaches. Unique talents and limitations of learners should be taken into account in lesson presentation. Learners who have finished their work in class while others are still working may resort to disruptive behaviour. Educators should thus have additional work or other plans in place to prevent the early finishers from hindering learners that are slower and still at work (Kohn, 1996:29).

2.6 EDUCATORS' DISCIPLINARY STYLES

Du Plooy, Griessel and Oberholzer (1987:181) say that the systematic course of teaching and learning activities in school requires authority and discipline as absolute prerequisites. Without effective discipline instructive education is simply not possible. Unfortunately it is true in most cases that educators who fail professionally are in fact unable to maintain discipline in the classroom (Selaledi, 2000:259). Learners who are subjected to the weak, unstable or excessive exercise of discipline at school very often turn out to be problem cases in their later life. Learners who act under duress and other measures of instruction are only ostensibly obedient; their obedience does not spring from a free personal choice (Oosthuizen, 1992:133).

From the above it is clear that, on the one hand, discipline, sympathetically actualized, should not and ought not to deprive the learner from the freedom to accept the demands of propriety of his own free will. The latter depends on the educator's style of exercising discipline. Van den Aardweg and Van den Aardweg (1990:62) distinguish between three types of discipline exerted by educators in the classroom:

- Authoritarian (autocratic) discipline.
- Permissive (*laissez faire*) discipline.
- Democratic (authoritative) discipline.

2.6.1 Authoritarian (autocratic) discipline

Griessel, Louw and Swart (1996:144) say authoritarian discipline is about strict rules and regulations that are set to enforce desired and socially acceptable behaviour. Severe punishment is inflicted for failure to comply with the expected standards, and little or no recognition, praise, or other signs of approval are shown.

Authoritarian discipline in the classroom sees the educator taking control and allows no explanation. No attempt is made to explain the reasonableness of the rule; the educator assumes that any misbehaviour is intentional and punishment meted out is usually corporal and of a harsh nature (Van den Aardweg & Van den Aardweg, 1990:62). The outcome of authoritarian discipline is a dictatorial educational relationship in which learners are fearful.

In a dictatorial relationship learners are not encouraged to make decisions with regard to their actions but are told what to do without any explanation why (Gouws & Kruger, 1994:111). This disciplinary style may result in smouldering resentment and rebelliousness which may surface as hostility or aggressiveness. Le Roux (1992:47) predicts that learners may become increasingly rebellious towards authority figures, expressing their resentment in negative, provocative and challenging behaviour that may even lead to delinquency.

Du Plooy, Griessel and Oberholzer (1987:181) believe that learners in an authoritarian educational relationship are obedient because they are afraid of severe punishment. The domination of a learner annihilates his human dignity and degrades him to a mere instrument to be used in the educator's own interest. Clark and Starr (1986:112) state that although strict control in itself can be a virtue leading to the development of worthwhile learning and desirable behaviour for the present, in the long run learners may develop hatred towards their studies and educators.

2.6.2 Permissive (*laissez faire*) discipline

Educators with a permissive disciplinary style exercise little or no control over learners in the belief that they will learn from the consequences of their acts (Van den Aardweg & Van den Aardweg, 1990:62). There is very little or no discipline at all. These educators are usually exceedingly tolerant, non-controlling and nonthreatening towards learners in class.

In this style learners are usually inadequately guided into socially approved patterns of behaviour and punishment is seldom or never employed (Le Roux, 1992:30). A permissive educator allows learners to grope through situations that are often too difficult for them to cope with without offering any guidance or control. No boundaries are set to learners and they are permitted to make their own decisions and act on them in practically any way they wish (Munnik & Swanepoel, 1990:70).

Cohen and Manion (1990:204) say that the permissive disciplinary style allows individual freedom and choice while traditional constraints on behaviour are kept to a minimum. The rationale behind this is to develop learner autonomy

so that he can make his own decisions and be responsible for his own behaviour. The educator needs to step aside and afford the learner an opportunity to exercise his freedom without any uncalled for hindrance. It is believed that learners are mature enough to be left to their own devices and thus able to fend for themselves (Alshuler, 1990:87).

Cilliers (1975:75) warns about the danger of absolute freedom which may lead to dissolution, lawlessness and chaos. Schickedanz, York and Stewart (1990:14) maintain that effective learning is hampered in a permissive atmosphere that is chaotic and personally destructive. Clark and Star (1986:112) believe that permissive discipline causes learners to become confused and insecure as they do not know what is expected from them. Learners may develop contempt for their educator's softness; they may feel the educator has neglected them and he does not care about their education and future.

2.6.3 Democratic (authoritative) discipline

In the democratic classroom the educator explains why certain behaviour is expected and why certain rules are made, believing that the learner has the right to know what is expected of him and why (Van den Aardweg & Van den Aardweg, 1990:62). The educator is willing to listen to the explanation of the circumstances which precipitate the behaviour. According to Gouws and Kruger (1994:113) punishment is meted out when the learner knows he has been disobedient and such punishment is closely related to the act.

The educator with a democratic disciplinary style uses explanation, discussion

and reasoning to help learners understand why they are expected to behave in a certain way (Griessel, Louw & Swart, 1996:144). The emphasis is placed on the educative and not the punitive aspect of discipline. After a clear explanation has been given the learner is expected to show conformity to the stipulated rules and regulations. Curzon (1990:213) states that if learners offer cogent and valid reasons to challenge certain rules the educator with a democratic disciplinary style is willing to modify or change the rules.

When democratic discipline is exercised both punishment and reward are used with more emphasis placed on reward (Le Roux, 1992:30). Punishment is never harsh and corporal punishment is used discriminately as a last resort because it is viewed as humiliating and may provoke anger and revenge. Griffiths and Hamilton (1994:34) say punishment is only meted out when there is plausible and reliable evidence that a learner has wilfully refused to do what was expected of him. When a learner behaves appropriately he is awarded with praise or with other expressions of approval.

Bernard (1993:207) says the fundamental philosophy behind democratic discipline is that it will teach learners to develop control over their behaviour even when they are alone. It will ensure internal control over learners' behaviour and it teaches them to behave in an approved manner which is worth rewarding. Democratic discipline requires careful planning of learner activities so as to direct their energy to approved channels.

Educators with a democratic style seem to experience the fewest disciplinary problems (Du Toit & Kruger, 1994:113). It allows learners the opportunity of independent thinking; to take initiative in activities and to

develop a positive and healthy self-concept which lead to outgoing and spontaneous behaviour.

2.7 TEACHING METHODS

According to Jones and Jones (1981:226) there is a clear and powerful relationship between effective classroom discipline and teaching methods. Learners will both learn better and be less involved in disruptive behaviour when educators manage and control their classes in ways that increase on-task-learner behaviour and avoid confusion and boredom. Parson, Hinston and Brown (2001:359) say that discipline problems in the classroom can be prevented or at least significantly reduced by having learners actively and continuously engaged in worthwhile activities. Classrooms with motivated learners, enthusiastic educators and stimulating, meaningful activities have fewer disciplinary problems.

Jacobs and Gawe (1999:358) maintain that very little class time spent in setting up equipment and materials is associated with better learner behaviour. Starting class on time, pacing throughout the lesson and not ending early are associated with better learner behaviour.

Mwamwenda (1989:226) says an educator should be known for or strive for the following qualities:

- Friendliness.
- Firmness.
- Competence.
- Positive self-concept.

According to Rich (1982:31) in dealing with the learners the educator should show that he is both reasonable and fairly consistent, and learners must have the impression that he knows what he is doing. Davis (1983: 278) maintains that as a general rule educators who are competent, organized and well prepared will have fewer management and discipline problems in class. These educators tend to be more successful in their teaching.

Mahaye (2000:210) describes a teaching method as a particular technique an educator uses to help learners gain the knowledge which they need to achieve for a desired outcome. A variety of teaching methods can be used to present learning material. Outcomes Based Education (OBE) focuses on learner participation as the hub of all teaching and learning activities, as it is seen as the only way in which learners can attribute real meaning to their own learning. For the outcomes to be attained educators need a well planned procedure to guide the learners and eliminate disruptive behaviour.

Mahaye (2000:210) states that a well controlled class and consequently the success of the OBE method is determined by, *inter alia*:

- the educator's motivation;
- the effort that the educator puts into the unit;
- motivation of the learners;
- the educator's ability to create exciting and challenging opportunities for the learners;
- the flexibility of the educator's procedure; and

- educator's willingness to experiment with different teaching methods.

Teaching methods used by educators are often based on basic and informal teaching methods which are used in informal teaching-learning environments like homes or playgrounds. Such methods include play, conversation, demonstration and doing assignments

2.8 SUMMARY

The exercising of effective discipline is an absolute necessity if a child is to function properly and eventually will be able to take his place in society as an independent and responsible adult. Parents as primary educators are also the child's first disciplinarians. If the child is to conform to the expectations of society and be able to control his actions parents should see that the following is learned:

- The function of laws, regulations, rules and codes of conduct to show the child the limits within which he might function.
- Reward for approved behaviour.
- Punishment for wrongdoing.

Schools have an important role to play in disciplining and controlling learners. One of the prerequisites for all learners in school is that they learn how to behave in order to maintain a certain standard of social conformity. Whether they like it or not learners have to adhere to the school's code of

conduct and learn that certain behaviours are permissible in one situation but not in another. Through discipline the learner realizes the necessity for order in the world around him. Discipline is a means of teaching learners self-control and self-direction, thus sharpening his conscience regarding right and wrong.

Discipline is one of the most potentially stressful aspects of teaching in a school. In the classroom situation educators are expected to enforce obedience and mold the learner's character at almost any cost. Failure to effectively control learners in the class can be addressed by using a series of tricks and games to bring about the desired order. There is no particular theory or recipe to guide the choice of disciplinary techniques.

In the next chapter the methods followed in the empirical research will be explained

CHAPTER 3

PLANNING OF THE EMPIRICAL RESEARCH

3.1	INTRODUCTION	56
3.2	PREPARATION FOR THE RESEARCH	56
3.2.1	Permission	56
3.2.2	Selection of respondents	57
3.2.3	Sampling methods	57
3.3	DESIGN OF THE RESEARCH INSTRUMENT	58
3.3.1	Quantitative research	58
3.3.2	The questionnaire as research instrument	59
3.3.3	Construction of the questionnaire	60
3.3.4	Characteristics of a good questionnaire	62
3.3.5	Advantages and disadvantages of the questionnaire	63
3.3.6	Validity and reliability of the questionnaire	67
3.4	PILOT STUDY	72
3.5	ADMINISTRATION OF THE QUESTIONNAIRE	74
3.6	PROCESSING OF THE DATA	74
3.7	LIMITATIONS OF THE INVESTIGATION	75
3.8	SUMMARY	76

CHAPTER 3

PLANNING OF THE EMPIRICAL RESEARCH

3.1 INTRODUCTION

In the preceding chapters educators' perceptions of discipline in senior primary schools were described by means of literature research. The literature study revealed that the exercising of effective discipline in senior primary schools seems problematic. This chapter will focus on the planning of the empirical research in discussing the questionnaire as research instrument and the processing of data.

3.2 PREPARATION FOR THE RESEARCH

3.2.1 Permission

With the aim of administering the questionnaire to educators in the Port Shepstone District it was required to first request permission from the circuit manager. A letter to ask the necessary permission was drafted (Appendix B) and directed to the Scottburgh circuit manager, being the area where the research sample would be selected from. A copy of the questionnaire (Appendix A) was sent with the letter for approval. After permission was granted by the Senior Education Manager (SEM) for the intended research to be undertaken, the researcher visited the principals of the randomly selected schools with the letter of approval in order to ask their permission to administer the questionnaire to the educators of the school. A letter (Appendix C) to ask principals' permission was presented to them during these visits.

