

**DISCIPLINE IN SCHOOLING: A STUDY OF RURAL SECONDARY  
SCHOOLS IN KWAZULU-NATAL**

**By**

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## DECLARATION

I, Ingrid Sibongile Kapueja, hereby declare that “**Discipline in schooling: A study of rural secondary schools in KwaZulu-Natal**” is my own work, both in conception and execution, and that all the sources I have quoted have been indicated and acknowledged by means of complete references.

Signed by \_\_\_\_\_ on the \_\_\_\_ day of \_\_\_\_\_ 2015.

## ABSTRACT

This study was influenced by a variety of disciplinary problems experienced by educators in rural secondary schools in KwaZulu-Natal. Educators regard discipline as a problem which they have to endure everyday. Teaching and learning have become difficult in some schools, and impossible in others, because some educators do not understand how to foster discipline in classrooms. The concern here is quality management and the fostering of disciplinary measures in schools. One of the important characteristics of an effective school is good discipline. The problem is that effective school discipline does not happen by chance; it has to be planned and implemented in an organised manner.

The purpose of the study was to investigate the nature of discipline, and how principals of schools in rural secondary schools in KwaZulu-Natal perceive and manage discipline in their schools. The researcher chose Zululand district in KwaZulu-Natal as the field of study because that is where most rural schools are. The “mixed method research design” (the quantitative and qualitative approaches) was used in combination to provide a better understanding of research problems. Two hundred and sixty (260) schools were randomly selected. Data were collected by means of questionnaires and interviews.

The following are some of the key findings that emanated from the empirical study:

- Schools have the following policies: discipline policy; code of conduct for learners; code of conduct for educators and alternatives to corporal punishment but their implementation is poor.
- Principals of schools still regard corporal punishment as a disciplinary option.
- Schools in rural KwaZulu-Natal still resist the use of alternative punishments.
- Schools have the problem of dysfunctional members of the governing bodies.
- Parents do not cooperate with schools.

- A high percentage of educators are not willing to enforce discipline.

On the basis of the above findings the researcher recommends among other measures that principals of schools should implement the policies they have put in place. The Department of Education should empower newly appointed principals by giving them an induction course in management in order to ensure that they have the required skills. Principals should receive training in changes that are taking place in education; for instance, the implementation of alternatives to corporal punishment, legislation and regulations that govern discipline and punishment in schools and parent involvement strategies. Principals must work collaboratively with the school governing body, educators, learners and parents to formulate a unifying mission and develop school rules that will take care of discipline, the indispensable foundation for all other scholastic success.

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Above all, I thank God, the Almighty, for His unfailing love, provision and blessings over my life.

## **DEDICATION**

This dissertation is dedicated to my mother Lillian Hilda Mthimkhulu who passed away on 05 July 2014 and to my dear son Bandile Lehongeni Kapueja who passed away on 16 March 2009.

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# CHAPTER ONE

## ORIENTATION OF THE STUDY

### 1.1 INTRODUCTION

A school stands or falls on the effectiveness of its discipline. Without order, safety, and a sense of security, schools cannot work and learning will not occur (Ramsey, 1994:7). It is difficult, if not impossible, for most learners to focus on learning when they have to deal with disrespect, bullying, harassment, public humiliation, hate speech, threats or violence. Wessler and Preble (2003), in Ramsey (1994:15), maintain that a disrespectful, hurtful and threatening school climate can rob learners of their spirit, their education, their physical and mental health and sometimes their lives. Ramsey (1994:14) has no doubt that the most effective schools are those that have a safe, respectful and personalised school climate. He further states that these schools are schools where learners are engaged as learners, personally connected with peers and teachers, and empowered to actively apply their learning. Effective schools are also schools that give focused attention to the social and emotional well-being of every child, actively value each individual in the school community, and look for ways to include all voices in the success of the school as respectful schools.

Educators regard discipline as a problem which they have to endure every day. In many cases teaching and learning have become difficult in some schools, and impossible in others, because some educators do not understand how to foster discipline in classrooms (Sonn, 1999:18). The decline of discipline is not unique to South Africa; it is a worldwide phenomenon. The problems underlying moral decay and lack of discipline also occur in other countries such as the USA or the United Kingdom (Antes and Nardini, 1994:215). There is absence of a work ethic in both educators and learners. Dishonesty and the absence of responsibility on all levels coincides with increasing self-centredness. Growing ethical illiteracy, vandalism and the increase of violence also add to this moral crisis. The spirit of

poor discipline in schools does not only manifest in ill-disciplined learners, but is also exhibited by undisciplined educators who are not serious about, or committed to, their task and calling (de Wet, 2003:39).

According to Ramsey (1994:3), the roots of discipline lie in the way people think about themselves and others. This is the ethos which drives discipline at the school level. He goes on to say that a positive culture is the first condition of a successful school. Where a supportive and caring environment has been established learners tend to behave. If everyone has a purpose and goes about the business of achieving it while helping others in the process, discipline largely takes care of itself. Once a school has established a reputation for positive discipline and respectful learning, the culture becomes a self-fulfilling prophecy because people become what they believe (Ramsey, 1994:3). The key to school discipline is shared values among learners, educators, managers and panels about what is acceptable and appropriate behaviour in the school setting.

## **1.2 BACKGROUND TO THE STUDY**

Traditional techniques of managing discipline in schools are no longer enough to solve modern learner behaviour problems. As indicated, however, such techniques have tended to bring reaction rather than prevention.

- Verbal reprimand as one traditional discipline measure has failed because many learners have become immunised by years of verbal abuse at home.
- Physical punishment is rapidly disappearing in the wake of lawsuits against educators and administrators.
- Calling parents' meetings has failed because growing numbers of parents do not have time or interest in addressing their children's discipline problems at school. For many parents 'It's the school's problem'.
- Suspension is no longer a threat for many learners who treat it as 'time off'.

- Expulsion in many countries no longer exists because schools are required to provide an alternative educational programme even when learners are dismissed for extreme behaviour (Ramsey, 1994:3).

Many learners come from difficult and stressful circumstances with which they cannot cope. The causes of their behavioural problem might, in some instances, be traced to their inability to deal with these circumstances (Sonn, 1999:21).The following are some of the origins of behavioural problems:

- Family conflict between parents and other siblings
- Poverty in the home leading to stress and tension
- Violence in the neighbourhood and fear for personal safety in the home and coming to and from school
- Racism, sexism, ageism and other forms of discrimination
- Inability to cope with the physical and emotional changes of adolescence
- Peer pressure to rebel against school authorities
- Feeling of alienation and isolation
- Inadequately prepared educators
- Educators with negative attitude
- Under-resourced and dilapidated schools
- Unmet special learning needs
- Death or divorce in the family
- Bullying and intimidation either within the school or outside
- Sexual abuse, drug abuse, including alcohol and smoking

These developments are bound to alter attitudes which learners bring to the school. The way learners react and behave in the classroom, the nature and level of parental support and involvement, and the options open to school authorities have all become the subject of investigation. It becomes impossible to attain school objectives under such conditions. Schools become dysfunctional.



From personal observation, the researcher, as a university lecturer who visits schools regularly during practice teaching periods, has concluded that most secondary schools in KwaZulu-Natal experience ill-discipline problems. The researcher has observed that late coming is a major problem for both educators and learners. Other problems include truancy, learners walking in and out of classrooms during teaching time, the failure of learners to do homework and some classes being left unattended by educators which lead to the disruption of the whole school. Teachers complain of learners who are abusing alcohol and drugs, which is an obvious cause of unacceptable behaviour in schools. The researcher has also observed that educators distance themselves from disciplining learners, when the teacher-learner relationship is a friendly one. Glasser (1984:45) believes that healthy adult involvement with a child and effective discipline are inseparable. He maintains that without an adult's caring, children will resist an adult's guidance and direction. Mokhele (2006:151) supports this view by stating that the management of discipline calls on educators to make children feel emotionally comfortable and physically safe so that they (learners) can develop self-discipline (intrinsic discipline) and accountability in their actions.

Codrington, (2000: 353), believes that parents are primary educators or primary sources of values for children. They have the responsibility to educate their offspring in all the important values in order to guide well-balanced individuals to maturity. The society also plays a central role in the development of moral and other values, and Codrington (2000), in de Klerk and Rens (2003:362), refers to the society as a body where children absorb most of their values and attitudes. It goes without saying that the task of discipline should be seen as a joint responsibility of all those concerned with the process. The effort of the school in relation to learners' discipline is complimented by that of the parents at home, and vice versa.

### 1.3 STATEMENT OF THE PROBLEM

Discipline is a product of leadership. It is therefore, the responsibility of the principal. The role of the principal is to maintain overall discipline, and that he or she is held responsible for indiscipline. It is the principal's responsibility to delegate authority to discipline to educators and the Representative Council of Learners, but he or she is held responsible for whatever outcome arises as a result of discipline enforcement by the people to whom he or she has delegated power.

The problem to be investigated is, Discipline in schooling: A study of rural secondary schools in KwaZulu-Natal. Literature has revealed that very little research has been conducted on discipline in schooling in rural secondary schools in KwaZulu-Natal. The unavailability of literature on this problem is an indication that research has to be done in order to provide insight and improved approaches to this issue. It is hoped that this study will make a contribution to the improvement of the management of discipline in rural secondary schools.

In 1996 the South African Schools Act established a democratic public school partnership with the aim of involving all stakeholders in education. This partnership was aimed at allowing parents and educators to accept their responsibilities with regard to governance in partnership with the government. The school governing bodies of public schools were legally required to be involved in the administrative process of schools. This involves policy-making, controlling and evaluation (Duma, 2007:8).

Before 1994, corporal punishment was regarded as a means of maintaining discipline in public schools. Teachers claim that since corporal punishment has been outlawed, the power of those maintaining discipline has been significantly diminished (*Natal Witness* 2006:1). Masitsa (2007:237) maintains that the abolition of corporal punishment has led to scores of teachers feeling that their

authority over the learners has been usurped, while from the learners' perspective, it signifies the teachers' powerlessness.

The concern here is quality management and the fostering of disciplinary measures in rural secondary schools in KwaZulu-Natal. One of the most important characteristics of an effective school is good discipline. The problem is that effective school discipline does not happen by chance; it has to be planned and implemented in an organized manner.

One of the functions of school governing body members is to adopt a code of conduct for learners of the school. A code of conduct aims at establishing a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process.

In view of a variety of problems which have led to the breakdown of discipline in schools, the researcher developed an interest in investigating how disciplinary problems are managed in schools. The main focus of this study is discipline in rural secondary schools. More specifically, this study intends to find answers to the following questions:

- How do principals perceive the role of discipline in their schools?
- What is the condition of discipline in rural secondary schools in KwaZulu-Natal?
- What are the problems faced by principals with regard to discipline in rural secondary schools?
- How do principals manage discipline in their schools?

## 1.4 DEFINITION OF OPERATIONAL TERMS

### 1.4.1 Discipline

In the most general sense, discipline refers to systematic instruction given to a learner, otherwise known as a disciple. This sense preserves the Latin origin of the word, which is '*disciplina*', from the root *discere*, 'to learn', and from which *discipulus* ('disciple, pupil') derives. Mabeba and Prinsloo (2000:34) refer to discipline as learning, regulated scholarship, guidance and orderliness. To discipline means to instruct a person or animal to follow a particular code of conduct, or to adhere to a certain *order*. Operationally, the concept 'discipline' refers to an act of instructing learners to adhere to school rules and regulations in secondary schools of the Zululand region in KwaZulu-Natal.

Consequently, 'in the field of child development, discipline refers to methods of modeling character and preparation to attain a desired goal (effect) or mastery of a desired end (Adams, 2000: 143). An ideal disciplinarian is one who can enforce order without *coercion*, for family specialists agree that using physical force, threats and put-downs can interfere with a child's healthy development. To be disciplined is, then, subject to context, either a virtue (the ability to follow instructions well) or a euphemism for punishment (which may also be referred to as disciplinary procedure). As a concrete noun, discipline refers to an instrument for regulating behaviour. The researcher in this study refers specifically to *school discipline*, ascribed to meaning the regulation of children and the maintenance of order in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethic. The term may also be applied to the punishment that is the consequence of transgression of the code of behaviour. For this reason the term 'school discipline' sometimes means the administration of punishment rather than behaving within the school rules.

Discipline as a dimension of the educators' role is a two-way process. On the one hand, it is an act of fostering behaviour by means of guidance, encouragement, injunctions and a set of expectations or behavioural prescriptions (Duminy and Thembela, 1985; Yssel, Engelbrecht, Griessel, Verster and Minnaar, 1985; Ngcobo, 1986). On the other hand, discipline refers to an individual state of mind, demonstrated through the exercise of a sense of will to appropriate or accept guidance and a set of expectations which assist in personal and social development (Duminy & Thembela, 1985; Mussazi, 1986). A disciplined learner is responsible, orderly, sympathetic, cooperative, honest, considerate, principled and always tries to do what is right and good.

#### **1.4.2 Schooling**

The etymology of the word 'school' is derived from the Greek word '*schole*', which means 'leisure, lecture, employment of leisure for disputation' (Barrow, 1981:33). The basic sense of school today means an establishment where learners receive instruction from educators. 'To school', according to Barrow (1981:33), includes a range of activities such as to educate, chastise, train, discipline and instruct. Schooling in this study means instruction or training given to learners in secondary schools of the Zululand region in KwaZulu-Natal.

However, Barrow (1981:33) describes schooling as a term which goes beyond the imparting of some lessons to others. Richmond (1975:15) asserts that schooling is largely concerned with training in specific skills which are imposed on the learner willy-nilly, unlike education, which is liberal in the sense that it implies the existence of a responsible free agent. He says (1975:19) that schooling promotes rational thought, it is necessarily institution-based, and represents a systematic attempt to organise learning collectively.

### **1.4.3 Rural secondary schools**

The term 'rural' has been defined as used in the text and context. But historically and currently rural areas include white-owned farms which are interspersed with black spots. Rural areas are located outside the townships. Rural schools have received less financial or infrastructural support than township schools. Rural secondary schools are therefore those schools that are found in the outskirts of KwaZulu-Natal, and foremost among the challenges facing them is the task of improving the quality of education. More than half of all school-going learners in South Africa's nine provinces attend school in rural areas. These are characterised by the following features:

- The difficulties in physically accessing the schools
- Schools often distant from many learners' homes
- Access to adequate drinking water is a problem
- Rarely connected to power supply
- Poor sanitation
- Poor facilities and inadequate learning material

The focus of this study on discipline in rural secondary schooling is based on the idea that rural education and its potential for development are deeply connected with the problems of poverty in rural communities.

### **1.5 THE PURPOSE OF THE STUDY**

The purpose of the study is to investigate the nature of discipline, and how principals of schools in rural secondary schools in KwaZulu-Natal perceive and manage discipline in their schools.

## 1.6 DELIMITATION OF THE FIELD OF STUDY

In the Republic of South Africa, before April 27, 1994, there were many education departments, namely, four provincial education departments for white students, under the authority of the Department of Education and Culture (House of Assembly); one for Coloured students, under the authority of the Department of Education and Culture (House of Representatives); one for Indian students, under the authority of the Department of Education and Culture (House of Delegates); ten Departments of Education and Culture for the various Black ethnic communities; and the Department of Education and Training, which was responsible for the provision of education and training to Black pupils outside the former self-governing national states, namely, those in Qwaqwa, Lebowa, Gazankulu, KwaZulu, Kwa-Ngwane and Kwa-Ndebele, and to those in the former independent states, namely, Transkei, Bophuthatswana, Venda and Ciskei (Duma, 1995:5).

Before the democratic era, there were four provinces in the Republic of South Africa. These provinces were Natal, Transvaal, the Orange Free State and the Cape Province. After the 1994 democratic elections, the country was divided into nine provinces, namely, Western Cape, Northern Cape, Eastern Cape, Gauteng, Free State, Mpumalanga, North West, Limpopo and KwaZulu-Natal.

In this study, the researcher chose KwaZulu-Natal as the field of study. It consists of four education regions, namely, Durban, Pietermaritzburg, Ukhahlamba and Zululand. KwaZulu-Natal is a big province, so the researcher chose Zululand as the field of study, and that is where most rural schools are.

The Zululand consists of three districts: Empangeni Obonjeni and Vryheid. Under the districts, there are circuits. Empangeni district has four circuits: Lower Umfolozi, Umthunzini, Nkandla and Eshowe. Obonjeni district has four circuits:

Hlabisa, Mtubatuba, Ingwavuma and Ubombo. Vryheid district has five circuits: Mahlabathini, Nongoma, Paulpietersburg, Pongola and Bhekuzulu.

## **1.7 METHOD OF INVESTIGATION**

### **1.7.1 Research design and instrumentation**

#### *1.7.1.1 Nature of research design*

Monadjem (2003:101) submits that there are essentially four major paradigms in modern social sciences, each with its own methodology: the positivist, interpretive, critical and constructive. This study used both the quantitative and qualitative methodology. Ivankova, Creswell, and Plano Clark (2007:261) have defined mixed methods research as ‘a procedure for collecting, analyzing and ‘mixing’ both quantitative and qualitative data at some stage of the research process within a single study to understand a research problem more completely.’ These authors emphasise that in this approach a researcher collects both numeric information (e.g. scores on a survey instrument or ratings) and text information (e.g. open-ended interviews or observations) to answer the study research questions, as well as the fact that the term mixing implies that the data or the findings are integrated or connected at one or several points within the study.

#### *1.7.1.2 Quantitative approach*

Quantitative methodology, which was used in this study, is traditionally associated with the positivist paradigm, which according to Terreblanche and Durrheim (1999:6), refers to the acceptance of a stable, unchanging, external reality which can be investigated objectively—usually by using an experimental, quantitative methodology, including the testing of hypotheses.



This methodology was used, firstly, because the researcher believes that it leads to some knowable truths about discipline in schooling in rural secondary schools in KwaZulu-Natal. Secondly, it provides information on whether certain generalisations presented in the literature are also true for this population.

The researcher conducted the survey study in which questionnaires were used as the data-collection method. This descriptive type of research was used because of its appropriateness for the nature of the problem. However, the descriptive research design makes the following demands upon the researcher, as stipulated by Leedy (1989:80):

- The population for the study must be carefully chosen, clearly defined and specifically delimited.
- Particular attention should be given to safeguarding the data from the influence of bias.
- Data must be organised and presented systematically so that valid and accurate conclusions may be drawn.

#### *1.7.1.3 Qualitative approach*

This study was also qualitative in nature. McRoy (1995), as cited by de Vos, Strydom, Fouche' and Delport,(2011:65),states that the qualitative research paradigm refers to research that elicits participant accounts of meaning, experience or perceptions. He further states that the qualitative approach also involves identifying the participants' beliefs and values that underlie the phenomena. In this study, the focus was on the meaning the principals of schools attach to discipline, the perceptions they have about discipline in schooling and the disciplinary problems they encounter as leaders in rural secondary schools in KwaZulu-Natal. The researcher used the unstructured one-to-one interview to elicit information.

## 1.7.2 Research Instruments

### 1.7.2.1. *The questionnaire*

The researcher made use of the questionnaires as the quantitative data-collection instrument. Terreblanche and Durrheim (1999:10); Cohen & Manion (2000:89); Duma (1995:96) maintain that a questionnaire is a document containing questions and or other types of items designed to solicit information appropriate for analysis. The construction of the questionnaires was guided by the general principles which underpin social science research. There is a considerable range of opinions about what constitutes the optimum length of the questionnaire. But it is generally agreed that, provided the purposes of the research are met, shorter questionnaires are more effective. Questionnaires were given to principals of schools of the rural secondary schools in KwaZulu-Natal.

The questionnaire was divided into three sections, with each section focusing on the purpose of the study. Section A dealt with biographical and general information. The information gave the researcher knowledge about the respondents and the demographic nature of their schools. Section B consisted of closed questions focusing on aims of study. Baker (1998), in Terreblanche and Durrheim (1999:18), asserts that closed-ended questions are preferable because they represent a forced choice, while the choice of the response in one question does not trigger the response to another question. Questions in this section were operationalised using the following four-point scale, and the respondents were asked to rate their responses as follows:

<b>Fully Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Fully Disagree</b>
4	3	2	1

Section C consisted of open-ended questions wherein respondents were asked to list the school-related and home-related problems that affect discipline in their schools. Principals of schools were also asked to suggest what could be done to deal with those problems. This section allowed the respondents to share their opinions openly. Sudaman (1983), in Ary, Jacobs and Razavieh (2002: 160), regards the open-ended questions as valuable tools to use when the researcher desires to explore all aspects of the research problem.

#### *1.7.2.2 One-to-one Interviews*

De Poy and Gilson (2008:108), explain that interviewing is the predominant mode of data or information collection in qualitative research. They further explain that researchers obtain information through direct interchange with an individual or a group that is known or expected to possess the knowledge they seek. Kvale, in Sewell (2001:1), defines qualitative interviews as attempts to understand the world from the participants' point of view, to unfold the meaning of people's experiences, and to uncover their lived world prior to scientific explanation. According to Greeff, in de Vos, et al.,(2011:348), the unstructured one-to-one interview is used to determine individuals' perceptions, opinions, facts and forecasts, and their reactions to initial findings and potential solutions. The purpose of unstructured interviewing is an interest in understanding the experience of other people and the meaning they make of that experience, and it allows the researcher and participant to explore an issue.

In this study, fifteen one-to-one interviews were conducted. The participants were principals from fifteen selected schools. Principals of schools were interviewed because discipline is a product of leadership, and disciplinary problems are traceable to the problem of leadership. Interviews lasted one hour. The participants were interviewed because they could possibly supply information that was relevant in answering the research question.

### **1.7.3 Literature study**

In this study documents such as books, journals, dissertations, articles, newspapers and other sources related to the topic of this research were studied. The documents were studied in order to get a broad perspective on what other researchers have already discovered about the topic, and to establish where there are gaps with regard to discipline in rural secondary schools in KwaZulu-Natal. It is hoped that through this study recommendations will be made that will help improve disciplinary problems experienced in these schools.

### **1.7.4 Population and Sampling**

Sampling refers to the process of selecting participants for a research project (Dane, 1990:289). Various methods of sampling can be used to select a representative sample, including simple random sampling, cluster sampling, systematic sampling and stratified sampling. In this study, the researcher used the random sampling method. This method is also favoured by Aryet *al.*, (2002:163) for its simplicity, unbiased nature, and its closeness to fulfilling the major assumption of probability, namely, that each element in the population stands an equal chance of being selected. No element is either deliberately or inadvertently excluded from the selection.

Two hundred and sixty (260) schools were randomly selected, that is, 20 schools from each circuit. The researcher deemed this to be a convenient sample size. To conduct the research at all the schools was a difficult and expensive venture. Cohen and Manion (2000:87) believe that it is often not practical to study the entire population. Choosing less than 20 schools per circuit, on the other hand, could mean the risk of acquiring less accurate information.

### **1.7.5 Data analysis**

After receiving all the questionnaires, the important task was to reduce the mass of data obtained to a format suitable for analysis. The respondents' responses were coded. Frequency distribution was used. Van den Aarweg and Van den Aarweg (1993:75) strongly support the use of frequency tables, as they believe that frequency tables provide the answers to the following important questions:

- How many times does the response occur?
- What is the percentage of that response to total responses?

### **1.8 LIMITATIONS OF THE EMPIRICAL STUDY**

One major limitation of this study is that rural secondary schools in KwaZulu-Natal are widely scattered, and it became very difficult to reach some of them. Other limitations are that some of the principals were not keen to fill in a questionnaire; the researcher discovered that most of the respondents did not commit to reading the questionnaire thoroughly, and giving authentic answers; and collection of questionnaires was a problem because when assistants went to collect them, it would be either 'It is lost,' or 'The principal has not filled it in,' and that caused some delays.

### **1.9 CHAPTER DIVISION**

#### **Chapter One: Orientation**

In this chapter, the problem under investigation is introduced and highlighted in terms of its nature and scope. Background to this study is also stated, and terms and other relevant concepts are defined. Furthermore, the chapter outlines the aims and objectives of the study, the delimitation of the field of study, and the methods of study.

## **Chapter Two: Theoretical and conceptual framework**

A theoretical background to the study is provided in this chapter. The chapter also provides a broader historical and conceptual framework of management of disciplinary problems in schools.

## **Chapter Three: Method of investigation**

This chapter outlines the research methodology that the researcher used to obtain data from respondents about discipline in rural secondary schools in KwaZulu-Natal. It describes the research design, which includes the delimitation of the field of survey, the acquisition of permission from the Department of Education to conduct research, the process followed in the selection of respondents, the research instrument used, the pilot study, the administration of the questionnaires, processing of data and ethical considerations.

## **Chapter Four: Data presentation, data analysis and interpretation**

This chapter outlines the presentation, analysis and interpretation of empirical data.

## **Chapter Five: Summary, conclusions and recommendations**

This chapter provides a summary of the study, together with conclusions and recommendations derived from it. The empirical research conducted in Chapter Three and the data analysis that follows in Chapter Four are integrated in order to present the conclusion and recommendations.

## **1.10 CONCLUSION**

In this chapter, the problem under investigation is introduced and highlighted in terms of its nature and scope, and the circumstances that gave rise to the study are stated. The aim and objectives are outlined, and certain concepts that are relevant to an understanding of school discipline are described and defined.

The next chapter will provide a broader historical and conceptual framework of discipline in schooling in rural secondary schools in KwaZulu-Natal.

## CHAPTER TWO

### HISTORICAL AND THEORETICAL CONCEPTUAL FRAMEWORK OF DISCIPLINE IN SCHOOLING

#### 2.1 INTRODUCTION

This chapter provides a broader historical and conceptual framework of discipline in schooling. It also extrapolates the essence of discipline in schools, and furthermore discusses the historical theories and current aspects of discipline in schools. Reference is made to the past because the discipline of education is intimately concerned with the past; any educational problem is studied in its manifestation through the ages.

Many educationists emphasise the indispensability of raking the past in order to expose the roots of educational problems. As pointed out by Rohr (1967) in Venter:

... only through the historical can essential structures of reality become visible. After all, all history is a medium only for the enlightenment of man as *animaleducans* and as an animal *educandum*, man and his education suitable for his ever-changing life. Situations are the *leitmotif* of all thought about a science of education and he has, in the last respect, to be served by historical reflection.(Venter, 1979:44).

Venter (1979:45) furthermore pointedly remarks that history allows us a free view of the whole richness of the reality of education, and states that the educational history is the expansion of life experience; it is one of the ways to expand, enrich, and enhance immeasurably the paltriness of our existence.

It is within this context that, in investigating the educational problem of discipline in schools, a monumental approach is used, so as to extract only the memorable parts from the ideas of great historical educational personalities. Examples from



past educational eras are referred to in brief so as to highlight the fact that the educational problems of the past do, in a way, still persist in the present educational era.

## **2.2 CONCEPTUALISING DISCIPLINE IN SCHOOLS**

As mentioned in Chapter 1, discipline in schooling is defined in this study as an act of fostering behaviour by means of guidance, encouragement, injunctions and a set of expectations or behavioural prescriptions. It is an establishment whereby learners receive instructions from educators. Discipline also refers to methods of modelling character and teaching self-control and acceptable behaviour. According to a Biblical perspective, discipline is a positive phenomenon denoting guidance. A disciple or learner must be led to follow the right way (van Dyk, 1997:40; van Dyk, 2000:64).

Van Dyk (2000:50), as cited by Roos (2003:501), states that teachers have to equip learners by attending to their needs and gifts, assisting them in understanding, and recognising their calling and purpose as Christian, and developing “their desire and ability to function as knowledgeable and competent disciples of the Lord” (Roos, 2003:501)

Issues of discipline are fundamental to successful schooling. Good teaching and learning, which is the core business of a school, cannot take place in the absence of good discipline, and cannot be achieved by a single act or policy. This is supported by Nxumalo (2001:77), who states that discipline is vitally important for teaching and learning in class to be effective. He further indicates the need for both learners and teachers to be disciplined for effective functioning of schools. Discipline is an operational process that forms part of the daily business of the school, and it is everybody’s responsibility. The Western Cape Education Department (2007) also emphasizes the importance of all role players: the school management team, educators, learners, the representative council of learners, class monitors and the school governing body (SGB) playing a role in

ensuring positive behavior within a school. According to Ramsey (1994:9), if everyone has a purpose and goes about the business of achieving discipline while helping others in the process, discipline largely takes care of itself. He goes on to say that once a school has established a reputation for positive discipline and respectful learning, the culture becomes a self-fulfilling prophecy.

## **2.2.1 Management Theories**

Edwards (2008:22) asserts that it is important for teachers to understand various theories of discipline in order to be successful in the classroom. As in many other fields of management, there is no single all-embracing theory of educational management. According to Yariv (2012:74), the existence of different perspectives creates what Bush (2011) describes as 'conceptual pluralism', in which each theory has something to offer in explaining behavioural events in educational institutions. Managerial skills are not like simple strategies that can be memorised and applied as needed. Rather, they are a complex set of skills whose effective use depends to a great extent on teachers' personal philosophies and teaching styles, on their knowledge and understanding of pedagogical principles (Gabriel & Matthews, 1996:20). This study focuses on three educational management theories, as identified by Bush (2011:99), that can be applied in the area of discipline in schools.

### **2.2.1.1 Political Management Theories**

Political theories characterise decision-making as a bargaining process (Bush, 2011: 99). They assume that members of organisations engage in political activity in pursuit of their interest. As a result conflict is an endemic feature of organisations. Yariv (2012:75) states that the political approach implies that discipline is an inevitable conflict between learners and organization policies. He further states that learners attempt to bend the norms and rules to suit their convenience by their behaviour, (for example, arriving late, failing to do school

work). The action of learners makes teachers feel threatened, and use power or bargaining to enforce their demands. The concept of power is central to political theories (Salo, 2008:500). Teachers possess power and authority which puts them in a position to exert authority and control over learners. Teachers perceive that the mark of a good teacher is one who is in control. Salo further states that the amount of control that teachers have is often seen by the administrators as a measurement of the quality of a teacher. Edwards (2008:24) supports this by stating that teachers who use management theories believe that the behaviour of learners must be controlled. They assume that children are unable to adequately monitor and control themselves, and without supervision their behaviour becomes erratic and potentially destructive.

### **2.2.1.2 Collegial Management Theories**

The collegial approach assumes that decisions are reached by a process of discussion leading to consensus. Bush (2011:72) states that power is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the institution. The belief that there are shared objectives leads to a view that it is both desirable and possible to resolve issues by agreement. Behaviour is the product of a multitude of factors (Edwards, 2008:24). Growth is believed to come from a constant interplay between children and their social experiences. Glasser (1984), in Edwards (2008:240), believes that the role of teachers from this perspective is one of leadership, and it is assumed that children can achieve a state of responsible self-determination if the teacher uses appropriate intervention strategies. Collegial theories encourage participation in decision-making, leading to a sense of ownership and an enhanced prospect of successful innovation. Glasser (2009:2) calls this theory Choice Theory because it involves bringing learners to an awareness of their responsibility to make their own decisions about their learning and behaviour in the classroom. This philosophy posits that learners must have a choice, and that if they help choose their curriculum and decide on

the rules they will then have ownership of their learning, pride in their participation, higher self-esteem, and will exhibit greater levels of self-confidence and higher levels of cognition.

According to Yariv (2012:75), collegial theories are regarded as highly normative and idealistic: they encourage participation, involvement and clarification rather than punitive measures.

### **2.2.1.3 Bureaucratic Management Theories**

Bureaucratic theories assume that power resides at the apex of the pyramid. Heads and principals have authority by virtue of their position as the appointed leaders of the institution with students at the bottom. Bureaucracy is characterised by rules and regulations that are aimed at maintaining law and order, and communication is always top-down. Yariv (2012:76) emphasises the fact that children are expected to obey all orders that they receive from adults because the assumption is that people behave according to the goals of the organisation as long as the regulations fit their interests and needs. Yariv further states that the core mode of action of the bureaucratic management theories is based on rigid use of rules and sanctions to maintain law and order inside the organisation.

Children, it is believed, want to control their own lives, and can eventually do so responsibly if teachers and other adults teach them how. Edwards (2008) concludes by stating that discipline theories help teachers conceptualise the field of discipline so that adequate comparisons can be made.

## **2.3 THE HISTORY OF DISCIPLINE IN SCHOOLS**

### **2.3.1 The origin of discipline in schooling**

In this section the researcher will use a few examples to indicate the extent to which educative discipline has been used as a means of realising a specific educative objective, and how this has given rise to certain problems. The earliest documentary reference to discipline in an educative and teaching context may be found in a Sumerian script dating from approximately 2000 years before Christ (Kruger, 2002:55-90).

Corporal punishment seems to have been liberally meted out for a variety of offences including slovenliness, lack of punctuality, talking in the classroom, poor handwriting and doing something without permission (Kramer, 1949 & 1963).

During the period of the Sumerians, people adhered to the maxim 'spare the rod and spoil the child'. This conviction corresponded to the ancient Jewish views contained in the Bible (Proverbs 13:24; 19:18); Deuteronomy 21:18; Ecclesiastes 30:1-13) in which children were seen as irresponsible, rebellious and self-willed. This view gave rise to excessively strict discipline (including corporal punishment), yet the Jewish writings also contain indications that admonition, rather than corporal punishment, should sometimes be used as a corrective (The Bible, Proverbs 17:10 and 22:6). There is a constant emphasis on the need for children to fear their teachers/parents, on the maintenance of strict discipline, and on the administering of corporal punishment to enforce absolute obedience to the authority of the parent/teacher and the laws of God.

### 2.3.1.1 The Ancient Greece Period 850 – 146 BC

#### *(a) Athenian views on discipline*

Athens was the first state in the history of the world to place the highest priority on the individual freedom of its citizens (Kruger, 2002:66). The Athenian educative objective was the harmonious forming of balanced, virtuous citizens, with strong, healthy, beautiful bodies who, through their moral, intellectual and physical excellence could serve the city state in either war or peace.

Educative discipline at home and at school was directed at absolute obedience to authority. Although corporal punishment was a common phenomenon, its aim differed from that of Sparta in that it was not used to toughen the body but rather to pursue what was good, and to negate what was bad and dishonorable (Kruger, 2002:67).

#### *(b) Pronouncement on educative discipline by the ancient Greek philosophers*

- Socrates (469-399 BC)

Socrates believed that an inferior education was responsible for the wrongful characteristics and customs of people. Education was the only way people could be moulded into accepting self-discipline and voluntarily meeting their responsibilities as citizens (Plato: *Apology&Charmides*,17c).

- Plato (427 – 347 BC)

He was one of Socrates' pupils, and he viewed education as a matter of disciplining children. They were to be disciplined into the virtues of justice, self-control, courage and good judgment (wisdom) because these virtues were necessary for someone to become an exemplary citizen (Plato, *Laws*, V111,

809a). Thus education was expected to produce a disciplined disposition and disciplined conduct on the part of individuals whose self-discipline would cause them to subordinate their own interests to the communal welfare of the state.