3.2.2 Selection of respondents

Twenty senior primary schools were randomly selected from the list of schools in the Dududu and Umzinto wards in the Port Shepstone district on the KwaZulu-Natal South Coast. This provided the researcher with a random selected sample of 160 educators (eight educators from each school) as respondents, which can be considered an adequate sample for reliable data analysis by means of descriptive statistics.

3.2.3 Sampling method

Random sampling was employed in the selection of schools and respondents (cf. 3.2.2). This method was considered to be the most suitable for the intended research, as in random sampling each member of the population as a whole, or of subgroups of the population, has the same chance of being selected as other members of the same group (McMillan & Schumacher, 1997:165).

In the selection of the 20 schools systematic random sampling was used. This was done by selecting every 4th school on the list of 89 schools obtained from the district office.

The eight educators from each of the 20 schools were selected by means of the lottery method in random sampling. The lottery method without replacement was used to obtain a sample of 160 educators. The latter is a simple random sampling technique where an element, in this case an educator, which has been selected cannot be selected again (Bless & Higson-Smith, 1995:96)

3.3 DESIGN OF THE RESEARCH INSTRUMENT

3.3.1 Quantitative research

The purpose of a research design is to provide the most valid and accurate answers possible to research questions. McMillan and Schumacher (1997:34) say that since there are many types of research questions and many types of designs, it is important to match the design with the questions.

Quantitative research methods collect data to be translated into a statistical format. The responses of respondents to the questions in a questionnaire are recorded in coded format, presented in frequency tables, graphs and/or chart formats, analysed and interpreted (De Vos, 2001:208). The simplest form of data analysis is univariate analysis, which means that one variable is analysed, mainly with the view to describing that variable (Bless & Higson-Smith, 1995:100). It can thus be stated that where information is required by a first time researcher, quantitative data collection and analysis seem to be the most suitable methods. The researcher selected the quantitative approach because of the following reasons:

- it is more formalised;
- can be better controlled;
- has a range that is more exactly defined; and
- uses methods relatively close to the physical sciences.

3.3.2 The questionnaire as research instrument

According to Van Rensburg, Landman and Bodenstein (1994:504) a questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration. Van den Aardweg and Van den Aardweg (1990:190) say the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information.

Churchill and Peter (Schnetler, 1993:77) have shown that the measuring instrument has the greatest influence on the reliability of research data. The characteristics of measurement are best controlled by the careful construction of the instrument. There is, however, insufficient appreciation for the fact that a questionnaire should be constructed according to certain principles (De Vos, 2001:89).

A well-designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem, generating the hypothesis, etc. A questionnaire is not simply thrown together. A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Huysamen, 1989:2). In their criticism of questionnaires Berchie and Anderson (Schnetler, 1993:61) object to poor design rather than to questionnaires as such. A well-designed questionnaire can boost the reliability and validity of the data to acceptable tolerances (Schumacher & Meillon, 1993:42).

It therefore stands to reason that questionnaire design does not take place in a vacuum. According to Dane (1990:315-319) the length of individual questions, the number of response options, as well as the format

and wording of questions are determined by the following:

- The choice of the subject to be researched.
- The aim of the research.
- The size of the research sample.
- The method of data collection.
- The analysis of the data.

Against this background the researcher can now look at the principles that determine whether a questionnaire is well-designed. It is thus necessary to draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.

3.3.3 Construction of the questionnaire

Great care and attention needs to be devoted to the construction of a questionnaire for a research project. The questionnaire has to be customized and tailored to the specific research questions at hand (Grimm & Wozniak, 1990:238). In structuring the questionnaire the researcher avoided improperly or carelessly worded questions that could elicit improper, useless or biased responses. Such questions also frustrate respondents and increase the chance that they will refuse to complete the questionnaire or will answer it carelessly. Badly worded questions taint respondents' feelings towards the whole survey experience.

The researcher consulted and sought advice from specialists and colleagues during the construction of the questionnaire (Van den Aardweg & Van den Aardweg, 1990:198). Questions to be taken up in the questionnaire were tested on colleagues to eliminate possible errors.

A question may appear correct to the researcher when written down but can be interpreted differently when asked to another person. There should be no hesitation in changing questions several times before the final formulation whilst keeping the original purpose in mind. The most important point to be taken into account in questionnaire design is that it takes time and effort and that the questionnaire will be re-drafted a number of times before being finalised. Adequate time was therefore budgeted for the construction and preliminary testing of the questionnaire.

The aim of the questionnaire (Appendix A) was to obtain information regarding educators' perceptions of discipline in senior primary schools. The questions were formulated to establish educators' responses with regard to the following:

- Rules for effective school discipline.
- Purpose of effective school discipline.
- Code of conduct for learners.

The questionnaire was sub-divided into the following sections:

- Section one, which dealt with the biographical information of the respondents, namely senior primary school educators, and consisted of questions 1 to 11.
- Sections two, three and four of the questionnaire consisted of closed-ended questions. The respondents were requested to indicate their responses to the statements pertaining to educators' perceptions of discipline in senior primary schools. The educators had to state their views concerning the latter

in three ways, namely agree, disagree and uncertain. The questions were grouped as follows:

- Section two contained questions on the rules for effective school discipline.
- Section three consisted of questions relating to the purpose of effective school discipline.
- Section four comprised questions concerning a code of conduct for learners.

3.3.4 Characteristics of a good questionnaire

Throughout the construction of the questionnaire the researcher had to consider the characteristics of a good questionnaire in order to meet the requirements necessary for the research instrument to be reliable. The characteristics of a good questionnaire that were considered by the researcher are, according to Grimm and Wozniak (1990:239), Van den Aardweg and Van den Aardweg (1990:190) and Norval (1990:60), the following:

- It has to deal with a significant topic, one the respondent will recognize as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and in the accompanying letter.
- It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the wastepaper basket.

- Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.
- Directions for a good questionnaire must be clear and complete and important terms clearly defined.
- Each question has to deal with a single concept and should be worded as simply and straightforwardly as possible.
- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law.

Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. An orderly grouping helps respondents to organise their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature. Annoying and/or embarrassing questions should be avoided if possible.

3.3.5 Advantages and disadvantages of the questionnaire

Data can be gathered by means of a structured questionnaire in, *inter alia*, the following ways: a written questionnaire that is mailed, delivered or handed out personally; personal interviews or telephone interviews (Kidder & Judd, 1986: 221). Each mode has specific advantages and disadvantages which the researcher need to evaluate for their suitability to the research question and the specific target population being studied,

as well as relative cost. The researcher used the written questionnaire as research instrument taking into consideration the following advantages:

(1) Advantages of the written questionnaire

Written questionnaire as a research instrument, to obtain information, has the following advantages (Bless & Higson-Smith, 1995:110; Cooper,1989:01):

- Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.
- Written questionnaires preclude possible interviewer bias. The way the interviewer asks questions and even the interviewer's general appearance or interaction may influence respondent's answers. Such biases can be completely eliminated with a written questionnaire.
- A questionnaire permits anonymity. If it is arranged such that responses are given anonymously, this will increase the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions.
- They permit a respondent a sufficient amount of time to consider answers before responding.
- Questionnaires can be given to many people simultaneously, that is to say a large sample of a target population can be reached.

- They provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.
- Generally the data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses.
- A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in a face to face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire.
- Questions requiring considered answers rather than immediate answers could enable respondents to consult documents in the case of the mail questionnaire approach.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relatively easy if the set guidelines are followed.
- The administering of questionnaires and the coding, analysis and interpretation of data can be done without any special training.

(2) Disadvantages of the questionnaire

The researcher is also aware of the fact that the written questionnaire has important disadvantages. According to Van den Aardweg and Van den Aardweg (1990:190) and Bless and Higson-Smith (1995:112) the disadvantages of the questionnaire are, *inter alia*, the following:

- Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondents the validity of the information obtained is jeopardized.
- People are generally better able to express their views verbally than in writing.
- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.
- Answers to written questionnaires must be seen as final. Re-checking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done about it because the mail questionnaire is essentially inflexible.

- In a written questionnaire the respondent examines all the questions at the same time before answering them and the answers to the different questions can therefore not be treated as "independent".
- Researchers are unable to control the context of question answering, and specifically, the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent's own private opinions are desired.
- Written questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

3.3.6 Validity and reliability of the questionnaire

There are two concepts that are of critical importance in understanding issues of measurement in social science research, namely validity and reliability (Huysamen, 1989:1-3). All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This is one of the reasons why so many questionnaires are lacking in these two qualities (Cooper, 1989:15). Questionnaires have a very limited purpose. In fact, they are often one-time data gathering devices with a very short life, administered to a limited population. There are ways to improve both the validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, do the items sample a significant aspect of the purpose of the investigation? Terms must

therefore be clearly defined so that they have the same meaning to all respondents (Cohen & Manion, 1994: 111-112).

Kidder and Judd (1986:53-54) mention the fact that although reliability and validity are two different characteristics of measurement, they "shade into each other". They are two ends of a continuum but at points in the middle it is difficult to distinguish between them. Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly. Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what it is intended to measure (Van den Aardweg & Van den Aardweg, 1990:198). It is essential, therefore, to assess the validity and reliability of these instruments. Researchers must therefore have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability.

(1) Validity of the questionnaire

Van Rensburg, Landman and Bodenstein (1994:560) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. In general terms validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure.

Van den Aardweg and Van den Aardweg (1990:237), Mouton (1996:85-87) and Dane (1990:257-258) distinguish between three types of validity:

- Content validity, where content and cognitive processes included can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
- Criterion validity, which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour or characteristic in question. The criterion should be relevant, reliable and free from bias and contamination.
- Construct validity, where the extent to which the test measures a specific trait or construct is concerned, for example, intelligence, reasoning ability, attitudes, etc.

The validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some "real" ability, attitude or prevailing situation that the researcher can identify and characterize (Schnetler, 1993:71). If the ability or attitude is itself stable, and if a respondent's answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990:158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipates the potential arguments that sceptics

might use to dismiss the research results (Cooper, 1989:120).

The researcher employed the questionnaire as an indirect method to measure educators' perceptions of discipline in senior primary schools. Because of the complexity of the respondents' attributes one is never sure that the questionnaire devised will actually measure what it purports to measure. Items in the questionnaire cannot be measured like height, mass, length or size. From the interpretation of the results obtained and the sureness with which conclusions could be drawn, the researcher is convinced that the questionnaire, to a great extent, did measure that which it was designed for.

(2) Reliability of the questionnaire

According to Mulder (1989:209) and Van Rensburg, Landman and Bodenstein (1994: 512) reliability is a statistical concept and relates to consistency and dependability; consistency of obtaining the same relative answer when measuring phenomena that have not changed. A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. Van den Aardweg and Van den Aardweg (1990:194) and Kidder and Judd (1986: 47-48) distinguish between the following types of reliability:

- Test-retest reliability (coefficient of stability) - consistency estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of the results on one occasion and on another occasion.

- Internal consistency reliability - this indicates how well the test items measure the same thing.
- Split-half reliability - by correlating the results obtained from two halves of the same measuring instrument, one can calculate the split-half reliability.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given reflect the respondent's true feelings (Dane, 1990: 256). A demonstration of reliability is necessary but not conclusive evidence that an instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that effect reliability are, *inter alia*, the following (Mulder, 1989: 209; Kidder & Judd, 1986:45):

- Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.
- Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
- Differences in scoring or interpretation of results, chance differences in what the observer notices and errors in computing scores.