- Aristotle (384 – 322 BC)

To him, virtue was the most indispensable prerequisite for the happiness, well-being and prosperity of both individual and state. The route to this state of happiness, according to Aristotle, lay in discipline and habit formation. He believed that children should be disciplined to accept authority because someone who voluntarily accepts authority is able to make the right moral decisions, and this makes him/her an obedient citizen, competent to act as a ruler. Aristotle also believed that problems with discipline could be rectified with the aid of suitable punitive measures (including corporal punishment), but that the punishment should be fairly and justly applied (Aristotle, *Politics*, 1332b and 1333a).

*(c) Educative discipline and corporal punishment from the Middle Ages to the twentieth century*

During the Middle Ages until well into the eighteenth, nineteenth and even the twentieth centuries, discipline was relentlessly and mercilessly applied. With the rise of Christianity and under the influence of the Roman Catholic Church, the educative system became strongly religious. The Roman Catholic Church, as the leading authority, had no problem with corporal punishment. It argues that the precepts in the Old Testament clearly state that the rod is the best means of purifying a child's body and soul. (The Bible: Proverbs 22:15).

In the late Middle Ages, there were signs of an underlying renewal in the debate about the essential nature of educative discipline and the administration of corporal punishment. The following educative essences were recognised (Kruger 2002:78):

- Educating a child is an all-embracing and comprehensive moulding event which must take into account the abilities, interests and expectations of the child.
- Each child is simultaneously unique and different and for this reason, childhood is a special period along the route to becoming an adult.
- Children yearn for a sense of safety and security, for understanding, for affirmation of their human dignity, for affection and loving interaction, for independence and self-actualisation, for spontaneous activity and free play, for living and doing things together.
- Children are capable of initiative and self-discovery, and these abilities should be recognised, encouraged and correctly directed.

The recognition of the above-mentioned educative essences gradually influenced insights into moderate, more human disciplinary measures (Kruger, 2002).

## **2.4 EXPLORATION OF DISCIPLINE IN SCHOOLING IN DEVELOPED COUNTRIES, DEVELOPING COUNTRIES AND UNDER-DEVELOPED COUNTRIES**

### **2.4.1 United States of America**

According to Edwards (2008:3), children in America bring problems to school that originate in other areas of their lives. Home, society and school all play a role, and some of the more serious problems involve divorce, abandonment, death, and various forms of abuse. Teachers are overwhelmed by disciplinary problems with which they have to deal, and sometimes end up causing more problems themselves. Problems such as aggression, swearing, verbal abuse, rough play, physical abuse (fighting) drinking/drug abuse, vandalism/theft, bullying have



been reported to be occurring in secondary schools in United States of America. Edwards (2008:5) highlights the causes of disciplinary problems in America as follows:

#### *2.4.1.1 The role of the home*

Home experiences have an influence on children's behaviour. Flannery (1997:19) believes that children are socialised from a very young age at home and in the family. He further states that parents who are harsh, rejecting and neglectful also have children at higher risk of engaging in aggressive, violent behaviour. Edwards (2008:5) emphasises the fact that if parents spend little time at home, children may seek unsuitable social experiences elsewhere. Factors such as divorce and poverty, as well as physical and mental abuse, can adversely affect children's ability to function properly. Flannery (1997:20) concurs with Edwards: children who are victims of maltreatment and abuse at home during childhood are at significantly higher risk of being violent in adolescence than their non-maltreated peers.

Goldstein and Click (1994) believe that parental involvement is extremely important to the success and maintenance of discipline in schools. The most effective school programmes are the ones that have parental support, with parents backing up school limits and consequences at home.

#### *2.4.1.2 The role of society*

Society has a significant role in promoting school discipline problems (Edwards 2008:7). According to Codrington (2000:32-35), society plays a central role in the development of moral and other values, and it is from society that children absorb most of their values and attitudes. Ascher (1994), Hellman and Beaton (1986), and Weldon and Hurwitz (1990), in Flannery (1997:24), also allude to a significant relationship that exists between the amount of violence in a

neighbourhood and the level of violence that children report at school. Rejection at home may encourage children to search elsewhere for acceptance. Peer pressure, which is part of everyday life at school, contributes significantly to shaping student's behaviour. Technology is also a source of conflict between students and their teachers. Children become obsessed with video games which capture their attention away from legitimate learning experiences. Television watching can also reduce the effectiveness of student's learning. Coleman (2002), in Edwards (2008:9), states that television and computers can diminish creativity, imagination, and motivation and depress the attention span and the desire to persevere.

#### *2.4.1.3 The Role of the School*

Edwards (2008:10) states that teachers usually consider students to be the source of school discipline problems when they themselves can invite discipline problems by:

- Misunderstanding learning conditions and requiring students to learn information that is not meaningful to them.
- Failing to encourage the development of independent thinking in students.
- Establishing rigid conditions for students to meet in order to feel accepted.
- Sponsoring a competitive grading system that prohibits success for the majority of the students, and erodes their self-concept.
- Exercising excessive control over students, and failing to provide an environment in which children can become autonomous and independent.
- Using disciplinary procedures that promote misbehaviour (Edwards, 1989, in Edwards, 2008:10).

#### *2.4.1.4 Codes of Conduct*

There is a consensus among those that have reviewed school discipline/codes of conduct (Day, Golench, MacDougall & Beals-Gonzalez, 1995; Gottfredson, Sealock & Koper, 1996; Centre for Effective Collaboration and Practice, 1998; Gushee, 1984) that school policies that set reasonable, clearly understood, actively enforced behavioural expectations for students and staff can be effective in protecting the safety of all students, as well as in correcting the behaviour of offending students. Thompson (1994) suggests that these disciplinary rules and codes of conduct need to address the issues that are relevant to the school, and combine content (the rules) and process (whereby students, parents and teachers become engaged with the rules).

#### *2.4.1.5 Roles of the school principal in maintaining discipline*

Kadel and Foliman (1993) and Hill & Hill (1994) have described the critical role of a school principal in maintaining discipline as follows:

- Maintaining a visible profile
- Visiting classrooms often
- Expressing positive feelings to students
- Developing a good relationship with key student leaders
- Developing a crisis management plan
- Linking suspensions with rehabilitation

MacDonald (1999) has emphasized that the way principals conceptualise violence and discipline will influence their decision making.

#### *2.4.1.6 Positive school climate*

Positive school climate strategies are an essential element for a comprehensive school-based approach to promoting student well-being and health. According to Walker, Homer, Sugai, Bullis and Sprague (1990), a number of coordinated interventions are required in order to maintain a positive school climate. They further suggest that schools need a safety committee and coordinator. Edwards (2008) emphasises that schools should underline the importance of academics, firm, fair and consistent standards, and an ethic of caring. Gottfredson, Gottfredson and Look (1983) emphasise that schools need a sense of order.

### **2.4.2 Australia**

#### *2.4.2.1 Australian perspectives on discipline in schools*

Maintaining discipline in Australian schools is seen to be a major problem, a source of considerable stress to teachers, and, consequently, a major cause of resignation from the profession (Stewart, 2004:318). In Australian schools learner misbehaviour is largely associated with such matters as failure to pay attention in class, disrespect for other learners, or staff, or their property, and the breaching of school regulations (Goddard & O'Brien, 2003, in Stewart, 2004:319)

Corporal punishment is largely prohibited in Australian schools. Contemporary practices centre on management through supportive school programmes, including appropriate curricula and school support structure. Slee (1995:3) argues that the removal of corporal punishment in Australian schools has been replaced by more pervasive and intrusive patterns of surveillance and regulation which have little to do with discipline as an educational concept. These policies are 'behaviourist in conception and practice', contribute to marginalizing learners, and are a leading cause of increased disruption in the classroom.

According to Stewart (2004:323), learners in Australian schools bring new and different sets of values to school with them, and many of these values are very different from those of their teachers. It is well recognised that in Australian schools many learners are, on the one hand, more assertive and openly aggressive, or, on the other hand, more apathetic than might have been the case in earlier decades (Stewart, 2004:323). He further states that it is possible that learner apathy and poor discipline in school are a result of the different life that learners lead outside the school, with access to computers, television and the exhilarating pace of life in their communities compared to what they frequently see as the drudgery of schooling.

A further cause of disciplinary problems in schools may be traced to the poor example set by some of the 'heroes' and leaders in the community. Too many 'heroes' of learners provide poor role models as they abuse codes of practice. Learners are also subjected to examples of political, business and church leaders engaging in unethical and at times criminal activities (Cope, 2002, in Stewart, 2004:324).

There are also wider social and economic reasons such as home conditions, personality disorder, and drug and alcohol problems. Researchers, including Slee (1995) and Cope (2002), perceive many of the problems to revolve around inappropriate curricula which do not reflect the needs of learners (Stewart, 2004:324).

#### *2.4.2.2 Management of learner misbehaviour*

##### *(a) Corporal punishment*

Corporal punishment as a means of controlling learner misbehaviour is largely prohibited in government schools.

*(b) Exclusion*

As corporal punishment has become unlawful in most school settings in Australia, teachers have had to look to other methods of ensuring appropriate standards of learner behaviour. Most Australian education authorities have passed regulations providing principals with the power to exclude misbehaving learners from their schools. This power includes suspension and, in worst-case scenarios, expulsion. There are restrictions on the number of days for which a principal can suspend a learner, and any expulsion is at the discretion of the education authority itself (Slee, 1995).

*(c) Detention*

In relation to detention certain restrictions are imposed on schools as to when this might be exercised. While this has disadvantages, such as a teacher having to be present, it also has the distinct advantage of emphasising to parents that their child has not been behaving appropriately, and the detention serves to involve the parents in the reformatory process.

### **2.4.3 Lesotho**

The right of learners in Lesotho to receive education in orderly and disciplined schools is supported by Lesotho's Constitution (Jacobs, de Wet and Ferreira, 2013:324). The Lesotho government strives for a school environment that respects human rights and fundamental freedoms, and fosters teaching and learning (Article 28(a) of the Lesotho Constitution). Ferreira, Coetzee and de Wet (2009:160) state that the Kingdom of Lesotho (1995, Article 18 (b)) places the responsibility on principals, educators and management committees of schools to create and maintain safe, disciplined environments. Ferreira et al.(2009), identify two broad perspectives when it comes to discipline in Lesotho. On the one hand, there is the belief that discipline should be harsh in order to deter would-be

offenders and employ military-type strategies. On the other hand, there is the extreme 'rights' movement that is against any form of punishment and 'external' discipline.

According to the study conducted by Monyooe (1996:121-122), corporal punishment is a popular form of punishment at secondary schools in Lesotho. The administration of corporal punishment is unlawful there, but the researcher shows that most of the rules that govern corporal punishment in schools were violated (Monyooe, 1986:58). Jacobson, de Wet and Ferreira (2013:354) maintain that whilst the Education Act 2010 (Kingdom of Lesotho, 2010:205) abolishes corporal punishment in schools, it does not give unambiguous guidelines on how to promote appropriate behaviour and develop self-discipline, nor is it explicit about how to respond to inappropriate behaviour in order to correct or modify it and restore harmonious relations. The study also reveals that corporal punishment is popular amongst educators teaching in church as well as in government and community schools. Jacobson et al.(2013) further reveal that this popularity may be attributed, amongst other things, to high levels of authoritarianism usually associated with religious dogmatism and the acceptance of violence as an embodiment of masculinity in patriarchal countries such as Lesotho ( de Wet, 2003:685).

A study by Mturi and Hennink (2005:133) reveals that male adolescents in Lesotho, after returning from initiation schools, showed 'a strong interest in sex', which in some cases led to the rape and abuse of women. In his study on educators' professional conduct in Lesotho, Lefoka (1997:37) points out that some educators are '... raping their own students'. All these studies emphasise that sexual violence is a problem in Lesotho schools. Studies sponsored by UNAIDS (2004:1) found that not only the prevalence of HIV/AIDS but also the high levels of teenage pregnancy among girls in Lesotho are major causes of high drop-out rates from schools.

Drug and alcohol abuse, and involvement in violent incidents, are prevalent in Lesotho (de Wet, 2003:96), and research has revealed that there is an increase in the use of drugs among Lesotho secondary school learners. Research has revealed that educators in Lesotho are subjected to verbal and physical humiliation at the hands of their learners (de Wet, 2006:22).

Another finding is that some educators in Lesotho use learners to settle their private and professional scores with their colleagues, which is against the Education Act No. 10 of 1995 (Kingdom of Lesotho, 1995:article 48), which states that an educator commits a breach of discipline and is liable to disciplinary proceedings and punishment if he/she conducts him/herself improperly in his/her official capacity, or in any way that affects adversely the performance of his/her duties as a teacher, or that brings the Lesotho Teaching Services or school into disrepute.

Research has revealed that educators threatening learners seems to be a common practice in some Lesotho secondary schools. Learners sometimes suffer verbal and physical humiliation at the hands of their educators. Issues of unprofessional conduct by Lesotho educators were noted by Lefoka (1997:37). According to him, cases had been reported of drunken teachers in schools, and teachers raping their own students, and he points out that such people are still practising in the schools.

The carrying of weapons to school was seen as another important example of risk-related behaviour in Lesotho secondary schools (de Wet, 2003:96). The study also reveals that learners use compasses, stones, pens, sticks and knives to injure their opponents.

Research has revealed that the church is the major provider of education in Lesotho: so education in Lesotho is a shared responsibility of the church and the state. Although the church emphasizes values as a way to instil discipline, it still



uses corporal punishment, and this contradiction, according to Jacobson, et al. (2013:341), is evident in the literature.

## **2.5 A CONCISE HISTORICAL BACKGROUND TO DISCIPLINE IN SCHOOLS IN SOUTH AFRICA**

Before 1994 the relationship between teachers and learners was characterised by power and fear. Teachers used the cane in order to enforce discipline in public schools. Mokhele (2006:148) states that before 1994 power and authority were the bases for control and discipline. He further states that the classroom environment was formal, tended to be tense, and the learners were not given any say in disciplinary matters. In 1996 the South African Schools Act 84 banned the use of corporal punishment in all South African schools (Sonn, 1999:2). The banning of corporal punishment led to teachers' experiencing all kinds of disciplinary problems in schools. According to Mokhele (2006:149), after abolition teachers were expected to relate to learners in a friendly way, and to establish a more relaxed atmosphere. He believes that positive teacher-learner relationships have the potential of creating a conducive learning environment in the classroom, and will determine whether or not a learner can benefit from the teaching/learning situation.

The clause in the South African Constitution which states that 'No person shall be subjected to torture of any kind, nor shall any person be treated or punished in a cruel, inhuman or degrading way' led to the booklet 'Alternatives to corporal punishment': The learning experience being introduced in schools. It states that discipline relies on constructive, corrective, rights-based, positive educative practices, and not punishment or specific disciplinary actions, which are perceived as punitive, destructive and negative (Department of Education, 2000:9).

The Department of Education(2000:12) maintains that an educator can work proactively in terms of discipline and avoid disciplinary measures by:

- Being well-prepared for lessons
- Exercising self-discipline
- Having extension work available
- Involving learners in the initial establishment of classroom rules
- Being consistent in the application of the rules
- Building positive relationships with learners
- Ensuring that learners are stimulated

### **2.5.1 Discipline policy**

Each and every school must draw up a code of conduct. Parents, learners and teachers must be involved in the development of the Code of Conduct. Sections 8 and 20 of the South African Schools Act (Act 84 of 1996) provide for a code of conduct for learners based on applicable provincial law, which must be drawn up by the governing body after adequate consultation with the parents and learners (where applicable). The law requires that the code of conduct be designed to establish a disciplined and purposeful environment, dedicated to the improvement and maintenance of the quality of the learning process.

### **2.5.2 Classroom policy**

A classroom policy indicating expected behaviour must be drawn up. The aim of the classroom disciplinary policy is to establish a fair and consistent way of promoting good behaviour and dealing with misbehavior (Coetzee, van Niekerk and Wydeman, 2008: 92). They further state that the classroom disciplinary policy or rules should be drawn up by both the educator and the learners. Participative compilation of the classroom discipline policy will ensure that the learners take ownership of it.

### **2.5.3 Learner Representative Council (LRC)**

The learners must be elected by the learners to represent them. The LRC must also be involved in maintaining discipline in the school.

### **2.5.4 School governing body**

The members deal with governance and matters of discipline. In terms of section 16 of the South African Schools Act, the management of the public school is the responsibility of the principal under the authority of the executive director of provincial education, whereas its governance vests with the governing body of the school. Sections 23, 29 and 32 state that the governing body of the ordinary public school consists of elected members, the school principal and co-opted members. The members elected to the governing bodies comprise persons from the parents of learners of the specific school, representatives of the educators of the school, representatives of the school who are not educators at the school and learner representation elected by the representative of learners.

Each and every school must draw up a code of conduct. Parents, learners and teachers must be involved in the development of the Code of Conduct. Sections 8 and 20 of the South African Schools Act (Act 84 of 1996) provide for a code of conduct for learners based on applicable provincial law, which must be drawn up by the governing body after adequate consultation with the parents and learners (where applicable). The law requires that the code of conduct be designed to establish a disciplined and purposeful environment, dedicated to the improvement and maintenance of the quality of the learning process.

### **2.5.5 Standard or grade tutor**

A standard or grade tutor is an educator who is in charge of all the affairs of a certain grade, including disciplinary problems.

### 2.5.6 Parental involvement as a disciplinary measure

Parents are primary educators or primary sources of values for children. They are responsible for giving guidance to and instilling values in their children. Parents are supposed to be role models that children look up to, but research already undertaken indicates that children return to empty homes after school (Codrington, 2000:31); there is no role-model to help children with issues that they have experienced during the day, and also no authority figure to discipline them if necessary. Codrington (2000:31) emphasises that this situation leads to poorly disciplined children/learners who are apathetic towards authority. In the local newspaper (*Zululand Observer*, 8 November 2013), Sibusiso Mbhele commented about the home being the place where the most fundamental values and principles are instilled, and that was supported by Patrick Kotze, who stated that 'Discipline and manners start at home' (*Zululand Observer*, 8 November 2013). Daniee Mashiane also commented in the same newspaper that parents need to get involved in their children's lives, and must be aware of what is taking place in the classroom.

Parents in South Africa have historically been involved in school affairs (Morrel, 2001:294). Their impact, particularly in white middle-class schools, remains significant and visible in the physical resources and academic output of these schools to this day. Parents of learners in rural schools need to have an influence on the education of their children. It is claimed that 'without the active involvement of all stakeholders in education the vision of quality education cannot be realized' (Department of Education, Northern Cape, 1997:3). The position of parents as stakeholders is spelled out: "Parents, learners, teachers and members of the school community will be part of transforming education in their schools, and have an important role to play" (Department of Education, Northern Cape, 1997:2).

According to the Department of Education (2000:22), parents should take responsibility for the discipline of their children at home as well as becoming involved in the activities both of the child and the school. Dishion, Loeber, Stouthamer-Loeber and Patterson (1984:451), believe that poor parental discipline and monitoring, amongst other factors, have been responsible for the occurrence and persistence of conduct problems during middle childhood and adolescence.

Kohl, Lengua and McMahon (2000:501) found that parental involvement is closely associated with more positive experience in children in the school environment. That is confirmed by Nelson (2002:77), who views parents as the first link in effective school discipline practices. She points out that parents who are involved in their children's daily school lives have a better understanding of what is acceptable, and expected, in the school's environment. Ngcobo (1986:24) also indicates that if parents did not involve themselves in disciplining their children, any programme related to behavioural change that the school may start will not be effective. He also states that discipline at home forms part of school discipline. If disciplinary structure, routines and specifically involvement are in place in the home environment, then the burden of disciplining the child in the classroom or school environment will be significantly lessened for the educator.

Kruger (1999:18) goes a step further in saying that, by becoming involved with their children, parents are likely to ensure that the values, direction and character of the community are established and maintained at school. This is confirmed by Berger (1991:3), who states that children whose parents help them at home do better at school. Again, those children whose parents participate in school activities are better behaved and more diligent in their effort to learn.

South African autobiographies refer to the liberal use of corporal punishment in homes by parents and other guardians (Magona, 1990: 24-25; Mposula, 2000:4).

This practice is disturbing as literature has proved that it affects the academic performance of children, and encourages low self-esteem and anti-social behaviour.

The Schools Act (South Africa, 1996:40) and Guidelines (South Africa, 1998:6) stipulate the duties of parents, and state that these duties should be listed in the code. These documents state that parents should actively participate in school activities, enable their children to participate in school activities and perform optimally in school, oblige their children to honour the school's code of conduct, and accept responsibility for misbehaviour. Parents should be informed of disciplinary steps taken against their children, have the right to be present during such proceedings (South Africa, 1996:8(6)), and have the right to institute legal proceedings if they are of the opinion that their or their child's rights have been unlawfully infringed (South Africa, 1998:6(3)).

## **2.6 THE ESSENCE OF DISCIPLINE IN SCHOOLS**

In 1994, South Africa became a democratic country with a Constitution that promoted democratic values and principles. Significant changes were needed in schools if democratic principles were to be employed. Teachers were expected to employ democratic principles in dealing with learner misbehaviour. Edwards (2008:130) states that democratic discipline is characterized by learners' complete and authentic involvement. He further states that it is also characterised by its being genuinely integrated into the teaching-learning programme. Sonn (1999) talks about the new democracy in South Africa, which has introduced a culture of human rights in the country. She says that the culture of human rights is written into the Constitution and the Bill of Rights.

Discipline is not only learned at school - children learn about discipline at home, and in communities in which they live (Sonn, 1999:8). Rossouw (2003:499) states that historically, schools existed as a continuation of the family unit, as didactic functions could no longer be fulfilled by family members. Good discipline

does not come about by chance, but needs to be purposefully managed. According to Roger (1998:11), discipline is 'a teacher-directed activity whereby they seek to lead, guide, direct, manage or confront a learner about behaviour that disrupts the rights of others. Discipline is used proactively and constructively where learners experience an educative, corrective approach in which they learn to exercise self-control, respect others and accept the consequences of their actions. On the other hand, punishment focuses on misbehaviour, is psychologically hurtful to learners, and is likely to provoke anger, resentment and additional conflict (Joubert & Prinsloo, 2008:107).

According to Sonn (1999) a holistic view of discipline needs to be used in matters that pertain to discipline. The holistic view of discipline involves the following:

- A shared vision and mission where goals are set by the teachers, parents and learners.
- Learners are treated as young people worthy of respect and dignity.
- Structures and procedures are set up in the school to ensure that a coherent policy of discipline is followed in every aspect of school life.
- Every classroom is seen as an important part of the school where teachers and learners are expected to practise the policies and uphold the values of the school.
- The leadership and management of the school encourages participatory decision-making.
- Teachers, parents and learners are expected to assume responsibilities which contribute to the development of the school as a whole.
- The community is involved in making the school environment a safe place for teaching and learning.

### 2.6.1 Learner discipline in schools

The school governing body plays a major role in the establishment and maintenance of sound discipline in schools. It has a legal duty to ensure that correct structures and procedures are put in place so that any disciplinary measures taken against ill-disciplined learners are administered fairly and reasonably in accordance with the South African Constitution (South Africa, 1996b) and the South African Schools Act (South Africa, 1996a).

Both Section 8 and Section 20 of the South African Schools Act (South Africa, 1996a) make it mandatory for all school governing bodies (SGB's) to develop and adopt a code of conduct for learners which is aimed at establishing a disciplined and purposeful school environment, dedicated to improving the quality of the learning process. Monadjem (2003:80) state that socio-economic constraints such as social class, economic status, race and religion of parents may influence the extent of their involvement in school administration. Shaver and Walls (1998), in Monadjem (2003:80), assert that parents from all backgrounds can be involved productively when principals motivate them.

The Western Cape Education Department (2007) stipulates in its *Guide for Learner Discipline and School Management* that the school governing body is responsible for the creation of a disciplined and goal-oriented environment to ensure positive teaching and learning. According to Joubert and Squelch (2005:23), in order to enable effective learning to take place, it is critical that a safe, secure and positive environment is created. In terms of the South African Schools Act, as cited by Clarke (2007:81), it is important for the governing body of every public school to involve learners, parents and educators in the school. Involving all the stakeholders is in line with the Department of Education (2000:15), which puts the emphasis on democratic discipline based on participation and involvement; hence the members of the school governing body are informed and included in the disciplinary process.



A code of conduct for learners is a form of subordinate legislation that reflects the democratic principles of the Constitution (South Africa, 1996b) by supporting the values of human dignity, equality and freedom (Mestry & Khumalo, 2012:98). It is important that the code of conduct include appropriate disciplinary processes for disciplining learners, and measures that will be followed in disciplinary processes. Potgieter (1997:60-61), also believes that an effective code of conduct should include aspects such as rules, sanctions (punishment) and a set of procedures for dealing with misbehaviour. It is essential that information be provided to learners regarding the need for the existence of rules and their significance for individual development, organizational health and life outside school. It is important for every public school to have a disciplinary policy or a learner code of conduct. Mestry and Khumalo (2012:98) further state that the school disciplinary committee, which is a sub-committee of the school governing body, must ensure that the code of conduct is consistently and fairly enforced. It is the responsibility of the school governing body to conduct fair hearings in which the focus is on positive intervention as a restoration option (Western Cape Education Department, 2007:4).

Rossouw (2007:80) and Bray (2005:135) agree that the basic approach in the formulation of a code of conduct should be positive and preventive in order to facilitate constructive learning. According to Curwin and Mendler's (1980) three-dimensional approach (prevention dimension, action dimension and resolution dimension) to managing learner discipline, it entails that firstly the school governing body adopt strategies to actively prevent disciplinary problems; secondly, the action dimension refers to what action the school governing body can take when all steps aimed at preventing the problem fail; and lastly, the resolution dimension implies strategies to resolve problems (Curwin & Mendler, 1980:33). It is also the duty of the school governing body to hold regular meetings with parents to discuss disciplinary matters.

Discipline in schools will be accomplished through proper enforcement of the code of conduct. The principal of a school cannot achieve discipline alone, but through the involvement of all stakeholders. The school management team, educators and the disciplinary committee are primarily responsible for carrying out the prevention, action and resolution measures of the code of conduct (Mestry & Khumalo, 2012:100). Joubert and Bray (2009:40) explain that the principal functions in two capacities: as a member of the school governing body and as a departmental employee. As a professional leader, the principal has to do everything that can reasonably be expected of him or her to ensure that the conduct of the school governing body and provincial education departments is lawful, fair and reasonable.

### **2.6.2 The principal's supervisory strategies for school discipline**

Research has indicated that the principal of a school plays a central role in influencing the efficiency and success of the school. The principal wears many hats: manager, administrator, instructional leader and curriculum leader at different points in the day (Marishane, 2011:85). Discipline in the school is the function of the administration. The general school and classroom discipline is dependent upon the principal's administration, and his or her supervisory and leadership styles, since they govern all school matters (Okumbe, 1998:115). According to Chaplain (2003:104), what forms part of the principal's leadership component includes being proactive in the development of an effective behaviour policy, and ensuring staff have appropriate professional development support and resources to support the policy at all levels. Chaplain adds that monitoring and maintaining the behaviour policy is part of the management function.

Research on effective schools indicates that the principal is pivotal in bringing about the conditions that characterise effective schools. Research has also revealed that principals of schools learn their roles primarily through on-the-job

experience (Wilson, 1982, in Hurley, 1992:20). Greenfield (1985) states that little empirical data has been gathered about how high school principals are organizationally socialised. London (1985), in Hurley (1992:20), defines organisational socialisation as the process by which an employee learns the values, norms, and required behaviour that permit participation as a member of the organization. Stronge, Richard and Catano (2008) reveal that principals of schools spend 62.2% of their time on managerial issues, and 11% on instructional leadership issues. The study conducted by Ugboko and Adediwura (2012:41) reveals that there is a significant relationship between supervisory strategies used by school principals and students disciplinary problems. They further allude to the principal as an instructional leader when he or she provides direction and resources, and gives support to both educators and learners with the aim of improving teaching and learning in a school. According to these researchers, the principal as an instructional leader affects the quality of individual instruction, the extent of student discipline, and the degree of efficiency in school functioning through supervision.

Supervision, as defined by Kerry and Burke (1989), is the instructional leadership that relates perspectives to behaviour, clarifies purpose, contributes to and supports organisational actions, coordinates interactions, provides for maintenance and improvement of the instructional programmes, and assesses goal achievements. It is also the general leadership role and coordinating role among all school activities concerned with learning. It is the duty of school principals to make use of various supervisory strategies in order to maintain discipline. The issue of supervision is also supported by management theories which state that the behaviour of children needs to be controlled, for they are unable to adequately monitor and control themselves: without supervision their behaviour will be erratic and potentially destructive (Martin & Pear, 1992). When supervision is absent it leads to lack of communication, which further leads to the indiscipline of students in the school.

Discipline in schools is the readiness or ability of students to respect authority, and obey school rules and regulations to maintain a high standard of behavior necessary for the smooth running of the teaching and learning processes. It is imperative for learners to observe rules and regulations so that order, discipline, and a conducive learning environment may be created (Blandford, 2009:129). The purpose of the school rules is to create a safe and warm environment (Chaplain, 2003:140). All educators and learners are supposed to be familiar with the rules, and learners receive these rules whenever they join a new school. Roger (1998) indicates that the measures of school discipline are intended to develop students' self-discipline and self-control to enable them be on track with learning. They also enhance students' self-esteem, encourage individual students to recognise and respect the right of others, an affirm cooperation as well as responsible independence in learning. He goes on to say that once rules have been communicated, enforcement of rules in a fair and consistent manner helps students respect the school disciplinary system. Peters (1973), in Ngoepe (1997:3), also lays emphasis on self-control rather than on external control. Children should be taught how and why to do the right thing.

### **2.6.3 The legislation that mandates discipline in schools**

#### *2.6.3.1 The South African Constitution*

The Constitution is the supreme law upon which all other pieces of legislation are built. The South African Constitution of 1996 (Republic of South Africa, 1996:6) therefore explicitly enshrines, guarantees and protects human rights in general and children's rights in particular. The second chapter of the Constitution focuses on the Bill of Rights, which declares that schools have to proactively strive towards the fulfilment of fundamental rights, including those of learners (Rossouw, 2003:506). Each learner is the bearer of rights, but is also required to respect the rights of others. The Bill of Rights states in unequivocal terms the need to protect such rights.

This section has direct relevance to what happens in schools and classrooms. Learner misbehaviour can be gross, and at times affect the smooth running of schools and the safety of educators and learners. But disciplinary strategies that the school authorities and educators use to punish learners must not demean the humanity of a child. In line with the constitutional requirement, corporal punishment is banned in South African schools.

#### *2.6.3.2 The South African Schools Act 84 of 1996*

The main purpose of the South African Schools Act (No 84 of 1996) (SASA) is to transform education by creating and managing a national school system that will give everyone an equal opportunity to develop his or her talents (Joubert &, Prinsloo, 2001) as cited by Kruger & van Deventer(2003:269).

The Act states that discipline must be maintained in the school and classroom situation so that the education of learners flourishes without disruptive behaviour and offences (South Africa, 1996:8). The Act places the responsibility for maintaining discipline on educators. Under the Schools Act of 1996, the use of corporal punishment in schools is banned. Educators need to devise strategies that take cognisance of learners' rights and protection. The Schools Act of 1996 also stipulates regulations for safety measures at schools and categorically states that dangerous objects and drugs are not allowed on school premises.

Both the Constitution (South Africa, 1996) and the South African Schools Act SA, (1996) play a major role in matters relating to discipline in public schools. Education has a legal foundation and this implies that educational processes and activities are governed by a complex system of legal norms, values and principles. The principal of the school, the governing body, educators, learners and other stakeholders in education must be familiar with the legal provisions that mandate discipline in schools.

The school exercises public power and performs public functions in terms of legislation. Schools are obliged to act in a lawful, reasonable and procedurally fair manner. Section 15 of the Schools Act determines that every public school is a 'juristic person' with the legal capacity to perform its functions in terms of the Act. The governing body is the functionary of the public school which is the juristic person and 'organ of state.' In its capacity as functionary, the governing body is bound by administrative law and the constitutional principle.

The professional management of a school is the responsibility of the principal under the authority of the Provincial Departmental Head of Education. Governance of a school is the responsibility of the governing body whose functions and duties are provided in the Schools Act (South Africa, 1996: 16 (1)). The relationship between the school and the governing body is one of 'trust'(South Africa, 1996:16 (2)).

The duties of a governing body include the promotion of the best interest of the school, the provision of quality education for learners, the support of the principal, educators and other staff of the school in the performance of their professional functions, and administration and control of the school's property (South Africa, 1996:20).The governing body is empowered to maintain and enforce school discipline. According to section 8 of the Schools Act, a governing body of a public school must adopt a code of conduct for learners after consultation with learners, parents and educators. All learners are compelled to adhere to the provisions of the code (South Africa, 1996:8 (4)).

Only a governing body may suspend a learner found guilty of serious misconduct after a fair hearing. A learner may be suspended for a maximum of one week (South Africa, 1996:9).Section 8 (5) of the Schools Act of 1996 grants learners the right to due process (procedural fairness), when they are suspended or expelled from a school for misconduct. In South Africa rules of natural justice are used and they are aimed at ensuring that administrative action is fair and just.

Section 33 of the constitution provides that everyone has a right to administrative action that is lawful, reasonable and procedurally fair.

Section 9 of the Schools Act provides learners with the right to appeal, and therefore should be provided for in a school's code of conduct and disciplinary procedures. According to section 10 (1) of the South African Schools Act 84 of 1996 'No person may administer corporal punishment at a school to a learner' and 'any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault'.

### *2.6.3.3 Human rights and school discipline*

Chapter 2 of the Constitution contains the Bill of Rights. The emphasis is on the protection of basic human rights and on the need to protect children against harsh and cruel treatment. The following are some of the provisions in the Bill of Rights that have a direct bearing on school discipline and punishment:

#### *a) Right to human dignity (section 10)*

An important aim of a school's code of conduct should be to ensure the rights of everyone in the school to their dignity and to promote respect for oneself and others. When administering punishment, care should be taken not to infringe this right. According to Joubert & Prinsloo (2008;108), belittling, name-calling, using derogatory language and humiliating learners in front of their peers are examples of how a learner's right to dignity may be infringed, and such infringements should be avoided.

#### *b) Freedom and security of the person (section 12)*

This section provides that everyone has the right to freedom and security and the right to bodily and psychological integrity. This includes the right not to be

tortured in any way and not to be treated or punished in a cruel, inhuman or degrading way. Therefore, in the school context, punishment may not be unreasonable, cruel or degrading.

*c) Right to privacy (section 14)*

The right to privacy, which includes the right not to have one's person and property searched, is a fundamental principle that should be upheld by the school's code of conduct. In certain circumstances, it might be necessary to conduct searches, therefore particular care must be taken to ensure that the search is reasonable, justifiable and conducted by appropriate persons in an appropriate way. Parents and learners should be informed of the school's procedures for conducting searches.

*d) Just administrative action (section 33)*

Everyone has the right to administrative action that is lawful, reasonable and procedurally fair. In the school context, administrative action includes daily functions performed by school officials during the course of managing the school. For example, suspending a student for misconduct is an administrative act that may be performed by a governing body (Joubert & Squelch, 2005: 9).