- Random effects by respondents who guess or check off attitude alternatives without trying to understand them.

When the questionnaire is used as an empirical research instrument there is no specific method, for example the "test-retest" method, to determine the reliability of the questionnaire. Therefore, it will be difficult to establish to what extent the answers of the respondents were reliable. The researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability. Frankness in responding to questions was made possible by the anonymity of the questionnaire. In the coding of the questions it was evident that questionnaires were completed with the necessary dedication.

3.4 PILOT STUDY

A pilot study is an abbreviated version of a research project in which the researcher practises or tests the procedures to be used in the subsequent full-scale project (De Vos, 2001:178). For the purpose of the pilot study in this research project ten educators were selected from amongst the researcher's colleagues and educator friends. The pilot study is a preliminary or "trial run" investigation using similar questions and similar subjects as in the final survey. Kidder and Judd (1986:211-212) say the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument. A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by changing procedures, instructions and questions.

The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the final survey. Participants in the pilot study and the sample for the final study must be selected from the same target population. For the purpose of this study the researcher conducted a pilot run on his colleagues.

According to Plug, Meyer, Louw and Gouws (1991: 49-66) the following are the purposes of a pilot study, and these were also the aim of the researcher in this survey:

- It provided the researcher with the opportunity of refining the wording and ordering the layout, which helped to prune the questionnaire to a manageable size.
- It permitted a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- It greatly reduced the number of treatment errors because unforeseen problems revealed in the pilot study resulted in redesigning the main study.
- It saved the researcher major expenditures in time and money on aspects of the research which would have been unnecessary.
- Feedback from other persons involved were made possible and led to important improvements in the main study.
- The approximate time required to complete the questionnaire was established in the pilot study.
- Questions and/or instructions that were misinterpreted were reformulated.

Through the use of the pilot study as "pre-test" the researcher was satisfied that the questions asked complied adequately with the requirements of the study.

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

If properly administered the questionnaire is the best available instrument for obtaining information from widespread sources or large groups simultaneously (Cooper, 1989:39). The researcher personally delivered questionnaires to the selected schools in the Port Shepstone District and collected them again after completion. This method of administration facilitated the process and the response rate. A satisfactory return rate (62,5%) was obtained with 100 out of 160 questionnaires completed and collected.

3.6 THE PROCESSING OF THE DATA

Once data was collected, it had to be captured in a format which would permit analysis and interpretation. This involved the careful coding of the 100 questionnaires completed by the randomly selected educators. The coded data was subsequently transferred onto a computer spreadsheet using the Quattro Pro 6.0 programme. The coded data was analysed using the same programme in order to interpret the results by means of descriptive statistics.

Descriptive statistics serve to describe and summarise observations (Van Rensburg, Landman & Bodenstein, 1994:355). Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data.

According to Van den Aardweg and Van den Aardweg (1990:65) frequency distribution is a method to organize data obtained from questionnaires to simplify statistical analysis. A frequency table provides the following information:

- It indicates how many times a particular response appears on the completed questionnaires.
- It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.

The arithmetic mean (average) can be calculated by adding all the scores and dividing it by the number of scores.

3.7 LIMITATIONS OF THE INVESTIGATION

This investigation was constrained by a number of factors. The following are likely factors that might have influenced the reliability and validity of the questionnaire:

- Although anonymity was required in the questionnaire the possibility exists that, because of the educators' cautiousness, they might not have been frank and truthful in their responses.
- The sensitive nature of items in the questionnaire might have elicited false or misleading responses and influenced the reliability of the results.

- The formulation of the questions in English, which is not the mother-tongue of most of the respondents, might have resulted in the misinterpretation of questions which could have elicited incorrect responses.
- To restrict the investigation to manageable proportions, the researcher limited the study to educators of schools which are easily accessible.

3.8 SUMMARY

In this chapter the planning and design of the empirical research was discussed and a comprehensive description of the questionnaire as research instrument was given.

In the following chapter the data obtained from the completed questionnaires will be analysed.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH

DATA	PAGE
4.1 INTRODUCTION	77
4.2 DESCRIPTIVE STATISTICS	77
4.2.1 Gender of respondents	78
4.2.2 Age of respondents	79
4.2.3 Qualifications	80
4.2.4 Years of service as an educator	81
4.2.5 Post level of respondents	82
4.2.6 Type of post	82
4.2.7 Area of school	83
4.2.8 Class size	83
4.2.9 Workshop attendance	84
4.2.10 Availability of a code of conduct	85
4.2.11 The purpose of effective discipline in school	86
4.2.12 Rules for effective discipline in school	93
4.2.13 Code of conduct for learners	99
4.2.14 Causes for disruptive behaviour	105
4.3 SUMMARY	110

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

4.1 INTRODUCTION

In this chapter the data which was collected from the completed questionnaires will be analysed, findings will be interpreted and some comments will be presented. The data comprises the biographical information of the respondents (senior primary school educators) and their perceptions of effective discipline in senior primary schools. One hundred questionnaires were completed by educators.

4.2 DESCRIPTIVE STATISTICS

According to Van den Aardweg and Van den Aardweg (1990: 59) the descriptive method in research seeks to describe the situation as it is, thus there is no intervention on the part of the researcher and therefore no control. In the education situation descriptive research generally seeks to describe the natural process of development of the child in settings such as the family and the school and his relationships with parents, educators, peers, and to interpret the given facts. Bless and Higson-Smith (1995:42) state that the purpose of research is to gain insight into a situation, phenomenon, community or person. Van Rensburg, Landman and Bodenstein (1994:355) maintain that descriptive studies do not set out with the idea of testing hypotheses about relationships, but want to find the distribution of variables.

In this study nomothetic descriptive research was employed with the aim of describing educators' perceptions pertaining to effective discipline in

senior primary school. The researcher was primarily concerned with the nature and degree of existing situations in schools.

4.2.1 Gender of respondents

Table 1 Frequency distribution according to the gender of educators

	Gender	frequency	%
1	Male	48	40%
2	Female	72	60%
	TOTAL	120	100%

According to Table 1 most of the respondents (60%) in the research sample are females. Possible reasons for this finding are the following:

- Statistical data of the Department of Education shows that seventy percent (70%) of the teaching staff in schools are females (Chetty, 2004:95)
- The research sample involved only senior primary schools (cf. 3.2.2) and primary schools tend to appoint more female than male educators.
- A female educator represents a motherly figure and is more acceptable by younger children as *in loco parentis*.
- Females view teaching as an occupation that affords them time in the afternoon to attend to their household chores.
- Most females are not sole breadwinners and therefore see teaching as a second income.

4.2.2 Age of respondents

Table 2 **Frequency distribution according to the age group of the educators**

	Age group	Frequency	%
1	20 - 25 years	3	2%
2	26 - 30 years	8	7%
3	31 - 35 years	27	23%
4	36 - 40 years	26	22%
5	41 - 45 years	31	27%
6	46 - 50 years	13	10%
7	51 - 55 years	8	6%
8	56 - 60 years	4	3%
	TOTAL	120	100%

Table 2 shows that nearly half (49%) of the respondents in the research sample are in the age group 36 to 45 years. More than half of the educators (54%) are 40 years and younger while more than eighty percent (81%) are younger than 46 years. Most of the time younger educators have more to offer in terms of time, energy and productivity. The possibility also exists that the younger the educator the longer he may stay in the education profession to gain more experience with the aim of possible promotion. Marsh (1992: 93) is of the opinion that the longer an educator stays in the teaching profession the more experience is gained in the exercising of effective discipline in class.

A possible reason for the finding that less than a fifth (19%) of the educators are older than 45 years, might be that older educators opted for early retirement or retrenchment because of the policy of redeployment and rationalisation.

4.2.3 Qualifications

Table 3 **Frequency distribution according to the qualifications of educators**

	Qualifications	Frequency	%
1	Degree and diploma or certificate	30	25%
2	Diplomas and/or certificates only	90	75%
	TOTAL	120	100%

From Table 3 it emerges that the minority (25%) of the educators possess academic and professional qualifications which are by many perceived as being better qualified for the teaching profession. However, the finding that most (75%) of the educators have diplomas and certificates may be because they are teaching in primary schools. The contents (curricula) of teaching diplomas and certificates are more practical than theoretically orientated courses and therefore more appropriate for teaching younger primary school children (Griessel, Louw & Swart, 1993:71).

One of the requirements to be an effective educator is to develop oneself to one's highest potential, both academically and professionally (White, 1999:23). Adequately qualified educators do not experience as many difficulties to meet the demands made on them of which the exercising of discipline is very important. The lack of suitable qualifications may result in the failure to manage an increased workload and this may manifest itself as the inability to maintain effective discipline in the classroom situation.

4.2.4 Years of service as an educator

Table 4 **Frequency distribution according to educators' years of completed service as educators**

	Completed years of service	Frequency	%
1	1 - 5 years	11	9%
2	6 - 10 years	23	19%
3	11 - 15 years	37	32%
4	16 - 20 years	19	16%
5	21 - 25 years	17	14%
6	26 - 30 years	8	6%
7	30 years and more	5	4%
	TOTAL	120	100%

Table 4 reveals that most of the educators (72%) in the research sample have more than 10 years teaching experience while 40% have more than 15 years experience. Experience together with adequate training is needed for the responsibilities and the demands imposed on educators (Milton, 1991:21). The more experience and training an educator have the more confidence and expertise he will have acquired to be an effective educator.

Experienced educators are expected to expend more energy on honing tools to be used in correcting disruptive behaviour of learners in the class or school. Marsh (1992:88) says continuous professional development and experience are prerequisites for educators to keep up with the rapid pace of change in knowledge, advancement of technology and increasing demands imposed upon educators.

4.2.5 Post level of respondents

Table 5 **Frequency distribution according to the post level of the respondents**

	Post level	Frequency	%
1	Principal	10	8%
2	Deputy principal	7	6%
3	HOD	20	17%
4	Educator (Post level 1)	83	69%
	TOTAL	120%	100 %

The findings in Table 6 were expected and are in accordance with the post structures in schools. Generally level one educators comprise a little over seventy percent of the teaching personnel in schools (DoE, 2002:2).

4.2.6 Type of post

Table 6 **Frequency distribution according to the type of post held by the respondents**

	Type of post	Frequency	%
1	Permanent	113	94%
2	Temporary	7	6%
	TOTAL	120	100%

According to Table 6 most of the educators (94%) in the research sample are in permanent posts. This was an expected finding as the schools selected for the research are all public schools with most of the educators employed on a permanent basis by the Department of Education.

4.2.7 Area of school

Table 7 Frequency distribution of the area in which the schools are situated

	Area	Frequency	%
1	Urban area	17	14%
2	Semi-urban area	54	45%
3	Rural area	49	41%
	TOTAL	120	100%

The schools randomly selected for the research are situated in the areas as represented by the frequencies in Table 7.

4.2.8 Class size

Table8 Frequency distribution according to the average number of learners in a class

	Average number of learners in a class	Frequency	%
1	Less than 20 learners	0	0%
2	20 to 25 learners	0	0%
3	26 to 30 learners	11	9%
4	31 to 35 learners	25	21%
5	36 to 40 learners	26	22%
6	41 to 45 learners	21	18%
7	46 to 50 learners	21	18%
8	51 to 55 learners	7	5%
9	56 to 60 learners	4	3%
10	60 and more learners	5	4%
	TOTAL	100	100%

The larger number of educators (26%) teach classes of between 36 and 40 learners (Table 9). This educator-learner ratio is acceptable although the ratio has been reduced to 1:33 by the Department of Education. Discipline can be exercised more effectively in a smaller class than a larger class. Effective discipline in classrooms are conducive to the overall discipline in the school (Venketsamy, 2001:98). Nearly a quarter of the educators (22%) teaches classes with between 45 and 60 learners. Big classes are more difficult to control than smaller classes. In an overcrowded and congested class the learners tend to be unruly and unco-operative. Selaledi (2000:260) states that large class groups place a severe strain on educators in terms of assessment, administration, control and the exercising of effective discipline.

4.2.9 Workshop attendance

Table9 Frequency distribution according to the number of workshops on discipline attended by educators

	Number of workshops attended	Frequency	%
1	None	27	23%
2	One	39	33%
3	Two	27	22%
24	More than two	27	22%
	TOTAL	120	100%

Table 10 indicates that the larger number of educators have attended at least one workshop on school discipline. Workshops on the exercising of discipline can be of significant value to educators. Not only do they share problems, solutions and ideas with other educators concerning school discipline but they also discuss methods of maintaining discipline effectively (Jackson, 1991:15)

4.2.10 Availability of a code of conduct

Table10 Frequency distribution according the availability of a code of conduct for learners

	Schools with a code of conduct for learners	Frequency	%
1	A code of conduct is available	66	55%
2	No code of conduct in school	54	45%
	TOTAL	120	100%

Although the larger percentage of educators (55%) in the research sample said that their school has a code of conduct for learners a rather significant percentage (45%) of the schools do not have a code of conduct. The South African Schools Act, Act No. 84 (1996:59) stipulates that all schools must adopt a code of conduct for learners. It thus means that schools without a code of conduct do not comply with the Schools Act.

The purpose of a code of conduct is to promote good behaviour among learners. According to Boshoff and Morkel (1999:19) the disciplinary rules in a code of conduct can promote effective discipline, self-discipline and exemplary conduct as learners change unacceptable behaviour by observation and experience.

4.2.11 The purpose of effective discipline in school

Table 11 Frequency distribution according the purpose of effective school discipline

	N =120	Agree	Disagree	Uncertain	TOTAL
	Effective discipline in school is essential for:				
2.1	Showing respect for the educators.	120 100%	0 0%	0 0%	120 100%
2.2	Feelings of safety (security) in the school.	113 95%	3 2%	4 3%	120 100%
2.3	An atmosphere conducive to learning.	105 88%	5 4%	10 8%	120 100%
2.4	Respecting other person's rights.	120 100%	0 0%	0 0%	120 100%
2.5	The achievement of education goals (teaching and learning)	99 82%	14 12 %	7 6%	120 100%
2.6	Internalizing self-discipline in learners.	98 82%	10 8%	12 10%	120 100%
2.7	Educating learners to control their actions.	97 81%	3 2%	20 17%	120 100%
2.8	Learning the standards of social conformity.	91 76%	17 14%	12 10%	120 100%
2.9	Showing respect for school property.	99 82%	11 9%	10 8%	120 100%
2.10	Obedying the authority of educators.	95 79%	16 13%	9 8%	120 100%

According to Bernard (1993:377) the purpose of discipline in school is to maintain a certain standard of social conformity so that the learners can be educated in an orderly and fearless manner. Effective teaching and learning can only take place in a school where effective discipline is present. In Table 11 the majority of respondents agree that discipline is needed for learners to feel safe and experience mutual respect, an atmosphere conducive to teaching and learning and social conformity.

The items and frequency of responses in Table 13 reflect the purpose of effective discipline in school.

Respect for educators (2.1)

All the respondents (100%) in the research sample agreed that effective discipline is essential for learners to show the necessary respect for educators. The South African Schools Act, Act No. 84 of 1996 stipulates that a code of conduct for learners must emphasise the importance of learners showing due respect to all persons in positions of authority, which include their educators. Learners will show respect for an educator who is an influential, firm, protecting and guiding authority. An authoritative figure does not mean force, suppression and punishment, but an authority based on norms and values which is a necessity for a becoming child (Kohn, 1996:132).

Safety in the school (2.2)

More than ninety percent (95%) of the respondents were in agreement with the statement that effective discipline is necessary for learners to feel safe at school. Jackson (1991:29) believes that discipline rules clearly stated in a code of conduct give learners a sense of security because they have a set of clearly defined boundaries. Ashton (1984:29) says when the educator's expectations and discipline are consistent, whether tending to be strict or lenient, it enhances the learner's sense of security, providing a dependable, predictable framework.

Atmosphere conducive to learning (2.3)

The majority of respondents (88%) agreed that effective discipline in school is essential for an atmosphere conducive to learning. Kruger and Van Schalkwyk (1993:133) point out that an educator must control and handle the learners' behaviour in the class in order to ensure that the goals of teaching and learning can be achieved.

The educator's discipline must be of such a nature that the learners' behaviour is at an acceptable level for effective learning and teaching. Vollenhoven (2000:6) says that an environment that is disorderly, disruptive and unsafe is not conducive to learning. According to Tatum (1982:60) in order to create and maintain good learner behaviour in class an educator:

- must be enthusiastic about his subject and teaching;
- should create an atmosphere to make each learner feel important; and
- has to maintain an orderly environment in terms of bulletin boards, displays, exhibits, demonstrations and presentations

Respecting other person's rights (2.4)

The larger percentage (95%) of the respondents indicated that effective discipline is essential for respecting other persons' rights. The South African Schools Act, Act No. 84 of 1996 contains the following recommendations concerning respect for others:

- Learners should respect the inherent dignity of others.
- Learners should show respect for one another's convictions and cultural traditions.
- Learners should behave with courtesy, tolerance and consideration towards others.

Achievement of education goals (2.5)

More than eighty percent (82%) of the respondents in the research sample said that effective discipline is essential for the achievement of the education goals of teaching and learning. Learners learn best and educators teach best in an orderly and safe environment. Schickedanz *et al.* (1990:67) believe that without a minimum level of orderliness, effective teaching and learning cannot take place. Evans and Tribble (1996:82) declare that healthy discipline is an important element of an atmosphere conducive to teaching and learning and ensures good academic achievement.

Self-discipline (2.6)

Most of the respondents (98%) were in agreement with the statement that effective discipline is essential for internalizing self-discipline in learners. The educator who exercises effective discipline guides the child to self-discipline. The educator lays down clear rules and explains them to the learner because they are important for adequate socialization. According to Le Roux (1992:112) the educator teaches the learner self-discipline by praising good conduct and by setting a good example of self-discipline himself. Educators should rather discipline with love than punish in an unapproachable way.

According to Jansen (1991:121) learners are more likely to internalise self-discipline in an atmosphere which:

- attempts to create a stimulating environment in the school and classroom;
- provides learners with responsibilities in order to equip them with the ability to make choices and take responsibility for their choices;

- includes all learners in decision-making;
- promotes the development of problem-solving and conflict management;
- is based on values of compassion and democracy;
- develops a strong self-image in learners so that they ultimately become more responsible for their actions; and
- sets rules and boundaries which educators, parents learners agree to and understand within the broader school and societal context.

Self-control (2.7)

The majority of respondents (81%) were affirmative in their responses to the statement that effective discipline in school is essential for educating learners to control their actions. Van den Aardweg and Van den Aardweg (1990:206) describe self-control as a condition arrived at when the learner, through his will (volition) is alone able to control his behaviour. Preschool children often show little self-control but through effective discipline in school, peer pressure and education learn to control their behaviour. Self-control is a pre-requisite for effective learning in school and social acceptance. According to Hogan (1975:112) people regulate their actions in accordance with norms, rights and obligations, and if they disregard any of these their conscience becomes active. The prompting of conscience also move learners to repair their wrong actions, for example by admitting and apologising for it.

Standards of social conformity (2.8)

More than seventy percent (76%) of the respondents said that effective discipline is necessary for learning the standards of social conformity. Social conformity refers to compliance with prevalent social norms, values and traditions and rules of community conduct. The discipline exercised by an educator can change the opinion, behaviour and thought of learners concerning the standards of the society they live in (Le Roux, 1992:17). As a result of the learner's need to be socially accepted he conforms to the values, norms, customs and traditions prescribed by society (Gouws & Kruger, 1994:125).

According to Judd (1986:63) the perception that conforming with the peer group is necessarily disadvantageous for the adolescent (senior primary school learner) is not correct. It is also not necessarily true that adolescent learners throw their parents' values overboard and transfer their allegiance to the peer group. In cases where the social, economic, religious and educational values of the group correspond with those of the parents, conformity is beneficial to the learner and will also be encouraged by the parent.

Respect for school property (2.9)

The larger number of respondents (82%) agreed that effective discipline is necessary for learners to show respect for school property. Research has revealed that one of the consequences of a lack of effective discipline in the classroom and school is destructive behaviour by learners (Van Wyk, 2001:197). Learners destroy school property because educators fail to teach them respect for other people's property by exercising appropriate discipline in this regard.

Obedience to authority (2.10)

The majority respondents (79%) acknowledged that effective discipline in school is essential for learners to obey the authority of educators. According to Griessel, Louw and Swart (1996:144) the educator should have authority along with empathy and authoritative guidance and the learner should acknowledge, obey and accept such authority. Gunter (1990:144) states that effective discipline is allowing the learner to show obedience, acknowledge authority, to live up to authority and subject himself to the authority of norms. Dreyer and Duminy (1983:156) point out that poor relationships between educators and learners cause tension and conflict which are often characterised by disobedience and are most detrimental to effective learning.

4.2.12 Rules for effective discipline in school

Table12 Frequency distribution according the rules for effective discipline in school

	N = 120	Agree	Disagree	Uncertain	TOTAL
	The following should be considered when rules to be implemented for effective discipline are established.				
3.1	Educators should set rules in consultation with the learners.	89 74%	20 17%	11 9%	120 100%
3.2	Rules must be clear and to the point.	120 100%	0 0%	0 0%	120 100%
3.3	There must be clear provisions for punishment.	106 89%	10 8%	4 3%	120 100%
3.4	School rules must be formally accepted by learners	89 74%	20 17%	11 9%	120 100%
3.5	Rules must be displayed in each class.	99 83%	3 2%	18 15%	120 100%
3.6	Punishment for misbehaviour should be consistent.	120 100%	0 0%	0 0	120 100%
3.7	Educators must not overlook unacceptable behaviour.	118 98%	1 1%	1 1%	120 100%
3.8	Educators must exercise discipline in class during lessons.	92 77%	22 18%	6 5%	120 100%
3.9	Records of misbehaviour should be kept by the educators.	120 100%	0 0%	0 0%	120 100%
3.10	Educators must keep learners productively occupied in class.	120 100%	0 0%	0 0%	120 100%

The findings in Table 12 show that the majority of respondents are in agreement with the rules that should be implemented for effective discipline in the school. The enforcing of set rules for effective discipline in school to create an atmosphere conducive to teaching and learning is an undisputed fact. The items and frequency of responses in Table 12 reflect possible rules to be adopted for good discipline in a school.

Consultation (3.1)

The majority of the respondents (74%) in the research sample agreed that educators should set the rules in a code of conduct in consultation with learners. Section 8(1) of the Schools Act states that parents, educators and learners must all work together in drawing up a code of conduct (South African Schools Act, Act No. 84 of 1996:60). According to Shickedanz *et al.* (1990:69) when learners have had a part in making rules they are more likely to abide by them.