*e) Right to an environment that is not harmful (section 24)*

Learners have the right to an environment that is not harmful to their health or well-being. This places an obligation on educators to ensure the safety and wellbeing of learners.



f) *The limitation clause (section 36)*

Human rights and freedoms are not absolute and may therefore be limited because educators' and learners' rights to safety and security of the person must be respected and protected. For example if there is reasonable suspicion that a learner is carrying a gun, he or she may be searched.

2.6.3.4 *Common law*

An important common law principle that regulates an educator's actions is the rules of natural justice, which are now embodied in section 33 of the Constitution. The rules of natural justice are usually applied in investigations where the rights, privileges and freedoms of individuals could be affected, for example, when a learner is suspended or expelled from school. Anyone whose rights, freedoms and privileges are affected by the action of an administrator must be given an opportunity to be heard on the matter. This is the *audi alterem partem* rule.

Any considerations that may be counted against a party affected by a decision must be communicated to him or her to enable that person to put forward his or her case. The administrative organ must give reasons for its actions. The administrative organ must be impartial and free from bias. This is the *nemo index in sua causa* rule, which means that nobody can be a judge in his or her own case.

## 2.7 OBSTACLES TO SCHOOL DISCIPLINE

There are many reasons for the lack of discipline in schools. Disruptive behaviour is a challenge. Teachers usually consider learners to be the source of school discipline problems, Edwards 2008:10 believes that much behaviour should be looked on as normal reaction by children to deficiencies in the school as an institution and to teachers and administrators as directors of the

educational enterprise. According to Varma (1993:31), disciplinary problems arise when learners, set about frustrating educators from attaining the task for which they have been employed. Mabeba and Prinsloo (2000:34) and Van Wyk (2001:196) state that learners' disciplinary problems in South Africa range from the rejection of reasoning, late coming, truancy, neglecting to do homework, noisiness, physical violence, theft, threats, verbal abuse, lack of concentration, criminality, gangsterism, rape, constant violation of school's code of conduct and substance abuse. These problems make it difficult if not impossible for educators to manage their classes effectively. The following are obstacles to school discipline:

### **2.7.1 Instruction without context**

Edwards (2008:10) maintains that teachers may fail the learners if they teach concepts as though they were abstract, self-contained entities. He further states that learners may be expected to manipulate symbolic information and apply it in ways that are detached from the real world. Resnick (1987) in Edwards (2008:10) states that children under such conditions fail to make proper associations and are unable to apply what they learn to the problems they face each day. Because they are unable to comprehend the usefulness of what they are taught in school, they are frustrated. They see school as unrelated to real life.

### **2.7.2 Failure to teach thinking skills**

When children are consistently unable to solve their problems, they often seek to escape them through alcohol or other drugs or various thrill-seeking activities (Frymier, 1988 in Edwards 2008 : 11) He goes on to say that this failure lead to some children dropping out of school or even committing suicide. Some children fail to find satisfactory solutions to their problems because they have difficulty in thinking through them, some have trouble organising their lives and responding

appropriately to life' s demand whilst others are unable to set priorities for themselves (Edwards 2008:11).

### **2.7.3 Lack of parental involvement**

Parental involvement in schools entails participative management. This means that parents must play a major role in decision-making. Parental involvement also means engaging parents in the education of their own children and engaging them in the school management and leadership structures. Parents must be partners in their children's schools, and must share responsibility and accountability with principals. The partnership is essential for harmonious, effective school administration.

In many rural secondary schools, there is a lack of parental involvement. According to van Wyk (2001:198) and Ramsey (1994:16) many parents are reluctant to cooperate with educators in disciplining their children. Berger (1991:3) states that those children whose parents participate in school activities are better behaved and more diligent in their efforts to learn. Glasser (1975:45) believed that being involved with children is an absolutely necessary step in helping children become more responsible to themselves and to others. He further states that children will make better choices about their behaviour by identifying with their parents. For educators to maintain discipline in schools, they need support from parents.

### **2.7.4 Large and overcrowded classrooms**

Overcrowded schools have more discipline problems. A high child to teacher ratio makes it practically impossible for educators to effectively monitor learners' behaviour and deal with discipline problems. All of these conditions make it extremely difficult for schools to effectively educate their learners. According to Savage (1999:74-75),it is too difficult to teach and manage the classroom when it

is overcrowded. Kruger, (1997:65) states that large and overcrowded classrooms are regarded as one of the factors that hamper the creation of a favourable classroom environment in which educators can teach successfully.

### **2.7.5 Punishment**

The method of discipline used by teachers and administrators may itself contribute to disciplinary problems. The long tradition of punishment in schools includes corporal punishment which has been a practice in both secular and religious education, in many societies and in all centuries (Baron 2005:45). Although the use of corporal punishment is forbidden in schools, Chase (1975) in Edwards (2008:14) reports that the majority of teachers and parents believe in its use. Porteus and Vally, (2003:1) and Gregan-Kaylor (2004:160) find that corporal punishment tends to develop aggressive hostility as opposed to self-discipline. It does not teach learners discipline, but rather destroys their experience of school because they see it as a violent place. Bower (2003:1), agrees, saying that children who are caned frequently demonstrate high levels of aggressiveness against siblings and others.

### **2.7.6 Inconsistence in the application of rules and regulations**

Consistency is an important element in developing educator credibility and leadership. Educator consistency is related to fairness and predictability (Savage 1999:31) Predictability occurs when learners know what to expect. Van Wyk (2001:198) points out that many educators in South Africa have limited knowledge of disciplinary strategies, so most disciplinary measures are reactive, punitive, humiliating and punishing instead of being corrective and nurturing.

Corporal punishment as a means of controlling learner misbehavior is largely prohibited. John Locke cited in Garforth, (1964:111) noted that excessive use of corporal punishment creates dislike for that which is the teachers' duty to create

love of. Although guidelines on alternatives to corporal punishment were introduced by the National Department of Education in 2000 (RSA 2000: 9), but educators are still facing a high rate of learner disciplinary problems. It is evident that educators still need to be trained on how to manage their classrooms effectively and efficiently. Proactive and positive whole-school approach to managing learner behaviour and consequently preventing learner misbehaviour is needed in South African Schools.

### **2.7.7 Acts of disrespect for teachers by learners**

Constructive discipline which includes self-discipline and the acceptance of discipline is widely regarded as the most important element of a positive learning culture (deBeer,1992:15). Discipline also involves inner discipline in both teachers and learners. Learners do not respect one another or their educators. There is lack of work ethic, responsibility and commitment in both educators and learners. According to Kruger and Steinman (2003: 15) a positive school climate is one in which learners are assisted along a number of developmental pathways. Educator- learner relationship should be characterized by caring and a positive school climate. A number of researchers have indicated that if educators are treating their learners correctly, learners are likely to co-operate with them, behave correctly and perform successfully in their studies (Burden, 1995: 228), Cangelosi,(1997: 152), Kruger, (1997:58). They further maintain that the educator's job is to guide the learning process by providing clear limits, acceptable choices and instructive consequences that hold children accountable for their actions.

### **2.7.8 The instilling of values**

Parents are the primary educators of values for children. Unfortunately, in most rural homes that does not happen. Children return to empty homes after school (Codrington, 2000:31). This situation leads to poorly disciplined children. The

success of the school does not depend only on the interaction between learners and educators, the society also plays a central role in the development of moral and other values. The media are very influential especially as regards television characters and actors who are becoming the youth's role models. Educators on the other hand are faced with the task of instilling values in learners by means of the curriculum and other school rituals and also exercise discipline with the support of parents.

Hunter (1990:121) and Jones and Jones (1990:65) state that learners learn a great deal by watching adults. Educators must act as role-models for learners. Badenhorst and Scheepers (1995:35) believe that a role model generally lives in such a manner that his or her way is worthy of imitation in both lifestyle and his or her underlying value system. The collapse of moral values in the society has a great impact on learner discipline in schools. The absence of consideration for one another in the society, the high crime rate, and the incidents of violence prove that there is a lack of values conducive to a healthy society and a well – disciplined school community

## **2.8 BENEFIT OF DISCIPLINE IN SCHOOLS**

For effective teaching and learning to take place, it is essential that good discipline exist. According to Hill and Hill (1994: 16) learners learn to the best of their abilities in an orderly and safe environment. The benefits of discipline are now described:

### **2.8.1 Discipline establishes order**

Disruptive behaviour can affect teaching and learning. A school which has a school policy will empower its administrators and educators to be able to deal with many behavioural problems. Joubert and Prinsloo (2008:181) state that clear guidelines should be given on what is expected and these guidelines could

be included in a well- formulated school policy and in subject policies. Discipline can be promoted through rules and regulations or code of conduct that learners must conform to. Saya (2005:27) believes that rules are very important because they help to set academic excellence and also contribute to all round development of learners. Schools which are able to enforce discipline are in a position to maintain order and harmony. Chaotic schools which are characterised by disorder and disruptions find it difficult to do this.

### **2.8.2 Discipline teaches learners about self-control and responsibility**

Discipline is necessary for maintaining order and harmony in the classroom situation. Discipline is defined as actions that facilitate the development of self-control, responsibility, and character. This definition recognises that the development of self-control is a major goal of education and one that is achieved through democratic and humane management and discipline (Savage& Savage, 2010:8). It is important to understand that self-control is something that is learnt. Individuals learn self-control by being allowed to make choices and reflect on the consequences of their choices (Savage &Savage, 2010:9). They go on to say that individuals who are constantly shielded from the consequences of their actions, are hindered in their development of self-control.

Self-control and responsibility are learnt. Kruger (1974:328) states that discipline is regarded as a means of teaching learners' self-control and self-direction. Helping learners learn self-control will result in teachers getting more time for teaching and learners increased opportunities to learn.

### **2.8.3 Discipline provides a safe school environment**

One of the prime responsibilities of education authorities and school administrators is to provide a healthy and safe school environment for all learners and educators. It is crucial that principals and educators be familiar with legal

principles and concepts of safety in schools so that schools are safe. Oosthuizen (1995:59) states that in an orderly environment learners are protected because the environment is governed by law. Principals, governing bodies and educators have to take extra care to ensure that learners are provided with safe facilities and adequate supervision and wherever possible, protected from dangers. This implies that learners should be able to attend a school where they feel free and happy, a safe and orderly school, providing an environment where they can learn without disruption and disturbances. Mokhele (2006:151) believes that the management of discipline calls on teachers to make children feel emotionally comfortable and physically safe so that they can develop self-discipline (intrinsic discipline) and accountability in their actions. He further states that every teacher has to create an environment in which each learner is guided towards an attitude of caring and respect for other learners.

#### **2.8.4 Discipline establishes the positive teacher-learner relationship**

Teachers cannot expect to be successful in creating a rewarding learning environment if they are constantly engaged in power struggles and adversarial relationships with students (Savage & Savage 2010: 11). They maintain that successful classrooms are those where the teacher and students are working together rather than working against each other. This means that a primary task of the teacher is that of establishing positive relationships with students, gaining their respect, treating them with dignity and respect and demonstrating an interest in their welfare. According to Mokhele (2006:149), positive teacher-learner relationships have the potential of creating a conducive learning environment in the classroom and will determine whether or not a learner can benefit from the teaching- learning situation. Kruger and van Schalwyk (1997) in Mokhele (2006:149), found that behaving consistently, and being open and approachable will ensure a healthy relationship.



### **2.8.5 Discipline improves school climate**

School climate is one of the vital qualities that one 'feels' when one walks into school. Each school has its own unique school climate because no two schools are exactly alike. Schools that have discipline problems are characterized by problems such as bullying and harassment, inadequate academic performance, disrespectful behaviour, unmotivated students and frustrated teachers (Preble & Gordon 2011:11). A positive school climate facilitates not only student learning and higher academic achievement but also promotes the healthy social and emotional development of students (Adelman & Taylor, 2005 in Preble & Gordon 2011:14). Preble & Gordon, (2011:14) further state that, where students experience a positive school climate, they are generally less at risk for anti-social behaviour and drug use, and tend to have more positive life outcomes. A disrespectful, hurtful and threatening school climate can rob students of their spirit, their education, and their physical and mental health.

## **2.9 CONCLUSION**

This chapter discussed the importance of discipline in schools. It was revealed that good teaching and learning which is the core business of a school, cannot take place in the absence of good discipline. The chapter also gave a broader theoretical and historical framework of discipline in schooling. The literature reviewed in this chapter indicates that discipline is not only learned at school but also at home and in communities in which the children live. The home and the community are responsible for instilling the most fundamental values and principles in a child. The researcher discussed the essence of discipline and the focus was also on the benefits of discipline, obstacles to discipline and the legislation that mandates discipline in schools. The next chapter describes the methods and procedures used in investigating the research topic.

## **CHAPTER THREE**

### **METHOD OF INVESTIGATION**

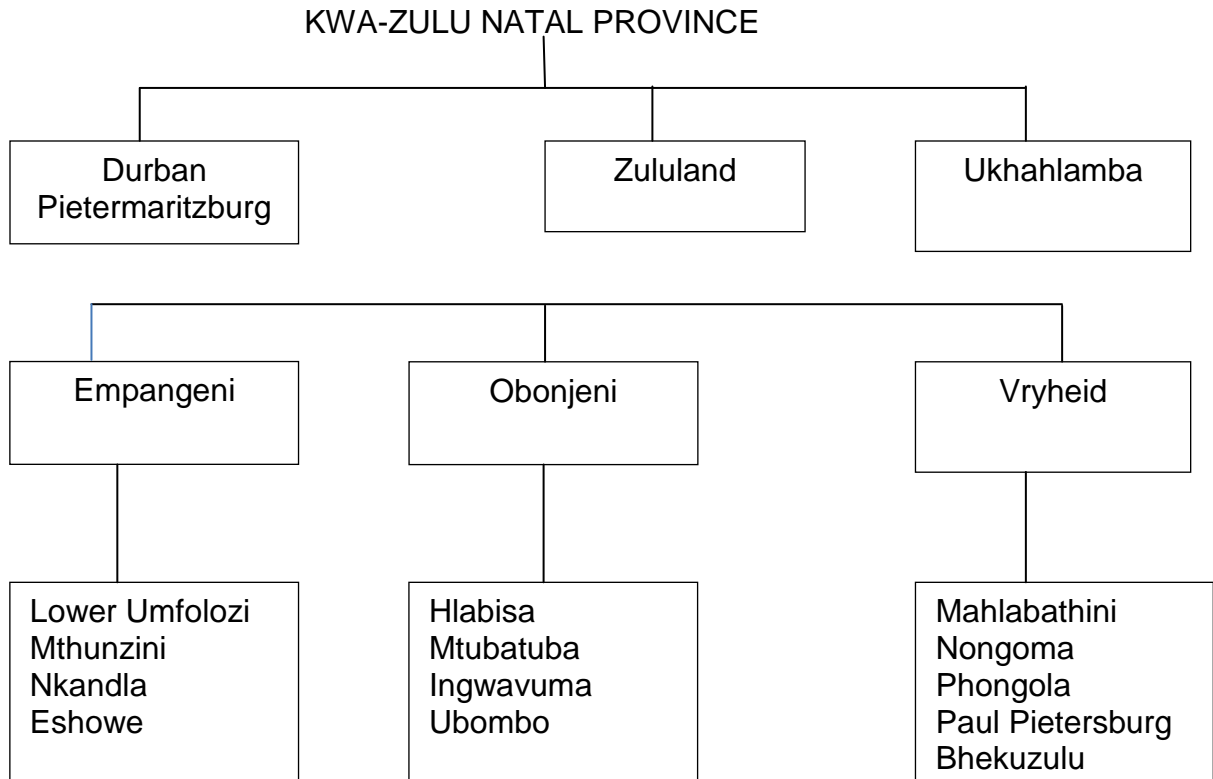
#### **3.1 INTRODUCTION**

Chapter 2 provided a review of the literature with regard to discipline in schooling, and the purpose of the present chapter is to discuss the methodology employed in this study, namely the method used to collect and analyse data in order to address the research questions. The sample used, including the method of data analysis, instrumentation, administration of the questionnaire, pilot study and ethical approach are going to be discussed in detail.

#### **3.2 DELIMITATION OF STUDY**

The KwaZulu- Natal Province consists of four education regions, namely Durban, Pietermaritzburg, Ukhahlamba and Zululand. In this study, the researcher chose Zululand as the field of study because KwaZulu-Natal is a large province and that is where most rural schools are. The Zululand region consists of three districts namely, Empangeni, Obonjeni and Vryheid. Empangeni has four circuits namely, Lower Umfolozi, Umthunzini, Nkandla and Eshowe. Obonjeni has four circuits namely, Hlabisa, Mtubatuba, Ingwavuma and Ubombo. Vryheid has five circuits namely, Mahlabathini, Nongoma, Paulpietersburg, Pongola and Bhekuzulu.

Table 3.1: **Delimitation of the field of study**



The population chosen for this study was 260 principals, randomly selected from a total population of more than 30 schools per circuit that means 20 schools from each circuit. 260 principals were selected as respondents. The researcher deems this to be a convenient sample size. To conduct the research at all the schools would have been a difficult and expensive venture. Cohen and Manion (2000: 87) believe that it is often not practical to study the entire population. Choosing less fewer than 20 schools per circuit, on the other hand, could mean the risk of acquiring less accurate information.

### **3.3 RESEARCH DESIGN AND INSTRUMENTATION**

#### **3.3.1 Nature of Research Design**

A research design is a plan of how one intends to conduct the research process to solve the research problem (Cohen & Manion, 2000). The researcher opted for the 'mixed method' research design. The advantages of this design are that it uses the quantitative and qualitative approaches in combination to provide a better understanding of research problems than either approach alone (Ivankova, *et al.*, 2007:5). Both are valuable to social research theory and practice, and that knowledge can be gained through both the capacity to reason and sensory experiences (Kumar, 2014:18). This methodology was used, firstly, because the researcher believed that it would lead to some knowable truths about discipline in schooling in rural secondary schools in KwaZulu-Natal. Secondly, it would provide information on whether certain generalisations presented in the literature were also true for this population.

Ivankova, *et al.* (2007:261) emphasise that in the mixed methods approach, a researcher collects both numerical information (e.g. scores on a survey instrument or ratings) and text information (e.g. open-ended interviews or observations) to answer the study research questions, as well as the fact that the term 'mixed' implies that the data or the findings are integrated or connected at one or several points within the study.

#### **3.3.2 Research Instruments**

Data was collected by means of a questionnaire and interview.

### *a) Questionnaire*

A questionnaire is a document containing questions and/or types of items designed to solicit information appropriate for analysis (Babbie 2007: 246). In this study, the researcher made use of a questionnaire because it saved time and it was easy to reach the targeted population. Respondents were able to complete the questionnaire in their own time and in a more relaxed atmosphere. The researcher believed that principals as leaders are informed about discipline in their schools.

#### Format of the Questionnaires

A questionnaire for principals was developed by the researcher. The questionnaire was divided into three sections, with each section focusing on the aims of the study. It was partly quantitative and partly qualitative. Nandraj (2003:70) maintains that the combination of the qualitative and quantitative data results in the full complexity and richness of the phenomenon under scrutiny.

Section A consisted of questions 1 to 3. This section dealt with the biographical and general information.

Section B consisted of closed- ended questions focusing on:

- Principals' perceptions of discipline in schools
- Principals' evaluation of discipline in schools

Baker(1999) in Duma (2007:101) asserts that closed-ended questions are preferable because they represent a forced choice, and the choice of the response to one question does not trigger the response to another question. Section B consisted of items 1 to 20. A Likert- type ranking scale with four response categories was used, namely: strongly Agree, Agree, Disagree and

Strongly disagree. The respondents were asked to rate their responses as follows:

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

The respondents were requested to cross (X) the appropriate response on the scale provided for each question

Section B also consisted of items 1 to 15. The respondents were asked to rate their responses according to the following scale

Yes	Unsure	No
3	2	1

Section C consisted of open- ended questions, item 1 to 3. In 1 principals of schools were asked to write down school-related problems that affect discipline in their schools. In 2 they were asked to write down home related problems that affect discipline in their schools. In 3 respondents had to suggest what could be done to improve discipline in schools.

### 3.3.3 Pilot study

The researcher conducted a pilot study in 30 rural secondary schools. These schools were part of the general population from which the sample was drawn, but not part of the sample itself. The researcher personally delivered the questionnaires to the pilot schools. After two days the researcher collected the completed questionnaires. No inherent weaknesses were discovered in the questionnaires and the data solicited confirmed the questionnaires' validity and reliability. As a result, there was no need to modify them.

### 3.3.4 Actual Study

In the actual study, 260 questionnaires were distributed to the randomly selected principals of schools by the researcher assisted by two field workers who have a Masters' degree in research methodology. After two weeks the researcher and two assistants collected completed questionnaires from respondents. Not all principals completed their questionnaires. Two hundred and twenty one ( 221) (85%) completed questionnaires were usable. That represented a satisfactory response.

#### *b) Interviews*

In order to obtain in-depth information, the researcher used interviewing as it is the predominant mode of data collection in qualitative research. The unstructured one-to-one interviews were conducted with the aim of getting participants to express their ideas about discipline in schooling. The researcher also preferred an unstructured interview because it is used to determine individuals' perceptions, opinions, facts and forecasts, and their reactions to the initial findings and potential solutions.

Before interviewing, the researcher prepared open-ended questions. The advantage of using unstructured one-to-one interviews is that the researcher is able to probe incase the response lacks sufficient detail. Follow-up questions help in case one needs to pursue the matter.

The following were main questions in the interviews:

- What is the importance or role of discipline in your school?
- What type of disciplinary problems do you experience in your school?
- How do you deal with each of these problems?

- What is the relationship between the educators' conduct and the manner in which you attempt to maintain discipline?
- What support do you get from learners' parents or members of the society with regard to the maintenance of discipline in your school?
- What type of assistance do you need in order to be able to deal with disciplinary problems in your school?

i) The pilot study

In order to determine the validity and reliability of the interview schedule, the researcher conducted a pilot study. The sample was drawn from Nkandla circuit. The researcher personally interviewed three principals. Kumar (2014:219) believes that the respondents are the best judge of whether or not the research findings have been able to reflect their opinions and feelings accurately since the qualitative research study explore people's perceptions, experiences, feelings and beliefs. Hence, credibility, transferability, dependability and confirmability were four indicators used which are closely related to validity and reliability. There were no inherent weaknesses because there was agreement of the respondents with the findings, same results were obtained, and results were confirmed by respondents in different circuits.

ii) The actual study

In the actual study, fifteen participants who were randomly selected, were interviewed. Before interviews were conducted, the researcher visited the schools to make arrangements for the interview and to prepare participants. The participants were principals from various secondary schools. The sample was selected from three circuits, Nkandla, Mtubatuba and Ingwavuma. Five schools from each of these circuits were selected randomly. The researcher interviewed five principals from each of the three circuits. She explained again the general purpose of the research, the role that the interview played in the research, the



approximate time required and the fact that the information was treated confidentially. The interview lasted about an hour and a half for each participant. The participants were also requested to sign a voluntary consent form and the researcher explained to the participants that they were free to withdraw at any time if they wished to do so.

### **3.4 POPULATION AND SAMPLING**

#### **3.4.1 Target Population**

The researcher's target population were principals of schools because they are managers in their schools and are responsible for their smooth running. Schools cannot run smoothly without proper management of discipline, so principals are answerable for any disruption and malfunctioning in their schools.

#### **3.4.2 Sampling**

Sampling refers to the process of selecting participants for a research project (Dane, 1990:289). Various methods of sampling can be used to select a representative sample, including a simple random sampling, cluster sampling, systematic sampling and stratified sampling. In this study, the researcher used simple random sampling.

The researcher got the lists of all secondary schools from each circuit in the Zululand region. From this list the researcher chose all schools with even numbers. *Ary, Jacobs and Razaview (2002:163)*, favoured this method for its simplicity, unbiased nature, and its closeness to fulfilling the major assumption of probability.

The target population list was as follows:

Table 3.2: **The Sample Population**

<b>Name of Circuits</b>	<b>Number of selected schools</b>	<b>Number of Principals</b>
Lower Mfolozi	20	20
Mtunzini	20	20
Nkandla	20	20
Eshowe	20	20
Hlabisa	20	20
Mtubatuba	20	20
Ngwavuma	20	20
Ubombo	20	20
Mahlabathini	20	20
Nongoma	20	20
Pongola	20	20
Paulpietersburg	20	20
Bhekuzulu	20	20
<b>Total</b>	<b>260</b>	<b>260</b>

### **3.5 ADMINISTRATION OF THE RESEARCH INSTRUMENTS**

#### **3.5.1 Permission to conduct the Survey**

Best and Khan (1989) advise that in conducting research projects, it is good to secure approval from the relevant authorities before undertaking the study. The researcher therefore applied for and received the permission of the Regional Chief Director of Zululand Region to undertake the study (Appendices C & D). Letters were then written to the principals of selected schools informing them about the study, explaining its aims and nature and requesting them to complete the questionnaires (Appendix E). Field workers assisted the researcher to distribute the questionnaires to schools.

### **3.5.2 Distribution of the questionnaire**

The researcher targeted days on which there were principals' meetings and delivered the questionnaires on that day, after consultation with circuit managers. The researcher delivered the questionnaires to all schools that were reachable.

### **3.5.3 Interviewing Schedule**

For the interviews, the researcher used simple random sampling to select principals of schools to be interviewed. The sample was taken from three circuits, Nkandla, Mtubatuba and Ingwavuma. Names of schools were put in a hat and the researcher picked up the names of schools, five from each circuit.

## **3.6 DATA PROCESSING**

After all the questionnaires had been received, the respondents' responses were coded. Frequency distribution was used. Van den Aarweg and van den Aarweg(1993: 75-76) strongly support the use of frequency tables, as they believe that they provide the answers to the following important questions:

- How many times does the response occur?
- What is the percentage of that response to total responses?

For processing the interview data, the researcher formulated themes from interviewees' responses to codify the data.

## **3.7 ETHICAL APPROACH**

Ethics is very important in research. Strydom (2011) in de Vos et al. (2011:129), defines ethics as a set of widely accepted moral principles that offer rules for, and behavioural expectations of, the most correct conduct towards experimental

subjects and respondents, employers, sponsors, other researchers, assistants and students. The researcher operated within an ethic of respect for all participants involved in the study and continuously upheld ethical principles at all times:

- Before conducting the research, the researcher obtained formal consent from KwaZulu-Natal Department of Education.
- Approval was obtained from the Academic Ethics Committee of the Faculty of Education, University of Zululand(Appendix F).
- The principle of autonomy and confidentiality was applied to this research. The participants were made aware of the fact that their involvement in the project was voluntary. The issue of privacy was also important, so it was important for the researcher to safeguard the respondents' rights to privacy.
- The researcher made sure that the participants understood the purpose of the research, and the importance of their contributions to the body of knowledge. The participants also signed the voluntary consent forms.
- The researcher was not engaged in falsification of data references, and referenced the authors so as to prevent plagiarism.

### **3.8 CONCLUSION**

This chapter focused on the research methods used in the study. These methods have been tested and used by other researchers and are believed to be relevant in yielding best results. The chapter also discussed the researcher's sampling procedures and methods of data analysis. Analysis and interpretation of data will be presented in the next chapter (chapter 4).

## CHAPTER FOUR

### ANALYSIS, PRESENTATION AND INTERPRETATION OF EMPIRICAL DATA

#### 4.1 INTRODUCTION

In chapter 3, the focus was on research methods of investigation. This chapter focuses on analysis, presentation, and interpretation of the empirical data that was elicited from the respondents by means of the items that were part of the questionnaires and interviews.

The first step that the researcher took was to give each response an identification number. The second step was the scoring of the questionnaires. Each response to an item was assigned a number of points, for example:

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

After scoring was done and checked by a qualified test- user, the results were transferred to a summary data sheet. The scores were systematically recorded. Each item was assigned its column. Since the data analysis involved item analysis, the scores for each item were tabulated.

After the statistical analyses had been completed, all the data were rechecked. The original scores were rechecked together with the data sheets. Gay (1987), in Duma (1995:99) recommends rechecking and states that it is advisable to have another person re-check the scores in order to assure reliability. Presented below are statistical tables drawn up from the responses to the questionnaires together with brief analyses and interpretation of the data.

## 4.2 PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

### 4.2.1 The Questionnaire

#### 4.2.1.1 Demographic and general information

This section of the questionnaire was fully completed by all the respondents regarding demographic and general information.

Table 4.1: **Gender of Respondents**

<b>Gender</b>	<b>No of respondents</b>	<b>%</b>
Male	144	65
Female	77	35
<b>TOTAL</b>	<b>221</b>	<b>100</b>

In Table 4.1 a total population of 221 (N =221) responded. This table provided the researcher with the gender of the respondents. In this table, it was revealed that 65% of the respondents were males and 35 % were females. This confirms that male educators manage most secondary schools in KwaZulu- Natal. Coleman, (1988:322) asserts that gender stereotypes, socialization factors, bias and the patriarchal nature of society, still make it difficult for women to be accepted as managers.

Table 4.2: **Age Group of respondents**

<b>Age</b>	<b>Amount</b>	<b>%</b>
Under 30	5	2
31 – 40	33	15
Above 40	183	83
<b>TOTAL</b>	<b>221</b>	<b>100</b>

Table 4.2 revealed that most rural secondary schools are managed by respondents whose age is above 40 (80%), and 15% are between the ages of 31 and 40. This response shows that secondary schools in KwaZulu Natal are managed by mature people and those who are experienced because they have been in the field for a longer period.

Table 4.3: **Educational qualifications**

<b>Qualification</b>	<b>No of Respondents</b>	<b>%</b>
Below Matric	0	0
Matric (Grade 12)	0	0
Matric + 1 (M + 1)	0	0
Matric + 2 (M + 2)	7	3
Matric + 3 and above	214	97
<b>TOTAL</b>	<b>221</b>	<b>100</b>

This table provided the researcher with knowledge of the respondents' qualification. A total of 221 (N =221) responded. Table 4.3 revealed that 97% of the respondents have matric plus 3 education level. The high literacy rates of respondents qualify respondents to obtain management position. It is through education that they have acquired the skills necessary for managing schools. Nevertheless, Peterson(1986) and Wilson (1982) in Hurley, (1992:20) argue that principals of schools learn their roles primarily through on job experience, there is no organisational socialisation. Ugboko and Adediwura, (2012:41)observed that there was a significant relationship between supervisory strategies used by school principals and students' disciplinary problems.

#### 4.2.1.2 Principals' perception of discipline in schools

Table 4.4 presents information related to the perceptions of discipline in schools. The respondents were asked to rate their responses according to the following scale: Strongly agree, Agree, Disagree and Strongly disagree

**Table 4.4: Principals' perception of discipline in schools**

ITEM		Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL
(a) Corporal punishment remains a disciplinary option for many in education	N	44	84	51	42	221
	%	20	38	23	19	100
(b) Corporal punishment makes learners obedient, and puts the teacher in control	N	33	86	51	51	221
	%	15	39	23	23	100
(c) Alternative modes of punishment do not work and are just a waste of time	N	46	104	66	5	221
	%	21	47	30	2	100
(d) The authority of educators should be unquestioned	N	51	117	35	18	221
	%	23	53	16	8	100
(e) Educators should not only teach human rights but should also practice them	N	6	11	80	124	221
	%	3	5	36	56	100
(f) The school management team should involve learners in maintaining and monitoring discipline in schools	N	11	13	66	131	221
	%	5	6	30	59	100
(g) Educators should be consistent in the application of rules	N	9	4	22	186	221
	%	4	2	10	84	100



(h) Educators should always strive to build positive relationships with learners	N	9	6	60	146	221
	%	4	3	27	66	100
(i) Educators should always be well prepared for lessons and exercise self-discipline	N	9	2	15	195	221
	%	4	1	7	88	100
(j) Educators, parents and the learners should be well informed about the legal nature and consequences of the code of conduct	N	9	7	40	165	221
	%	4	3	18	75	100
(k) All stakeholders have a common understanding of what discipline is	N	29	80	66	46	221
	%	13	36	30	21	100
(l) Discipline in schooling is everybody's responsibility	N	7	4	40	170	221
	%	3	2	18	77	100
(m) Chaotic schools that are characterized by disorder and disruption find it difficult to maintain order and harmony	N	15	15	92	99	221
	%	7	7	41	45	100
(n) Corporal punishment inhibits creativity, is abusive and results in low self-esteem	N	38	88	88	7	221
	%	17	40	40	3	100
(o) <i>Good school discipline begins with a school policy that empowers administrators and educators to deal with learners' behaviour.</i>	N	9	4	82	126	221
	%	4	2	37	57	100
(p) <i>A school governing body may not suspend a learner without giving him or her a fair hearing</i>	N	7	9	62	143	221
	%	3	4	28	65	100

<i>(q) School management teams take a lead by jointly working with all staff members and parents to instil self-discipline and self-control in learners</i>	<i>N</i>	7	13	68	133	221
	<i>%</i>	3	6	31	60	100
<i>(r) Children should be disciplined to accept authority because someone who voluntarily accepts authority is able to make the right moral decisions</i>	<i>N</i>	9	22	99	91	221
	<i>%</i>	4	10	45	41	100
<i>(s) Good lesson management is critical in maintaining control</i>	<i>N</i>	9	7	80	125	221
	<i>%</i>	4	3	36	57	100
<i>(t) If learners are not treated equally, that will cause resentment and there is a good chance that learners will misbehave</i>	<i>N</i>	7	9	84	121	221
	<i>%</i>	3	4	38	55	100

*Corporal punishment remains a disciplinary option for many educators*

Table 4.4 revealed that more than half of the respondents (58%) indicated that they agreed with the statement that corporal punishment remains a disciplinary option for many educators. This response is contrary to the South African Schools Act 1996 which states: (1) “No person may administer corporal punishment at a school to a learner; (2) Any person who contravenes subsection 1 is guilty of an offence and liable on conviction to a sentence which could be imposed for assault”. Corporal punishment is against the law and it has no place in the new democratic South Africa which is characterized by human rights. Researchers have proved that corporal punishment is anti-human and an abusive practice that propagates the idea that violence provides a solution to every problem in the classroom. .

As is shown in table 4.4 the most respondents (54%) agreed with the statement that corporal punishment makes learners obedient and put the teacher in control. According to the Department of Education (2000:9), corporal punishment was a large element in an authoritarian approach to managing the school environment which was based on the view that children need to be controlled by adults. The purpose of education at a school is to encourage young people to be assertive, confident, critical, outspoken and to challenge injustices (Sonn, 1999:11). So the educator is expected to empower learners rather than silence them or keep them under his or her control. The good educator will always encourage learners to participate and contribute their ideas; in fact there has to be a healthy relationship between the educator and learners.

*Alternatives modes of punishments do not work and are just a waste of time*

Table 4.4 revealed that more than half of the respondents (68%) indicated that they agreed with the statement that alternatives modes of punishment do not work and are just a waste of time. Although the Department of Education developed a document as a practical guide for educators on the alternatives to corporal punishment (Department of Education, 2000), the findings, according to Ngidi (2007), indicated that educators differ significantly in the extent to which they use verbal warnings, community service, demerits, additional work, small menial tasks, and detention as alternatives to corporal punishment. Ngidi (2007) further states that teaching experience has a significant influence on educators' usage of detention, and that the teaching phase has a significant influence on their usage of demerits. These findings prove that educators still have a problem with the implementation of alternatives to corporal punishment. They are uncertain about how to relate to the learners, and still maintain discipline in the classrooms. Mokhele (2006:148) states that reasons for the persistence of poor teacher-learner relationship include lack of knowledge regarding the effective use of alternatives to corporal punishment, and the use of power to establish teacher authority.