Clearly formulated rules (3.2)

All the respondents (100%) said that rules must be clear and to the point. Boshoff and Morkel (1999:22) emphasise that rules must be formulated by using plain and simple words. The purpose of rules is to tell children what is allowed or not allowed, what to do and what not to do. If rules are not clearly stated or ambiguously worded learners might get confused in following them. Westwood (1993:38) says clear and consistent rules must be democratically established by all educators and learners, based on the rights of others and on personal responsibility.

Provisions for punishment (3.3)

Close to ninety percent of the respondents (89%) agreed that there must be clear provisions made for punishment in a code of conduct. Learners must know that sanctions or punishment will be used if they do not adhere to the rules as stipulated in a code of conduct. According to The South African Schools Act, Act No. 84 (1996:22-23) it is important that punishment should be fair, reasonable, within the law, in accordance with the offence and consistently applied.

Formal acceptance of rules (3.4)

The majority of respondents (74%) were in agreement with the statement

that school rules should be formally accepted by learners. Learners must acknowledge that they have read and understood the rules in a code of conduct by endorsing them with their signature.

Displaying of rules (3.5)

The larger percentage (83%) of the respondents agreed that rules must be displayed in each classroom. The South African Schools Act, Act No. 84 of 1996 stipulates that after the completion and listing of the school rules by all the stakeholders these rules must be prominently displayed in each class so that all the learners are made aware of them. If rules are displayed where learners will always have access to them they can never plead ignorance of a rule when they break it. Learners could be asked to engage with the rules and to make changes to them if needed as the year progresses (Sonn, 1999:104). This will also help to keep the rules firmly in the learners' minds.

Punishment (3.6)

All the respondents (100%) acknowledged that punishment for misbehaviour should be consistent. Educators must ensure that the same disciplinary rules apply to every one in the school. Each learner should be treated in the same way if a rule is broken or there should be a valid explanation as to why one learner's treatment was different.

Any misdemeanour should be followed by punishment which fits the misdemeanour and be meted out as soon as possible after the offence. Van den Aardweg and Van den Aardweg (1990:187) maintain that punishment should be:

- related to the misbehaviour;

- firm and consistent;
- fair and just;
- constructive and conducive to better self-control;
- withheld until the learner's motive is understood; and
- such that the arousal of fear is avoided.

Unacceptable behaviour (3.7)

Nearly hundred percent (98%) of the respondents were in agreement with the statement that educators must not overlook unacceptable behaviour of learners in the school. In some cases the misbehaviour of learners could be an indication of another problem of a more serious nature than the mere lack of discipline (Galloway, 1982:83). If a learner consistently misbehaves after punishment, the educator needs to find out what the cause is through a discussion with the learner. Although educators often do not have the time or expertise for counselling, if a learner is continuously disruptive in the class it may be beneficial to make time for the individual learner or to refer the learner to someone who can help (Gray & Richer, 1991:89).

Discipline in class (3.8)

The larger percentage of the respondents (77%) acknowledged that it is the educators' responsibility to exercise discipline in class during lessons. Jackson (1991:8) states that without proper control, effective discipline and appropriate punishment the classroom disintegrates into a rule-by-the-mob situation with all the negative side-effects that it implies. Effective discipline in each class is a prerequisite for the success of the

entire school's curricular and extra-curricular programmes. Curzon (1990:216) says an educator who, in disciplinary matters, finds himself at odds with his learners, and who is unable to count on their full support and co-operation, is unlikely to be able to teach effectively.

Record of misbehaviour (3.9)

One hundred percent (100%) of the respondents indicated that records of learners' misbehaviour should be kept by educators. The South African Schools Act, Act No 84 of 1996 states that when an educator punishes a learner it must be recorded, especially in the case of a serious incidence of misbehaviour.

Records of learners' misbehaviour play an important role when a learner is referred to a tribunal or disciplinary hearing for possible expulsion from school. Data on learner behaviour are essential for the improvement of the school discipline. To be useful such data must be accurately and systematically recorded. Standard procedures for recording and reporting behavioural problems should be developed in a school.

Raffin (1980:54) says unless specific procedures for data collection are spelled out and individuals designated to be in charge of the process, it is doubtful whether school officials will be in a position to know if learner behaviour is improving, worsening or remaining the same. Educators can be notified on a weekly basis, for instance, of the number and nature of learner referrals to the principal and how these referrals were handled (Kruger & Van Schalkwyk, 1993:5).

Productively occupied in class (3.10)

All the respondents in the research sample (100%) agreed that educators must keep learners productively occupied in class. Learners who are not

actively involved in the learning material can be disruptive in class. According to Cawood and Gibbon (1985:292) discipline refers to learning, which implies working groups of learners who are occupied with purposeful, planned and systematic learning in an ordered learning situation. Shickedanz *et al.* (1990:61) point out that the educator must create an environment in which learners are highly motivated to take part in activities and in which there are few or no interruptions. Learners who are kept busy do not have time to be disruptive in class.

4.2.13 Code of conduct for learners

Table13 Frequency distribution according to the code of conduct for learners

	N = 120	Agree	Disagree	Uncertain	TOTAL
	A code of conduct for learners must contain the following:				
4.1	Clear guidelines for proper conduct.	120 100%	0 0%	0 0%	120 100%
4.2	Punishment for misdemeanours.	104 87%	6 5%	10 8%	120 100%
4.3	Sanctions relevant to misdemeanours.	106 88%	5 4%	9 8%	120 100%
4.4	Clear rules for punishment.	115 97%	3 2%	2 1%	120 100%
4.5	Disciplinary proceedings for contravening school rules.	120 100%	0 0%	0 0%	120 100%
4.6	Learners' rights to human dignity.	112 94%	3 2%	5 4%	120 100%
4.7	Procedure for suspension of learners.	112 94%	5 4%	3 2%	120 100%
4.8	Procedure for expulsion of learners.	120 100%	0 0%	0 0%	120 100%
4.9	Guidelines to promote the school's mission statement.	114 95%	4 3%	2 2%	120 100%
4.10	Prescribed channels of communication.	112 94%	3 2%	5 4%	120 100%

According to the findings in Table 13 the majority of respondents agreed with the questions concerning the rules and regulations that should form part of a code of conduct for learners. According to the South African Schools Act, Act No. 84 of 1996 a code of conduct is a written statement of rules and principles concerning discipline.

A code of conduct is aimed at establishing a disciplined and purposeful school environment and is dedicated to the improvement and

maintenance of the quality of learning. It has to create a well organised and good school so that effective learning and teaching can take place.

A code of conduct for learners should promote self-discipline, encourage good behaviour and regulate conduct.

The following findings in Table 13 indicate possible rules to be included in a code of conduct for learners.

Guidelines for proper conduct (4.1)

Hundred percent of the respondents (100%) agreed that a code of conduct for learners must contain clear guidelines for proper conduct. Clark and Starr (1986:110) maintain that every school must have a clear set of rules and regulations to be followed and which must be made available to all learners. These rules and regulations serve as guidelines for proper conduct and should be followed faithfully by learners to maintain effective discipline in the school.

Punishment for misdemeanours (4.2)

Most of the respondents (87%) said that a code of conduct must contain punishment for misdemeanours. According to the South African Schools Act, Act No. 84 of 1996 learners must know what is expected of them and what actions will be taken against them if they disobey the set rules in a code of conduct. Learners should have a clear understanding of what sanctions or types of punishment will be used if they behave in an unacceptable manner.

Van den Aardweg and Van den Aardweg (1990:187) are convinced that any misdemeanour should be followed by punishment, whether such punishment is:

- internalized punishment such as remorse, regret, agony and sorrow, or
- verbal punishment which should fit the misdemeanour and be meted out as soon as possible after the offence.

Sanctions relevant to misdemeanours (4.3)

Eighty eight percent (88%) of the respondents agreed that sanctions imposed on learners must be relevant to the misdemeanours. Clark and Starr (1986:112) warn against the use of punishment as a source of merriment. Punishment must be appropriate and constructive and logically related to the offence. Bernard (1993:339) says punishment should be swift, sure, impressive and never done on impulse. The South African Schools Act, Act No. 84 of 1996 specifies that sanctions for misdemeanours must be lawful, fair and reasonable.

Clear rules for punishment (4.4)

Rules for punishment must be clearly stated in a code of conduct for learners. Simple language and unambiguous words must be used in the formulation of rules to make it understandable for learners and other stakeholders. More than ninety percent (97%) of the respondents agreed with these. Prinsloo and Beckman (1995:285) state that the law will not protect educators who arbitrarily inflict unjust punishment on a learner. Offences should be judged in the light of the punishment rules in the code of conduct together with the rules of behaviour applying to the civil society the school belong to (Ashton, 1984:29). The educator is entitled to inflict moderate and reasonable chastisement on learners where necessary for purposes of correction and discipline (Cowin *et al.*, 1990:171).

Disciplinary proceedings (4.5; 4.7; 4.8)

Ninety eight percent (98%) of the respondents were in agreement that a code of conduct should contain specific disciplinary proceedings for contravening school rules. This should include procedures for suspension of learners (agreed to by 94% of the respondents) and expulsion of learners (agreed to by 100% of the respondents). The South African Schools Act, Act No. 84 of 1996 states that certain disciplinary cases need to be investigated and specific procedures followed before an action is taken against a learner who is charged with the offence. It is of the utmost importance that the procedures (or steps) to be followed during disciplinary investigations are clearly explained in the code of conduct (Sibaya, 1992:87). This implies that a learner accused of an offence must be given a fair hearing and reasonable opportunity to explain his side of the story. According to Prinsloo and Beckman (1995:289) an educator (or disciplinary committee) should afford ample opportunity to a learner to state his side of the case in a rather informal manner, as he is usually a layman in legal matters.

The South African Schools Act, Act No. 84 of 1996 stipulates that the governing body of a school may only suspend a learner from attending school after a fair and procedural hearing. In the first instance this suspension is a correctional measure for a period not longer than one week, pending on the decision as to whether the learner should be expelled from the school. According to the Schools Act a learner may only be expelled by the Head of the Education Department after he has been found guilty of serious misconduct by means of a fair hearing. Appeal may be lodged after the expulsion to the Minister of Education of the province and if the learner is still of compulsory school age he must be placed in another school.

Human dignity (4.6)

The majority of respondents (94%) said that the learner's rights to human dignity must be acknowledged in a code of conduct. Section 12(1) of the Constitution of the Republic of South Africa, Act 108 of 1996 states that no person shall be subjected to treatment or punishment in a cruel, inhuman or degrading manner. Van Rensburg, Landman and Bodenstein (1994:408) maintain that education is only authentically possible if the learner's human dignity is effectively protected in school. This implies that the rules in a code of conduct must show reverence for a learner's human dignity, that is when a value-judgement of the learner is made with regards to his misdemeanour.

Van Wyk (2001:196) refers to the Schools Act (paragraph 10) that stipulates that no person may administer corporal punishment at a school to a learner. Physical punishment, such as slapping and rough-handling, has a negative effect on the dignity of a learner.

Promoting the school's mission statement (4.9)

The school governing body is responsible for adopting a mission statement for the school. The mission statement of a school is a brief document that sets out the goals of the school based on the shared values and beliefs with the community it serves (Sonn, 1999:14). The code of conduct should thus also contain guidelines for learners to promote the mission statement of the school, as confirmed by 95% of the respondents.

Channels of communication (4.10)

According to Kruger and Van Schalkwyk (1993:74) communication is an important means by which educators and learners convey their needs, feelings and attitudes to each other for effective communication and the achievement of shared educational goals. The code of conduct should clearly explain the channels of communication to be followed in the

schools, for example, who should report to whom and when? These rules must also include the communication procedures for parents and other outsiders visiting the school. The majority of respondents (94%) agreed with the above.