### *The authority of educators should be unquestioned*

It was revealed in Table 4.4 that the majority of respondents, more than 53%, agreed with the statement that the authority of educators should be unquestioned. This response reflects the type of leaders who do not believe in shared power. It is based on political management theories where power or bargaining is used to enforce demands, and the mode of action is the use of coercive and manipulative measures to guarantee control of students by authoritarian figures (Bush, 2011 in Yariv, 2012:76). Glasser (1990), in Savage and Savage (2010 :7), defines lead management as a management style where the teacher is the leader rather than the ' boss' , where power among participants is shared, and teacher power is used in service to others rather than as something to enhance one's status. Glasser (1990) further states that in more traditional management styles, where the teacher is portrayed as the boss, there is a constant struggle for power and status and in this situation, teachers perceive power as a fixed sum commodity. This means that by sharing power with students, the teacher actually gains power and influence.

### *Educators should not only teach human rights but should also practise them*

Table 4.4 revealed that 92% of the respondents did not agree that educators need not only teach human rights but should also practise them. It does not make sense that educators engage in teaching about human rights but do not want to 'practise what they preach'. Respect for the dignity of fellow South Africans is an important aspect of this culture. Sonn (1999:39) maintains that in order to develop a *truly* positive sense of discipline, educators should develop relationships with learners which are built on respect, and which allow learners to see themselves as individuals worthy of receiving and giving respect. It is important for educators to act in ways which allow learners to gain respect for authority.

The culture of human rights is written into the Constitution and the Bill of Rights. School policies and practices should not be contrary to these all-important documents. A human rights culture decreases the level of violence and abuse against young people and the society at large.

*The school management team should involve learners in maintaining and monitoring discipline in the school*

Table 4.4 revealed that the majority of respondents, more than 59%, disagreed with the statement that the school management team should involve learners in maintaining and monitoring discipline in the school.

The Department of Education (2000: 14) emphasizes that teachers should allow learners to take responsibility. It explains that if learners are made responsible for the day to day events that take place in the class, they will develop their sense of self-worth as well as their ability to take responsibility for themselves and their communities. For instance, the Representative council of learners, the learners' elected leaders, have to exercise leadership within their peer group. According to Clarke(2007:56), the importance and the value of an RCL for the school, and the benefits that learners may gain from serving on it, are totally dependent on the support it gets from the principal and senior staff, and the extent to which it is granted authority to make real decisions about real issues that affect learners in their daily lives at school. So it is important for schools to be in line with democratic principles and understand an RCL can be a vibrant and valuable forum for pupil opinion, and can provide opportunities for learners to learn and practise a range of useful life skills. Alternatives to Corporal Punishment (2000:15) talks about democratic discipline which is based on participation and involvement.

*Educators should be consistent in the application of rules*

As is shown in Table 4.4, the majority of respondents (84%) strongly disagreed with the statement that educators should be consistent in the application of rules. According to the Department of Education (2000:13), it is important to carry out the disciplinary action firmly and fairly, and the teachers should be serious and consistent about the implementation of the rules. Savage and Savage, (2010:32) concur with the Department of Education (2000) in that teachers must create a predictable, consistent, and success-oriented environment. They emphasize the importance of consistency in enforcing rules, and state that if something is against the rules on Monday, it should be the same for the rest of the week. Another element of teacher consistency, according to Savage and Savage, is that of being consistent across all students because they lose respect for teachers and become upset if they believe that some students are being treated unfairly. Lastly, they state that teachers should not promise an action that they cannot deliver, and teachers need to be careful what they promise.

Kyriacou (1991) mentions that if learners are not treated equally, that can cause resentment, and there is a good chance that learners will misbehave.

*Educators should always strive to build positive relationships with learners*

Table 4.4 revealed that 93% of the respondents disagree with the statement that educators should always strive to build positive relationships with learners. Bernstein (2004), as cited by Naidu, Joubert, Mestry, Mosoge & Ngcobo, (2008:112), considers the relationship between the educators and the learners as a foundation on which to build deeply satisfying learning opportunities. The educator acts in the place of a parent (in loco parentis) in regard to the education of a child. The researcher believes that if no positive relationship exists between the educator and the learner, there will be no positive teaching and learning taking place. In a good teacher–learner relationship, both the teacher and the learner feel important and valued (Sonn, 1999:45). Trust and mutual respect are

fundamental in a good relationship. Educators are figures of authority both in the school and in the classroom, so they are expected to set examples of authority that deserve respect. The learner, on the other hand, must also feel that he or she is important.

*Educators should always be well prepared for lessons and exercise self-discipline.*

It was revealed in Table 4.4 that 88% of the participants strongly disagree that educators should always be well prepared for lessons and exercise self-discipline. According to the Department of Education (2000:12), discipline can be established in classrooms if, amongst other things, educators prepare for lessons and exercise self-discipline. It is argued that learners feel safe and affirmed, and the learners' ability to practise self-discipline is developed. If discipline is administered in the classrooms, it impacts on the whole school.

*Educators, parents and learners should be well informed about the legal nature and the consequences of the Code of Conduct.*

It is revealed in Table 4.4 that the majority of the respondents (93%) did not agree that educators, parents and learners should be informed about the legal nature and consequences of the Code of Conduct. The Code is a positive document. Everyone concerned must participate in its formulation because its aim is to establish a disciplined and purposeful environment in which really effective learning can take place.

It is drawn up by the school governing body after open consultation and negotiation with educators, learners and parents. The importance of this consultation is that all stakeholders must own it. The Code of Conduct contains the school's values, ethos and mission, as it is about rules and regulations. Educators, parents and learners must know the school rules and regulations, and

the consequences of not abiding by them. There is no reason for not involving stakeholders. One of the features of a properly functioning democracy is transparency, and South Africa is a democratic country, so participation and involvement is important.

*All stakeholders have a common understanding of what discipline is*

As is shown in Table 4.4, half the respondents (51%) indicated that they disagreed with the statement that all stakeholders have a common understanding of what discipline is. This is contrary to the schools Act, which emphasises that everyone, involved needs to be clear on what is contained in their school's Code of Conduct.

Sonn (1999:4) concurs with Clarke in the issue of discipline being everybody's responsibility. He says it includes commitment by staff and senior management, parents, the community and the society at large. It goes without saying that everyone in a school involved in the education of learners must work together and have a common understanding when it comes to disciplinary matters. Clarke (2007:78) states that in schools where discipline is a problem, a significant contributory factor is an underlying lack of commitment from staff and senior management to dealing with it.

*Discipline in schooling is everybody's responsibility*

Table 4.4 revealed that 95% of the respondents disagreed with the statement that discipline in schooling is everybody's responsibility. Good discipline is also not achieved by a single act or policy, it is important for everyone to participate in maintaining discipline, and that needs to be dealt with everyday. (Sonn, 1999:4) concurs with Clarke that discipline is everybody's responsibility.



Clarke (2007:78) states that schools that succeed in achieving good order do so because they make it part of everyone's daily business. It entails commitment by staff and senior management, parents, the community and the society at large.

Literature has proved that all stakeholders - parents, educators and learners - need to work together in order to keep a school as a place where good teaching and learning can take place.

*Chaotic schools that are characterised by disorder and disruption find it difficult to maintain order and harmony*

Table 4.4 revealed that most of the respondents (86%) disagreed with the statement that chaotic schools that are characterised by disorder and disruption find it very difficult to maintain order and harmony. The truth is, there is no organisation that can succeed without discipline. Discipline entails enforcement of some rules and regulations. Through discipline, schools are able to create order, which in turn makes it possible for effective teaching and learning to take place. Without discipline schools are bound to fail. So where there is chaos and people do as they please, disorder and disruption will occur. It is disturbing when 86% of the principals of rural secondary schools fail to realize that chaos in schools lead to disorder and disruption.

*Corporal punishment inhibits creativity, is abusive and results in low self-esteem*

As is shown in Table 4.4, the majority of respondents (57%) agreed that corporal punishment inhibits creativity, is abusive and results in low self-esteem. Research has proved that learners who are subjected to corporal punishment are demoralised become fearful, and that leads to the breakdown of trust. The South African Schools Act of 1996 clearly states that no person may administer corporal punishment at school. It is severely damaging to the child.

*Good school discipline begins with a school policy that empowers administrators and educators to deal with learners' behaviour*

Table 4.4 has revealed that most of the respondents (94%) disagreed with the statement that good school discipline begins with a school policy that empowers administrators and educators to deal with learners' behaviour. That is contrary to collegial management theories which stress that organisations determine policy and make decisions through a process of discussion leading to consensus (Bush, 2011 in Yariv, 2012: 76). Without policies in an organization, working in it becomes very difficult. A policy is a principle or rule to guide decisions and achieve rational outcome. It is a statement of intent and is implemented as a procedure or protocol. School policies relate to the day-to-day administration of any school. Policies and procedures are important in schools because they provide clear guidelines on how to confront certain behaviour. It is then important for the governing body to ensure that the school follows policies which promote good behaviour and discipline among learners; and it is the principal's responsibility to see that they are carried out.

*A school Governing Body may not suspend a learner without giving him or her a fair hearing*

Table 4.4 shows that the majority of the respondents (93%) disagreed with the statement that a school governing body may not suspend a learner without giving him or her fair hearing. According to the Schools Act, the governing body is empowered to maintain and enforce school discipline (Rossouw, 2003:499-520) It is only a governing body that may suspend a learner found guilty of serious misconduct after a fair hearing, for a maximum of one week (SA, 1996:9 (a)). This response shows that respondents are not acquainted with the Schools Act, which should be followed by every public school in South Africa.

*School management Teams take a lead by jointly working with all staff members and parents to instil self-discipline and self-control in learners*

Table 4.4 revealed that most respondents (91%) disagreed with the statement that school management teams take a lead by jointly working with all staff members and parents to instill self- discipline and self-control. Development of self-control is a major goal of education because discipline is defined as actions that facilitate the development of self-control, responsibility and character. According to Savage (1999:8), development of self-control and acceptance of responsibility are outcomes that are facilitated by caring teachers interacting with learners in ways that help them understand the consequences of their choices. Every manager, staff member and parent should help learners learn to choose and act in ways that are consistent with chosen beliefs and principles.

*Children should be disciplined to accept authority because someone who voluntarily accepts authority is able to make the right moral decisions*

Table 4.4 revealed that most respondents (84%) disagreed with the statement that children should be disciplined to accept authority because someone who voluntarily accepts authority is able to make the right moral decisions. The ancient Greek philosophers viewed education as a matter of disciplining children. They believed that children were to be disciplined into the virtues of justice, self-control, courage and good judgement (wisdom) because these virtues were necessary for someone to become an exemplary citizen. Citizenship, according to Savage and Savage (2010:8), requires that individuals work cooperatively with others, and have respect for their laws and dignity. Aristotle (384-322BC) concurred with Socrates (469-399 BC) and Plato (427-347 BC) that through acquiring the above mentioned virtues, children would voluntarily accept authority and be able to make the right moral decisions. It is important to note that these virtues are learned. For instance, individuals learn self-control by being allowed to make choices, and reflect on the consequences of their choices. That is why it

is important for caring educators to interact with learners in ways that help them understand these consequences.

*Good lesson management is critical in maintaining control*

As is shown in Table 4.4, the majority of the respondents (93%) disagreed with the statement that good lesson management is critical in maintaining control. It is important to gain and keep learners' attention throughout the lesson. Savage, (1999:103) believes that individuals will focus their attention on something that they see as unique, or something that does not correspond with the way they think things operate. He goes on to talk about the lesson momentum, which involves keeping the lesson moving forward at a steady pace so that learners do not become bored, yet not so fast that learners do not understand. Kyriacou (1991) suggests that learners are likely to misbehave because of boredom, prolonged mental effort, low academic self- esteem, and poor attitude. He maintains that good classroom management, combined with good knowledge of the learners can avoid problems.

*If learners are not treated equally, they will feel resentful, and there is a good chance that they will misbehave*

Table 4.4 has shown that the majority of respondents (93%) disagreed with the statement that if learners are not treated equally, they will feel resentful, and there is a good chance that they will misbehave. Savage and Savage (2010:32) believe that when learners feel that all learners in the classroom, regardless of ability and reputation, are being treated fairly and held to the same set of rules, respect for the teacher increases, and teacher leadership is increased. It is important to treat learners the same way. Unfair treatment and discrimination are contrary to the Bill of Rights, which promotes equality and non-discrimination.

#### 4.2.1.3 Principals' evaluation of discipline in schools

In this section, the principals were required to evaluate discipline in schools. The respondents were asked to rate their responses according to the following scale: Yes, Unsure and No.

**Table 4.5: Principals' evaluation of discipline in schools**

ITEM		Yes	Unsure	No	TOTAL
(a) All learners have a copy of the code of conduct	N	64	49	108	221
	%	29	22	49	100
(b) The SGB take the initiative in the formulation of school policies	N	35	40	146	221
	%	16	18	66	100
(c) The content of the Code of Conduct is discussed and explained to the learners	N	13	16	192	221
	%	6	7	87	100
(d) Disciplinary measures are devised to promote and maintain a well-disciplined school environment	N	7	11	203	221
	%	3	5	92	100
(e) The Governing Body of a public school must adopt a Code of Conduct for learners of the school	N	13	7	201	221
	%	6	3	91	100
(f) Parents take responsibility for the discipline of their children	N	44	74	103	221
	%	20	33	47	100
(g) Educators manage their classrooms well	N	44	64	113	221
	%	20	29	51	100
(h) Educators treat all learners equally	N	31	68	122	221
	%	14	31	55	100

(i) Discipline relies on constructive, corrective, right based and positive education practices	N	9	27	185	221
	%	4	12	84	100
(j) The educators are able to maintain order and harmony in school	N	31	66	124	221
	%	14	30	56	100
(k) Educators are able to model appropriate behaviour for the learners	N	31	75	115	221
	%	14	34	52	100
(l) In maintaining discipline in schools, educators should understand that each child is simultaneously unique and different	N	9	15	197	221
	%	4	7	89	100
(m) Good teaching and learning is the core business of a school and cannot take place in the absence of good discipline	N	7	4	210	221
	%	3	2	95	100
(n) Poor parental discipline and monitoring, amongst other factors, have been responsible for the occurrence and persistence of conduct problems in schools.	N	9	15	197	221
	%	4	7	89	100
(o) Educators must discuss with the class a set of rules or even ask for suggestion for rules	N	7	4	210	221
	%	3	2	95	100

*All learners have a copy of the Code of Conduct*

Table 4.5 revealed that more than half of the respondents (71%) indicated that learners do not have copies of the code of conduct. Clarke 2007:82 states that it is important that students and parents are aware of the school's Code of Conduct and it makes good sense to require all students and their parents to sign a copy of the Code when they are enrolled at the school and file the signed copy with their application form.

*The SGB take the initiative in the formulation of school policies*

Table 4.5 has shown that more than half of the respondents (66%) have indicated that members of the governing body do not participate in the formulation of school policies. Parent governors are part of the school management, and they are supposed to share with the principal certain management responsibilities, like participation in policy making functions. A school governing Body plays a major role in determining the character and ethos of a school (Naidu, et al., 2008:151). The principal, and parent governors, is responsible for formulating and implementing school policies.

Macbeth (1989:31) as cited by Duma, (2007:125), states that the parent governors functions include management responsibilities such as **informing**: making information accessible, **advising**: consultation with principals in school management tasks, calling to account, and rendering of account; and **deciding**: policy decisions and executive decisions. Again, the Gauteng Department of education report (1999:14) supports this by stating that the school governing body is expected to take the initiative in formulating school policies such as language policy, admission policy, Code of Conduct for students, and other policies.

*The content of the Code of Conduct is discussed and explained to the learners*

Table 4.5 revealed that most respondents (87%) indicated that the content of the Code of Conduct is not discussed and explained to the learners. This response is contrary to van der Bank's statement (2000: 310 – 315) that the Code of Conduct must be published in the school magazine and pinned on noticeboards, and its contents must be discussed and explained to the learners, for this practice supports the constitutional requirements of transparency and openness.

*Disciplinary measures are devised to promote and maintain a well-disciplined school environment*

It is shown in Table 4.5 that 92% of the respondents indicated that disciplinary measures are not devised to promote and maintain a well-disciplined school environment. Discipline is indispensable for effective teaching and learning in a school. When a learner misbehaves or is guilty of misconduct, disciplinary steps do have to be taken (Department of Education 2000:20). According to Section 18A(2) of the Schools Act, the school governing body should realize that a statutory or legal duty rests upon it to establish a 'disciplined and purposeful school environment,' and a Code of Conduct for learners is a form of subordinate legislation.

*The governing Body of a public school must adopt a Code of Conduct for learners of the school*

It has been revealed in Table 4.5 that 91% of the respondents indicated that the governing body of a public school must not adopt a Code of Conduct for learners of the school. In terms of the South African Schools Act, the governing body of every public school must adopt a Code of Conduct after consultation with learners, parents and educators in the school (Clarke, 2007: 81). It goes without saying that the governing body should play an important role in the establishment



and maintenance of sound discipline. The view of the 91% of respondents who indicated that the governing body must not adopt a Code of Conduct for learners, is contrary to the South African Schools Act, which embraces the values enshrined in the Constitution and relevant legislation.