4.2.14 Causes for disruptive behaviour

Table 14 Frequency distribution according to the causes for disruptive behaviour

	N = 120	Agree	Disagree	Uncertain	TOTAL
5.1	Overcrowded classrooms.	120 100%	0 0%	0 0%	120 100%
5.2	Educator's disciplinary style (e.g. too lenient).	100 83%	18 15%	2 2%	120 100%
5.3	Use of drugs during school hours.	110 92%	4 3%	6 5%	120 100%
5.4	Overaged learners in class.	120 100%	0 0%	0 0%	120 100%
5.5	Learners inability to cope with schoolwork.	107 89%	9 8%	4 3%	120 100%
5.6	Poor classroom organisation.	112 94%	3 2%	5 4%	120 100%
5.7	Non challenging subject matter.	105 88%	5 4%	10 8%	120 100%
5.8	Learners' lack of interest in schoolwork	115 96%	0 0%	5 4%	120 100%
5.9	Inadequate punishment rules for misdemeanours.	114 95%	4 3%	2 2%	120 100%
5.10	Failure to implement the disciplinary rules in a code of conduct.	112 94%	4 3%	4 3%	120 100%

According to Van den Aardweg and Van den Aardweg (1990:63) many factors precipitate undisciplined behaviour although one factor may cause it to manifest.

The majority of the responses in Table 14 are in agreement with the statements concerning the possible reasons for disruptive or undisciplined behaviour in the classroom.

The following findings in Table 14 are possible explanations for disruptive behaviour in school and classrooms.

Overcrowded classrooms (5.1)

All the respondents (100%) agreed that disruptive behaviour is caused by an overcrowded classroom. In a classroom with a small number of learners it is possible for the educator to keep a close eye on most of the learners and may feel personally more in control and secure (Wragg, 1984:59). Individual attention gets every learner involved and actively working and disruptive behaviour is not likely to occur.

According to Cauley and Harper (1985:107) misbehaviour is more frequent in larger classes, as there is neither individual attention nor interaction between the educator and learner. It is difficult for the educator to monitor the behaviour of large number of learners in a class as the learners then have more autonomy and therefore more scope for misbehaviour (Gray & Richter, 1991:20).

Educator's disciplinary style (5.2)

The majority of the respondents (83%) indicated that the disciplinary style of the educator causes disruptive behaviour in the classroom. The authoritarian educator's discipline is about strict rules and regulations that are set to enforce the desired behaviour (cf. 2.6.1). This disciplinary style may result in resentment and rebelliousness which may surface as hostile or aggressive behaviour (Le Roux, 1992:112).

Educators who are too lenient in their discipline exercise little or no control over learners (cf. 2.6.2). Learners are allowed to behave as they like in class which often result in disruptive behaviour and learners who run amok in class (Munnik & Swanepoel, 1990:70).

Drugs (5.3)

A high percentage of the respondents (92%) acknowledged that the use of

drugs by learners during school hours is related to disruptive behaviour in schools. Drug use in schools has become a nationwide problem and learners who are users become such masters of deception that many educators and parents have no idea their children have serious drug problems until it is impossible to hide it any longer (Dunham, 1984:120).

Drug use is not harmless and mind-altering drugs change the way people think, act and feel. Drug use interferes with learning, damages health and is associated with property damage, crime, violence, accidents and even death (Sager, 1992:132). A common symptom of drug use is declining grades because drugs interfere with the brain's ability to concentrate, to remember and to sequence ideas. Drug users are often absent from school, miss schoolwork and when in the classroom are either passive or disruptive (Cooper, 1993:40.)

Overaged learners (5.4)

One hundred percent (100%) of the respondents agreed that overaged learners are the cause of disruptive behaviour in school. The learner that is older than the average learner in a class often repeats the grade and is "familiar" with the learning material. This may lead to boredom in class and the learner's actions to keep himself occupied may be disruptive. According to Gray and Richter (1991:20) the overaged learners' failure to fit in with the rest of the class group can give rise to:

- Disobedience toward the educator.
- Truancy.
- Behavioural problems such as alcohol and drug abuse, and other form of misbehaviour.

Coping with schoolwork (5.5)

The majority of the respondents (89%) agreed that there is a relationship between learners' inability to cope with schoolwork and disruptive behaviour. Learners who cannot cope with schoolwork show resentment, are offended by their failure and are embittered because they are jealous of their more successful fellow-learners. Harrop (1983:137) says these learners often manifest the following attitudes and behavioural patterns in the class and school situation:

- Troublesome and disruptive in the class.
- Unpopular because of bad behaviour and poor achievement.
- Identify with undesirable friends.

Classroom organisation (5.6)

More than ninety percent (94%) of the respondents indicated that poor classroom organisation causes disruptive behaviour. Learners need a well organised classroom if the activities which take place are to facilitate effective teaching, learning and discipline. Selaledi (2000:260) says the most important point to bear in mind when considering effective discipline in class is good classroom organisation.

If the learning activities are well-planned and prepared, if the presentation elicits and maintains learners' attention, interest and involvement, then the necessary order (discipline) will be created in the classroom.

Subject matter (5.7)

Most of the respondents in the research sample agreed that non-challenging subject matter causes disruptive behaviour. Learners need to be actively involved in the teaching activities in the classroom (Sater,

1982:113). If the learning activities and subject matter are challenging and offer realistic opportunities for success, then the necessary order will be established in such a class.

Interest in schoolwork (5.8)

Nearly hundred percent (94%) of the respondents said that learners' lack of interest in schoolwork is related to disruptive behaviour. If learners are not interested in the learning material, they get bored during the lesson which manifests in disruptive behaviour, for example talking, eating, fidgeting and even fighting in the class. Fontana (1985:151) proposes the following to avoid disruptive behaviour because of lack of interest:

- Begin the lesson in such a manner that it will catch the learners' interest right away.
- Use enough variety during the lesson to keep learners interested in the learning material.
- Display a sense of humour when it seems as if learners are getting bored.

Punishment (5.9)

More than ninety percent (95%) of the respondents agreed that inadequate punishment rules for misdemeanours cause disruptive behaviour. The most effective way to combat disruptive behaviour is to demonstrate to students that such incidents will not be tolerated and relevant punishment will be employed (Van den Aardweg & Van den Aardweg, 1990:188). Inadequate punishment may only promote further troublesome behaviour but may also stifle desirable behaviour.

Implementation of rules (5.10)

The majority of respondents (94%) acceded that failure to implement the disciplinary rules in a code of conduct causes disruptive behaviour. The implementation of rules to prevent misbehaviour should be fair and consistent. If the disciplinary rules in a code of conduct for learners are not effectively implemented they do not fulfill their function, namely to control misbehaviour.

4.3 SUMMARY

In this chapter the researcher's aim was to give some order to the range of information provided by the educators in their answers to the questions in the questionnaire. Some of the data collected were of a demographic nature which enabled the researcher to construct a broad profile of the sample selected for the investigation. The data collected that dealt with discipline as an integral part of a code of conduct for learners, were organized in frequency tables to simplify the statistical analysis thereof. The frequency of the responses to the questions were interpreted and commented on.

The last chapter of the study will consist of a summary of the literature study and empirical investigation with findings from both on which certain recommendations will be made.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS PAGE

5.1	INTRODUCTION	111
5.2	SUMMARY	111
5.2.1	Statement of the problem	111
5.2.2	Literature review	112
5.2.3	Planning of the research	114
5.2.4	Presentation and analysis of research data	114
5.2.5	Aim of the study	115
5.3	FINDINGS FROM THE EMPIRICAL RESEARCH	115
5.4	RECOMMENDATIONS	118
5.4.1	Inculcation of good behaviour	118
5.4.2	Code of conduct for learners	120
5.4.3	Further research	122
5.5	CRITICISM	123
5.6	FINAL REMARK	123
	LIST OF SOURCES	124

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

In this final chapter a summary of the previous chapters will be given. This will be followed by recommendations and criticism that emanates from the study, and a final remark.

5.2 SUMMARY

5.2.1 Statement of the problem

In essence this study investigated educators' perceptions of discipline in senior primary schools. While it is true that some learners exhibit behavioural problems in school which are a reflection of stresses and difficulties outside school, it is also evident that in some school situations disruptive behaviour results directly from factors within the learning environment. Disciplinary rules are thus essential for the smooth running of any school and should be formulated by the learners, educators and other stakeholders together. The application of rules should be consistent and should recognise both the rights and responsibilities of the learners and the educator. Disciplinary rules included in a code of conduct for learners should be few in number, clearly formulated and displayed where they can be seen by all. Learners must understand why rules are necessary and must know exactly what will happen if a rule is broken.

5.2.2 Literature review

Discipline is important for maintaining order and harmony in the school and in the classroom because disruptive and anti-social behaviour can have a deleterious effect on teaching and learning. In order to promote good behaviour and discipline it is necessary for schools to have a discipline policy which would include details of school rules and expected behaviour, as well as consequences for breaking these rules. A school formulates rules and regulations which serve as guidelines for learners' behaviour and these must form part of a code of conduct for learners. It is essential that learners at school have rules and regulations in place to regulate their conduct on a daily basis, and should it be disobeyed the violator thereof is entitled to punishment which must be commensurate with the offence.

A code of conduct for learners prescribes to them exactly how they should behave to ascertain the accomplishment of the expectations of the school. Section 8 of the South African Schools Act, Act No. 84 of 1996 stipulates that the governing body of a public school must adopt a code of conduct for learners. Guidelines to be taken into consideration by governing body members in the formulation of a code of conduct for learners are contained in the Act. It is important that a code of conduct should be reviewed annually by the stakeholders and any amendments should be agreed upon by all the members.

The main purpose of a code of conduct is to create a well-organised and supportive school so that effective learning and teaching can take place. Rules and regulations in a code of conduct for learners must promote self-discipline, encourage good behaviour and regulate conduct. Disciplinary rules and suitable punishment for breaking these

rules should fulfill the mission of ensuring that effective discipline is maintained and sustained at school.

A code of conduct contains school rules and classroom rules which regulate the day to-day relationship between educators and learners. The principles of these rules are underpinned by respect for one another and a concern to ensure that the fundamental rights of all are adhered to; in particular the principles of human dignity, equality and freedom. The ultimate responsibility for learners' behaviour rests with their parents or guardians as primary educators. It is expected that parents will support the school by instilling in learners the ability to observe all school rules and regulations and accept responsibility for any misbehaviour on their (the learners') part.

The purpose of discipline is necessary to maintain a certain standard of social conformity. In the context of education it should refer to group conduct held to be desirable in the teaching and learning situation and in relation to the personal development of individual learners who comprise the learning group. Through discipline learners realize the necessity for order in the world around them and that to maintain a certain order some behaviours are abhorred whilst other behaviours are praised.

Authoritarian discipline in the classroom sees the educator taking control and allows no explanation. The outcome of authoritarian discipline is a dictatorial educational relationship in which learners are fearful. Educators with a permissive discipline style exercise little or no control over learners in the belief that they will learn from the consequences of their acts. These educators are usually exceedingly tolerant, non-controlling and nonthreatening towards learners in class. In the democratic

classroom the educator explains why certain behaviour is expected and why certain rules are made, believing that the learner has the right to know what is expected of him and why. Educators with a democratic style seem to experience the fewest disciplinary problems. It allows learners the opportunity of independent thinking, to take initiative in activities and develop a positive and healthy self-concept which leads to outgoing and spontaneous behaviour.

5.2.3 Planning of the research

This study utilised a questionnaire, constructed by the researcher, as a data base. The questionnaire was aimed at educators in schools in the Dududu and Umzinto wards (Port Shepstone District) on the KwaZulu-Natal South Coast. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents. When this situation exists, the most appropriate source of data is the questionnaire, as it is easily adapted to a variety of situations.

The aim of the questionnaire was to obtain information regarding educators' perception of discipline in senior primary schools concerning, *inter alia*, the following aspects:

- Rules for effective school discipline.
- Purpose of effective school discipline.
- Code of conduct for learners.

5.2.4 Presentation and analysis of research data

The purpose of chapter 4 was to discuss the data collected from the questionnaires completed by 120 educators and to offer comments and

interpretations on the findings. At the outset, an explanation and description was provided as to the methods employed in the categorisation of the responses and the analysis of the data. This was followed by calculating the data in percentages, known as relative frequency distribution. This was done in order to clarify the presentation of data in that it indicates the proportion of the total number of cases which were observed for a particular question. The findings from the frequency distributions were analysed.

5.2.5 Aim of the study

The researcher formulated specific aims (cf. 1.5) to determine the course of the study. These aims were realised through the literature study, together with an empirical survey consisting of a structured questionnaire. On this basis certain recommendations are now offered.

5.3 FINDINGS FROM THE EMPIRICAL RESEARCH

The following are findings from the empirical research:

- Sixty percent (60%) of the respondents in the research sample are females, probably because female educators have special qualities to care for learners in the primary school (cf. 4.2.1).
- Most of the educators (75%) have diplomas and certificates as qualifications. This might be explained by the fact that the contents (curricula) of teaching diplomas and certificates are more practical than theoretically orientated courses and therefore more appropriate for teaching younger primary school children (cf. 4.2.3).

- The larger percentage of respondents (55%) in the research sample said that their school has a code of conduct for learners but a significant percentage (45%) of the schools do not have a code of conduct (cf. 4.2.11).
- All the respondents (100%) in the research sample said effective discipline in school is essential for learners to show respect for the educators (cf. 2.1) and respecting other persons' rights (cf. 2.4).
- More than ninety percent (95%) of the respondents acknowledged that the exercising of effective discipline in school is essential for learners to feel safe in the school. Learners learn best and educators teach best in an orderly and safe environment (cf. 2.2.).
- The majority of respondents indicated that an atmosphere conducive to learning can only be created if effective discipline is implemented in school (cf. 2.3).
- Eighty two percent (82%) of the respondents agreed that internalization of self-discipline by learners depends on effective discipline in school. The educator who exercise effective discipline guides the child to self-discipline (cf. 2.6).
- Nearly three quarters (74%) of the respondents said that educators should set disciplinary rules in consultation with learners (cf. 3.1).
- More than eighty percent (83%) of the respondents were in agreement that discipline rules must be displayed in each classroom (cf. 3.5).

- All the respondents (100%) conceded that punishment for misbehaviour should be consistent (cf. 3.6) and 98% confirmed that educators must not overlook unacceptable behaviour (cf. 3.7) .
- More than three quarters (77%) of the respondents indicated that it is the responsibility of educators to exercise discipline in the classroom during lessons (cf. 3.8).
- Hundred percent (100%) of the respondents agreed that records of learners' misbehaviour should be kept by educators (cf. 3.9) and that educators must keep learners productively occupied in class to avoid boredom and disruptive behaviour (cf. 3.10).
- All the respondents in the research sample (100%) confirmed that a code of conduct for learners must contain the following:
 - . Clear guidelines for proper conduct (cf. 4.1).
 - . Disciplinary procedures for contravening school rules (cf. 4.5).
 - . Procedure for expulsion of learners (cf. 4.8).
- One hundred percent of the respondents (100%) indicated overcrowded classrooms (cf. 5.1) and overaged learners (cf. 5.4) as the causes for disruptive behaviour in classrooms.
- More than ninety percent (94%) of the respondents perceived poor classroom organisation (cf. 5.6) and failure to implement rules (cf. 5.10) as causes for lack of effective discipline in classrooms.

5.4 RECOMMENDATIONS

5.4.1 Inculcation of good behaviour

(1) Motivation

Good or disciplined behaviour forms an indispensable part of a school that is operating smoothly and successfully. Effective education can only take place in a disciplined and purposeful environment (cf. 2.3). In the absence of good discipline the goals of education cannot be adequately realised (cf. 2.5.2). It is the aim of every school to be successful which means parents, educators and learners have to work together to ensure that the school provides quality education. This implies that parents, educators and learners are also responsible for effective discipline in the school.

Some parents claim that discipline in school is the sole responsibility of the educators, while educators, on the other hand, distance themselves from this as their responsibility because they are often accused of child abuse by parents. This results in educators being hesitant in the exercising of discipline (cf. 1.2.). The maintenance of discipline in school should be the collective responsibility of the entire teaching staff, supported by the management team, school governing body and most importantly the parents.

(2) Recommendation

The recommendations are that in order to inculcate good behaviour amongst learners in school:

- The Department of Education must convene seminars, workshops and training programmes for educators and parents to provide guidelines in respect of, *inter alia*, the following:

- The role of learners in maintaining discipline in school.
 - The contribution of parents concerning school discipline.
 - The role of educators in exercising effective discipline in class.
- The following suggestions should be regarded as useful to educators in the maintenance of class discipline:
 - Educators must ensure, as far as possible, that the classroom conditions are appropriate to the lesson requirements. Seating arrangements are important; learners should be able to see and hear the lesson.
 - Lessons must be thoroughly prepared. Learners who believe their time is wasted in class are unlikely to approach their work in a disciplined fashion.
 - Know the learners in the class. The educator who has taken the trouble to learn the names of the learners in his class and their academic attainments is demonstrating an interest in those for whose education he is responsible. This will have a positive effect on problems of behaviour in class.
 - Watch very careful for signs of trouble and try to pre-empt difficulties. Prevention is better than cure.
 - Keep up a reasonable pace of activities and learner involvement in class. Periods of inactivity can produce boredom which easily spill over into undisciplined behaviour.

- Be fair-minded and impartial. Favouritism of any kind, conscious or unconscious, bias or prejudice, will be interpreted by learners as an indication that fair treatment cannot always be expected. This may lead to outrages and undisciplined behaviour.
- Reprimanding is the most common and often the only available form of primary reaction to misbehaviour by learners in class. Educators must know when and how to reprimand.
- If punishment is necessary ensure that the situation really demands it and that the consequences seem worthwhile.

5.4.2 Code of conduct for learners.

(1) Motivation

A variety of reasons for the breakdown of discipline in school can be enumerated. Their common factor is a tendency to produce circumstances in which class discipline proves ineffective so that learning for the class as a whole becomes difficult or impossible. Absence of discipline usually reflects a breakdown of communication and control. A code of conduct for learners which is enforced effectively is essential for maintaining effective discipline in a school. A school without a code of conduct can be compared to a pilot without radar. A code of conduct for learners is like a compass which shows the school the direction it is moving in. It prescribes the behaviour that is expected from the learners (cf. 2.2.). The importance of a code of conduct in a school is spelled out by its aims, which are, *inter alia*, the following:

- To create a well organised and good school where effective teaching and learning can take place.
- To promote self-discipline in learners.
- To encourage good behaviour from learners.
- To regulate learner conduct.

A code of conduct addresses all the matters that can have an impact on the quality of education. A school cannot operate successfully without a code of conduct as learners will not know how they are expected to behave at school. Educators will also not know how to deal with disruptive behaviour or the appropriate punishment for misdemeanours. Without a directive code of conduct the school will be operating on foundationless grounds and the aims of education cannot be adequately realised.

(2) Recommendations

The recommendations are as follows:

- That the district offices of the Department of Education must ensure that all schools have a code of conduct for learners.
- That the school governing body must adopt and enforce the code of conduct.
- That a code of conduct should contain the following rules and regulations:

- Clear guidelines for proper conduct.
- Punishment for misdemeanours.
- Sanctions relevant to misdemeanours.
- Clear rules for punishment.
- Disciplinary proceedings for contravening school rules.
- Learners' rights to human dignity.
- Procedure for suspension of learners.
- Procedure for expulsion of learners.
- Guidelines to promote the school's mission statement.
- Prescribed channels for communication.

5.4.3 Further research

The research has shown that the implementation of effective discipline in school is mainly the responsibility of educators. It is, however, common knowledge that many schools experience a break-down of discipline for a variety of reasons. Factors inside and outside the school may be discerned in an analysis of disciplinary problems. This means a learner's personal background, home conditions, parental models and educational history are all factors that can cause disciplinary problems. Some of the more important reasons for the breakdown of discipline are associated specifically with the situation in the classroom. They can be considered as the triggers which may set a pattern of disruptive behaviour.

(2) Recommendation

The recommendation is that further research of a quantitative and qualitative nature must be undertaken on the understanding and handling of disciplinary problems in schools. With the view that discipline cannot be considered as a thing in itself, that it has to be seen in terms of factors in and

outside the school, and that its maintenance is essential for effective education, it is necessary that research studies be conducted to find appropriate solutions for the disciplinary problems in schools.

5.5 CRITICISM

Criticism that emanates from this study includes the following:

- It can be presumed that some of the educators who completed the questionnaires formed their perceptions regarding effective discipline from the media. The probability therefore exists that these educators indicated what should be achieved by a code of conduct and not what is really happening in schools.
- The research sample comprised educators of schools from the former black, coloured and Indian departments of education. Dissimilar responses might have been elicited from schools from the former Model-C schools.

5.6 FINAL REMARK

The aim of this study was to obtain a better understanding of discipline in senior primary schools. It is hoped that this study will prove useful to all interested stakeholders in education, but especially to educators who experience disciplinary problems in their class.

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QUESTIONNAIRE

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

*Educators' perceptions of discipline
in senior primary school*

Mrs T T Zikhali
March 2004

Dear Educator

**QUESTIONNAIRE: EDUCATORS' PERCEPTIONS OF DISCIPLINE IN SENIOR
PRIMARY SCHOOL**

At present I am engaged in a research project towards my MEd (Master in Education) degree at the University of Zululand under the guidance of Proff. G. Urbani and M S Vos. The research is concerned with *Educators' perceptions of discipline in senior primary school*.

I have taken the liberty of writing to you, as one of the selected respondents, in order to seek your assistance in acquiring information about your experiences relating to the research.

CONFIDENTIALITY

All information will be regarded as **CONFIDENTIAL**, and no personal details of any educator/respondent will be mentioned in the findings, nor will any of the results be related to any particular educator or school.

We deeply appreciate your co-operation.

Yours sincerely

.....
Mrs T T Zikhali

.....
Date

INSTRUCTIONS TO THE RESPONDENT

1. Please read through each statement carefully **before** giving your opinion.
2. Please make sure that you do not **omit** a question, or skip any page.
3. Please be totally **frank** when giving your opinion.
4. Please **do not** discuss statements with anyone.
5. Please **return** the questionnaire after completion.

Kindly answer **all the questions** by supplying the requested information in writing, or by making a cross (X) in the appropriate block.

SECTION ONE: BIOGRAPHICAL INFORMATION

1.1 My gender is?

Male

☐

Female

☐

1.2 My age in completed years as at 2003-12-31

Age group	
20 - 25 years	
26 - 30 years	
31 - 35 years	
36 - 40 years	
41 - 45 years	
46 - 50 years	
51 - 55 years	
56 - 60 years	
61 - 65 years	
Older than 65 years	

1.3 My qualifications are?

Academic qualification(s) (e.g. BA, MEd, etc.)

Professional qualification(s) (e.g. HDE, FDE, PTC, etc.)

1.4 Total number of completed years in the teaching profession as at 2003-12-31:

Number of years	
0 - 5 years	
6 - 10 years	
11 - 15 years	
16 - 20 years	
21 - 25 years	
26 - 30 years	
more than 30 years	

1.5 My post level is:

Principal	<input type="checkbox"/>	HOD	<input type="checkbox"/>
Deputy Principal	<input type="checkbox"/>	Educator (Post level 1)	<input type="checkbox"/>

1.6 Type of post held by me:

Permanent	<input type="checkbox"/>
Temporary	<input type="checkbox"/>
Governing Body	<input type="checkbox"/>

1.7 My school is situated in:

An urban area	<input type="checkbox"/>
A semi-urban area	<input type="checkbox"/>
A rural area	<input type="checkbox"/>

1.8 Average number of learners in classes you teach?

Less than 20	<input type="checkbox"/>
Between 20 -25	<input type="checkbox"/>
Between 26 - 30	<input type="checkbox"/>
Between 31 - 35	<input type="checkbox"/>
Between 36 - 40	<input type="checkbox"/>
Between 41 - 45	<input type="checkbox"/>
Between 46 - 50	<input type="checkbox"/>
Between 51 - 55	<input type="checkbox"/>
Between 56 - 60	<input type="checkbox"/>
More than 60	<input type="checkbox"/>

1.10 Number of workshops attended on discipline?.....

Date(s) of workshop(s) attended (e.g. 1999, 2000)

1.11 Does your school have a code of conduct for learners?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

SECTION TWO: THE PURPOSE OF EFFECTIVE DISCIPLINE IN SCHOOL

		Agree	Disagree	Uncertain
	Effective discipline in school is essential for:			
2.1	Showing respect for the educators.			
2.2	Feelings of safety (security) in the school.			
2.3	An atmosphere conducive to learning.			
2.4	Respecting other person's rights.			
2.5	The achievement of education goals.			
2.6	Internalizing self-discipline in learners.			
2.7	Educating learners to control their actions.			
2.8	Learning the standards of social conformity.			
2.9	Showing respect for school property.			
2.10	Obedying the authority of educators.			

SECTION THREE: RULES FOR EFFECTIVE DISCIPLINE IN SCHOOL

		Agree	Disagree	Uncertain
	The following should be considered when rules to be implemented for effective discipline are established:			
3.1	Educators should set rules in consultation with the learners.			
3.2	Rules must be clear and to the point.			
3.3	<i>There must be clear provisions for punishment.</i>			
3.4	Rules must be formally accepted by learners,			
3.5	Rules must be displayed in each class.			
3.6	Punishment for misbehaviour should be consistent.			
3.7	Educators must not overlook unacceptable behaviour.			
3.8	Educators must exercise discipline in class during lessons.			
3.9	Records of misbehaviour should be kept by the educators.			
3.10	Educators must keep learners productively occupied in class.			

SECTION FOUR: CODE OF CONDUCT FOR LEARNERS

		Agree	Disagree	Uncertain
	A code of conduct for learners must contain the following:			
4.1	Clear guidelines for proper conduct.			
4.2	Punishment for misdemeanours.			
4.3	Sanctions relevant to misdemeanours.			
4.4	Clear rules for punishment.			
4.5	Disciplinary proceedings for contravening rules.			
4.6	Learners' rights to human dignity.			
4.7	Procedure for suspension of learners.			
4.8	Procedure for expulsion of learners.			
4.9	Guidelines to promote the school's mission statement.			
4.10	Prescribed channels of communication.			

SECTION FIVE: CAUSES FOR DISRUPTIVE BEHAVIOUR

		Agree	Disagree	Uncertain
	Possible causes for undisciplined or disruptive behaviour in class are:			
5.1	Overcrowded classrooms.			
5.2	Educator's disciplinary style (e.g. too lenient).			
5.3	Use of drugs during school hours.			
5.4	Overaged learners in class.			
5.5	Learners inability to cope with school work.			
5.6	Poor classroom organization.			
5.7	Non challenging subject matter.			
5.8	Learners' lack of interest in schoolwork.			
5.9	Inadequate punishment rules for misdemeanours.			
5.10	Failure to implement the disciplinary rules in a code of conduct.			

PERMISSION LETTERS

P.O.Box 11404
Umzinto
4200

20 April 2004

The Circuit Manager
P.O.Box 515
Umzinto
4200

Sir/Madam

**PERMISSION TO CONDUCT RESEARCH ON EDUCATOR'S PERCEPTION
OF DISCIPLINE IN SENIOR PRIMARY SCHOOLS**

I am presently conducting research on the above mentioned topic as part of my Masters degree in Education (MED) at the University of Zululand. My supervisors are Prof. G. Urbani and Prof. M.S. Vos. As part of my studies, educators from the schools in Scottburgh Circuit, selected randomly, are requested to fill in a questionnaire pertaining to the above topic. My research will benefit all the stakeholders in the schools.

Your permission to approach educators of the schools in the Scottburgh Circuit through principals to complete the questionnaires will be greatly appreciated. You are assured that all information supplied by the educators in the questionnaire will be dealt with in the strictest of confidence.

Yours sincerely


T.T. ZIKHALI

Ikhakhama C.P. School
Telephone: 039 9743247 (H)
Cell : 082 471 8875

PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMFUNDO NAMASIKO
<i>Permission granted.</i>
2004-04-28
<i>JP Mshuli</i>
PRIVATE BAG X0515-UMZINTO 4200
SCOTTBURGH CIRCUIT OFFICE <i>Manager.</i>

P.O.BOX 11404
UMZINTO
4200

THE SEM
DUDUDU CIRCUIT
P.O.BOX 515
UMZINTO
4200

SIR/MADAM

**PERMISSION TO CONDUCT RESEARCH ON EDUCATOR'S PERCEPTION OF
DISCIPLINE IN SENIOR PRIMARY SCHOOLS**

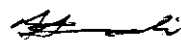
I am presently conducting research on the above mentioned topic. As part of my Masters degree in Education (MED) at the University of Zululand. My supervisor is Prof. M.S.Vos. As part of my studies educators from the following schools in Dududu Circuit, selected randomly to fill in a questionnaire pertaining to the above topic. My research will benefit all the stake holders in the school.

Zembeni H.P.School
Shukumisa H.P.School
Indunduma C.P.School
Ikhakhama C.P.School

Inkanini C.P.School
Babongile H.P.School
Sangqula C.P.School
Mceleni C.P.School

Your permission to approach educators of the above mentioned schools through their principals to complete the questionnaire will be greatly appreciated. You are assured that all information supplied by the educators in the questionnaire will be dealt with in the strictest of confidence.

Yours sincerely


T.T.Zikhali

Ikhakhama C.P.School

Telephone : 039 9740272
039 9743247

Approved
g.m.h
(SEM)

PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE
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2003 -05- 21
PRIVATE BAG X0515 UMZINTO 4200 DUDUDU CIRCUIT

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4200

20 April 2004

The Circuit Manager
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4200

Sir/Madam

**PERMISSION TO CONDUCT RESEARCH ON EDUCATOR'S PERCEPTION
OF DISCIPLINE IN SENIOR PRIMARY SCHOOLS**

I am presently conducting research on the above mentioned topic as part of my Masters degree in Education (MED) at the University of Zululand. My supervisors are Prof. G. Urbani and Prof. M.S. Vos. As part of my studies, educators from the schools in Scottburgh Circuit, selected randomly, are requested to fill in a questionnaire pertaining to the above topic. My research will benefit all the stakeholders in the schools.

Celokuhle H.P. School
Ikhakhama C.P. School
Mahlashana H.P. School
Shonkweni Primary School
Shayamoya C.P. School

St Annes Primary School
Tholimfundo C.P. School
Umzinto Primary School
Umzintovale Primary School (St Patricks)
Zembeni H.P.School

Your permission to approach educators of the schools in the Scottburgh Circuit through principals to complete the questionnaires will be greatly appreciated. You are assured that all information supplied by the educators in the questionnaire will be dealt with in the strictest of confidence.

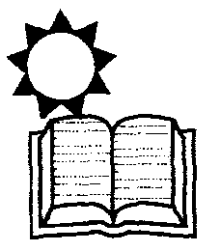
Yours sincerely


T.T. ZIKHALI

Ikhakhama C.P. School
Telephone: 039 9743247 (H)
Cell : 082 471 8875

PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMFUNDU NAMASIKO
Permission 2004-04-20 granted.
PRIVATE BAG X0116 UMZINTO 4200
SCOTTBURGH CIRCUIT OFFICE

Circuit Manager.



KWAZULU-NATAL
UMNYANGO WEMFUNDO NAMASIKO
DEPARTMENT OF EDUCATION AND CULTURE
DEPARTEMENT VAN ONDERWYS EN KULTUUR

SCOTTBURGH DISTRICT

Address/Kheli/Adres: Private Bag X0515, Umzinto, 4200
Telephone/Ucingo/Telefoon: 039/9740149

Fax/Isikhalilamezi/Faks: (039) 9740461
Enquiries/Imibuzo/Navrae: Mrs Z.P. Mthuli

3 April 2003

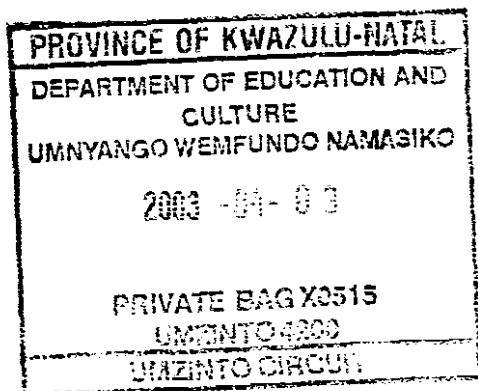
PERMISSION TO CONDUCT RESEARCH : T.T.ZIKHALI

TO WHOM IT MAY CONCERN

Kindly be advised that permission has been granted to the above mentioned student to conduct research amongst selected educators in the Umzinto Circuit.

With kind regards.

DR.J.NAIDOO
SEM



P.O.Box 11404
Umzinto
4200

20 April 2004

The Principal

**PERMISSION TO CONDUCT RESEARCH ON EDUCATOR'S
PERCEPTION OF DISCIPLINE IN SENIOR PRIMARY SCHOOLS**

I am presently conducting research on the above mentioned topic as part of my Masters degree in Education (MED) at the University of Zululand. My supervisors are Prof. G. Urbani and Prof. M.S.Vos. As part of my studies educators from your school are requested to fill in a questionnaire pertaining to the above topic. My research will benefit all the stakeholders in the school.

Your permission to approach educators in your school to complete the questionnaire will be greatly appreciated. You are assured that all information supplied by the educators in the questionnaire will be dealt with in the strictest of confidence.

Yours sincerely


T.T. ZIKHALI

Ikhakhama C.P. School

Telephone : 039 9743247 (H)

Cell : 082 471 8875

STAFF NOTICE

22 April 2004

Dear Educators,

Mrs. Zikhele will be grateful if you could assist her. See attached letter.

M Pandarum

R. Maharaj
PRINCIPAL

R MAHARAJ

N RAMJATHAN

JM SINGH

YC PADAYACHIE

J NAICKER

MT GRAMONEY

R RAMGOOLAM

B RAMSOOK

M PANDARUM

BM GOVENDER

S BEEPOT

P SINGH

S GOVENDER

M JAGAROO

KD RAMAUTAR

M NAIDU