*Parents take responsibility for the discipline of their children*

Table 4.5 revealed that more than half of the respondents (51%) indicated that parents do not take responsibility for the discipline of their children. It is the social environment that shapes the personalities of people. Dishion and McMahon (1998:451) indicated that poor parental discipline and monitoring, amongst other factors, have been responsible for the occurrences and persistence of conduct problems during middle childhood and adolescence. This response is predictive of the development of behaviour problems. Ngcobo (1986:24) states that if parents do not discipline their children, any programme related to behavioural change that the school may start will not be effective because discipline at home forms part of school discipline.

Glasser (1975:45) believes that healthy adult involvement with a child and effective discipline are inseparable. Children will make better choices about their behaviour by identifying with their parents.

*Educators manage their classrooms well*

It has been revealed in Table 4.5 that more than half the respondents (51%) indicated that educators do not manage their classrooms well. Savage and Savage (2010:6) define Classroom management as the role that is played by the educator in creating a classroom environment where success is possible. They state that classroom management is the prevention dimension, if educators focus more on collaborative, humane, and democratic models of management

### *Educators treat all learners equally*

Table 4.5 shows that it is only 14% of the respondents who indicated that learners are treated equally by educators. 45% of the respondents indicated that educators do not treat learners equally. Kyriacou (1991) states that if learners are not treated equally, they will feel resentful, and there is a good chance that they will misbehave.

According to Sonn (1999), the educator must make sure that the rules apply to everyone in the classroom. Each learner should be treated in the same way. If a rule is broken, there should be an explanation as to why one person's treatment was different. It is important that justice must be seen to be done. Being firm but fair, works well with learners.

### *Discipline relies on constructive, corrective, rights-based and positive educative practices*

It is shown in Table 4.5 that the majority of respondents (84%) indicated that discipline does not rely on constructive, rights-based and positive educative practices. According to the South African Schools Act, the main focus of the Code of Conduct must be positive discipline: it must not be punitive and punishment-oriented, but should facilitate constructive learning. Educators are expected to commit to the challenge of discipline as a positive learning process, and thus to the underlying values and attitudes of peace, tolerance, respect and dignity, as those are some of the values and attitudes enshrined in the South African Constitution.

### *The educators are able to maintain order and harmony in the school*

Table 4.5 has shown that 56% of the respondents indicated that educators are not able to maintain order and harmony in the school. It is discipline that is

essential for maintaining such order and harmony. Teaching and learning can never be effective if the school is characterized by chaos and disruptions. Kyriacou (1991) maintains that some of the problems can be avoided with good classroom management combined with a good knowledge of learners. Good lesson management is critical in maintaining control. He goes on to say that if the educator is confident, and the lesson flows 'naturally', this will put learners more at ease and should help keep their interest. Poor subject knowledge is interpreted by learners as meaning either that the educator thinks they are not worth the effort, or the school does not think the class is worthy of a 'good educator'.

*Educators are able to model appropriate behaviour to the learners*

As is shown in Table 4.5, more than half the respondents (52%) indicated that educators are not able to model appropriate behaviour for the learners. Van Dyk (1997:37) who reported unprofessional conduct by educators, notable drunkenness, and rape of students, Van Dyk, (1997:40; 2000:64), defines discipline as methods of modelling character and of teaching self-control and acceptable behaviour. Educators are expected to foster behaviour by means of guidance, encouragement, injunctions and a set of expectations or behavioural prescriptions (Jacobson, *et al.*, 1973; Yssel, *et al.*, 1985; Ngcobo, 1986; Squealch, 1993; Gray, *et al.*, 1994). It becomes difficult for educators to foster discipline, if they are not disciplined themselves.

*In maintaining discipline in schools educators should understand that each child is simultaneously unique and different*

Table 4.5 revealed that the majority of the respondents (87%) indicated that children are not unique and different. This response is contrary to the educative essences of the Middle Ages up to the twentieth centuries in which it was believed that each child is unique and different; so, when educating a child, one needs to take into account his or her abilities, interests and expectation.

The Bible (Jeremiah 29v11) states that God has a plan for each person. “*For I know the plans I have for you*”, declares the Lord. This shows that people are unique and different and individual attention is important.

*Good teaching and learning is the core business of a school and cannot take place in the absence of good discipline*

Table 4.5 indicated that most of the respondents (95%) believe that good teaching and learning is not the core business of a school, and disagreed that it cannot take place in the absence of good discipline.

Nxumalo (2001:77) states that discipline is vitally important for teaching and learning to be effective. It is important to note that issues of discipline are fundamental to successful schooling. This is supported by Masitsa (2007), who refers to discipline as essential for creating a positive school climate conducive to sound academic performance.

*Educators must discuss with the class a set of rules or even ask for suggestions for rules*

Table 4.5 revealed that 95% of the respondents stated that educators do not discuss with the class a set of rules, or even ask for suggestions for rules. Sonn (1999:49) mentions the importance of establishing and maintaining discipline in class. He emphasizes the importance of setting up some basic ground rules for how the educator and his or her class will work together. The learners are asked to make suggestions, and are involved in drawing up the rules. The key elements in the conversation are learners’ participation, discussion, teacher and learner listening and learners’ understanding of the need for rules. Sonn believes that if learners feel they have contributed to making significant and relevant rules, they will be more inclined to keep them.

The Department of Education (2000:12) and Kyriacou (1991) concur with Sonn (1999:49) in specifying measures which the educator can use in the classroom to instil discipline, one being the involvement of learners in the initial establishment of classroom rules.

#### *4.2.1.4 Open-ended questions*

In an open-ended question, principals were required to mention the school-related problems that affect discipline in schools, home-related problems that affect discipline, and their suggestions for improving it. Their responses ranked in order of frequency, were as follows:

##### *(a) School-related problems that affect discipline in schools*

- Lack of parental support (87%)
- Absenteeism and latecoming by both educators and learners (47%)
- Poor classroom management by educators (47%)
- Drug abuse by learners (40%)
- Security in schools (30%)
- Learners not obeying school rules (28%)
- Policies not implemented (18%)
- Poor cooperation from the members of the governing body (13%)
- Learners not committed to their school work (13%)
- Unions interfering with the core duties of educators (2%)

##### *(b) Home -related problems that affect discipline in schools*

- Child-headed families (63%)
- Dysfunctional homes with ill-disciplined learners (58%)
- Children raised by grandmothers/ single or divorced parents (49%)
- Poverty and unemployment (34%)

- Children raised in abusive families (31%)
- Learners who get pregnant while schooling (23%)
- Illiterate parents (8%)
- Learners affected by incurable diseases (6%)
- Learners who get involved in crime (4%)

*(c) Principals' suggestions on improving discipline in schools*

- All schools should engage the parents or guardians of the learners in the education of their children.
- All parents in the governing bodies should be literate.
- Training workshops on school discipline should be organised for parents in the governing bodies, learners' parents and educators.
- School principals should be trained in management skills, and legislations and policies impacting on school practice.
- The government must ensure security and safety for educators and learners.
- Educators, parents and learners must together discuss how the code of conduct works, and each one of them must have a copy so that they all have a common understanding.
- Every school must have a social worker that will deal with learners affected by social problems.
- The government should now and then organize campaigns which are aimed at motivating and giving support to teachers, and also campaigns aimed at motivating learners.

## **4.3 INTERVIEWS**

### **4.3.1 Introduction**

For processing interview data, the researcher formulated themes from interviewees' responses to codify the data. The researcher used P1 to P15 in order to identify respondents with whom interviews were held. One participant was not at school when the researcher had an appointment with him. The researcher ended up interviewing fourteen participants (P1-P14). In analysing interview data, the researcher used thematic analysis which involved reading verbatim transcripts, identifying possible themes, comparing and contrasting themes, and building theoretical models.

### **4.3.2 Principals' perceptions about discipline**

#### *(a) How participants view discipline in their school*

All the fourteen participants (P1-P14) stated that discipline is a problem, and is lacking in their schools. Although all schools were provided with the discipline policy by the provincial government of KwaZulu-Natal, they still find it very difficult to implement these policies. P1 stated that failure to implement the policies is because of so many other causes behind what is stated by the policy. P1 gave an example of latecoming: so many learners use public transport which makes them late for school. It is very difficult to send those learners back home as is stipulated in the policy.

All the participants (P1-P14) complained about the banning of corporal punishment, which has created some challenges for educators. Respondents stated that implementation of new measures of disciplining learners is a challenge because educators were not trained on how to apply these measures. Participants believe that new measures of disciplining learners punish the

educators, who have to remain after school and supervise learners detained. P4 stated that learners have developed an “I don’t care” attitude, and they enjoy suspension or detention.

Eight participants (P1-P8) complained about educators who are not willing to enforce discipline. P3 said that educators lack discipline themselves, and instead of being role models, they try to please learners when they are supposed to be disciplining them. He went on to say that teachers’ lack of discipline means there is no effective teaching and learning taking place in the classrooms, which is a major cause of lack of learner discipline in schools. The participants complained about educators who do not discipline the learners, but send them to the principal’s office. They said that educators believe that it is the principal’s duty to discipline learners.

*(b) The Code of Conduct for learners*

Schools do have codes of conduct. Some schools (P1 and P5) involve learners in the composition of their Code of Conduct, but others do not. All participants stated that they involve other stakeholders like the members of the school governing bodies and educators, although some participants stated that their governing body members are as good as not there (P2, P3, P7). Participants stated that parents know about the Code of Conduct for their learners because when they apply for their children to be admitted in schools, codes of conduct are given to the parents. The problem that participants have is that parents do not cooperate with the schools, so discipline becomes very difficult to enforce. Participants believe that parents need to play a major role in the discipline of their children.

Participants also stated that learners do not take the Code of Conduct seriously. P1 stated that every learner in her school received a copy of it, but learners threw it away. She mentioned the lack of discipline in the classrooms, and learners who



destroy the codes of conduct that are placed there. P2 said that learners do not want anything that is going to bind them. All schools have a policy document which contains guidance on offences and possible punitive measures but school principals find it very difficult to implement punishment because of the different environments in which their schools are situated.

*(c) The role played by learner leaders (RCL) in the maintenance of discipline in schools*

Schools have Representative Councils for learners as required by the provincial government, but from the interviews conducted by the researcher, it was discovered that learner leaders do not receive proper training in leadership. Their duties in most of the schools are to bring the concerns of learners to the management team, and alert the school management to any trouble in the community (such as faction fights) that might disturb the school (P4,P9), or any trouble within the school. They are also active in controlling period registers in the classrooms. P6 stated that learner leaders become active at the beginning of the year, but immediately lose interest, which shows that they are not motivated. Some of the respondents stated that the learners' Representative Council does not have any specific roles (P7; P11; P13 and P14).

*(d) The involvement of members of governing bodies in disciplinary processes*

All schools have governing bodies. Some of the participants have experienced some problems with their governing bodies (P2, P3, P8, P11 P13 andP14). P2 stated that his governing body members are very weak, and cannot initiate or contribute anything: they are illiterate. P8 also said the members of his governing body are illiterate and do not understand what is happening in education. P3 stated that in his school members of the governing body are a problem: they are not active at all, and find it very difficult to take decisions. Both P2 and P3 experience the problem of members of the community breaking into the school at

night, at weekends and during the holidays, and their governing bodies never disclose the intruders' names even when they know them. All participants (P1-P14) complained about poor attendance at meetings by the members, and their demand for incentives. P5 and P9 give the members of the governing body money for transport, and prepare food for them when there are meetings as a result their attendance improves.

### **4.3.3 Disciplinary problems experienced by principals in schools**

#### *(a) Late coming*

Many participants complained about latecoming by learners. It was revealed that many learners use buses to come to school. The participants stated that sometimes buses are late, and schools become affected. The transport problem even involves the learners who walk to school, because they come late deliberately, knowing that they cannot be treated differently from those made late by their buses. P1 said that although the policy clearly states that learners who are late must be sent back home, that rule is very difficult to implement. P4 said sending learners back home creates lots of problems for the school because they do not go home, but move up and down the road, and come back to school under the influence of liquor and drugs to disturb those that are at school. Participants complained about ill-disciplined learners who are not living with their parents, so no one can be held responsible for them. P1 to P14 put it clearly that parents do not co-operate at all. Even when they are called to school, most of them do not come.

#### *(b) Lack of parental support*

All participants have the problem of parents who are not participating in the education of their own children. P1 stated that her school has a problem about parents who cannot be traced because the school does not have their personal

details. Some participants said that even those parents that are visible are afraid of their children, and they blame the schools for failing to discipline them.

According to the participants, parents expect educators to administer corporal punishment to learners. Poor attendance at parents' meetings was another problem experienced by participants. P3 said his school has an enrolment of 1396 learners, but when they call parents' meetings fewer than 50 parents attend. P11 has an enrolment of 1262 learners, but only about 30 parents attend meetings when invited. Participants stated that parents are not willing to cooperate with the schools.

*(c) Absenteeism*

Absenteeism is another problem encountered by principals which affects school discipline. The study revealed that the lack of parental guidance is the cause of absenteeism. The percentage of learners that are not staying with their parents is high in rural secondary schools in KwaZulu-Natal. The participants pointed out that there are learners who live with their grandmothers, or come from child-headed families, or stay in rented places. P6 mentioned that after weekends and holidays absenteeism is high because some learners commit crime and are taken to jail, others are hospitalized, and there are many other problems. P6 also mentioned that absent learners disturb school by bringing liquor and drugs to their friends through the fence.

*(d) Lack of commitment to school work*

Participants said that they are faced with learners who are not willing to do their work. There are learners who fail to do their homework, do not submit it on the due date, or copy it from others in the morning. Participants revealed that the contributing factor is that parents do not support their children because some are illiterate, others do not have time for their children, and some children are without

parents. Most of the participants referred to television and cellphones as time-wasters. Participants said that learners are not allowed to use cellphones during school, but they do. When the school confiscates a cellphone parents come and plead that the child be given it back. Participants said that there is so much that distracts learners from their schoolwork.

*(e) High pregnancy rate*

P1 to P14 complained about the high rate of pregnancy. P8 revealed that in his school, before June, there were 17 learners pregnant just in grade 12. P9 stated that in his school 24 learners were pregnant in grade 12 before June. According to the participants, it is very difficult to deal with learners who are expected to parent their children at home. Instead of studying they attend to their children because they are playing the roles of being both learners and parents. Learners have love affairs (P1), and some of them stay with their boyfriends (P6). P6 said that pregnancy has become the norm, and is very problematic because it affects the learner's performance, and increases absenteeism.

*(f) Child-headed families*

Participants revealed that they have the problems of learners who are failing to cope because of circumstances back home. There are learners who have lost their parents to HIV/ AIDS and live alone. Some learners are themselves infected with HIV /AIDS. This situation affects the schools because they have to deal with learners who have social problems, who are absent from school for lengthy periods of time, or who come to school having not eaten anything. P7 stated that in his school one of these children committed suicide, an unfortunate situation caused by failure to talk to the class teacher or anyone who could be of help.

*(g) Substance abuse and carrying of dangerous weapons*

According to participants, drugs and the carrying of dangerous weapons are problematic in schools. Learners take drugs at school. P1 showed the researcher dagga and dangerous weapons that had been confiscated from learners. Most of the participants complained about learners who bring alcohol to school, and as a result become rude and violent and a threat to other learners. P7 complained about taverns that are close to the school, and sell liquor to learners. These learners disrupt classes, and participants have to deal with educators who are scared of the learners, and cannot enforce discipline. P6 reported on the matter of bullying. In his school a boy wanted to stab a girl because she did not want to fall in love with him. He said that there are so many learners who are bullied, but do not report the bullies. Both learners and educators are exposed to danger.

*(h) Lack of safety and security*

Participants stated that their lives are in danger because there is no safety and security in schools these days. According to participants, effective teaching and learning cannot happen in an unsafe place. Educators fear for their lives, and fail to deal with rude and disruptive learners who carry dangerous weapons. P8, P11 and P13 said that young educators experience discipline problems in class. P4 pointed out that some learners threaten educators, and tell them not to leave the school premises because they will get them outside.

#### **4.3.4 How principals deal with each of the problems identified**

*(a) Latecoming*

The procedure participants follow is to write down the name of a latecomer, call the parent(s) and send the child back home if he or she continues to come late. They stated that they experience some problems with the procedure because

some of the learners do not stay with parents, and sending them back home exposes them to danger because buses operate at stipulated times, and learners end up moving up and down the road and disturbing those that are at school. All participants stated that they lock school gates in the morning, and the latecomers are locked out.

*(b) Lack of parental support*

The lack of parental involvement in the education of their children, is a problem that all the participants are faced with, and find very difficult to manage. P9 said that parental support is a practice that still needs to be cultivated. P7 said that in their area they have tried everything: they have even consulted tribal leaders but parents are reluctant to get involved. As has been mentioned most learners do not stay with their parents, so it is a problem that the participants do not know how to deal with.

*(c) Absenteeism*

The researcher discovered that most schools use registers: absentees' register, a warning register, latecomers' register, and so on. Absent learners are marked in the register, and once a child has appeared in it a number of times, he or she is given a warning. If the problem continues the parent or guardian is called. Participants said that the number of parents who respond is very small.

*(d) Lack of commitment and motivation towards schoolwork*

Some participants said that they make learners submit all their homework before school starts. The researcher observed that it is the small schools that are able to do that. Some participants try to get hold of parents or guardians, but that does not work. Others motivate the grade 12s by making them come to school in the evening to attend supervised study, but this has its own problems. These schools

involve members of their governing bodies who take turns to help with the supervision of learners.

*(e) High pregnancy rate*

Participants stated that learners have a right to education, so they cannot be sent home because of pregnancy. They communicate with the parents, invite the social workers if necessary, and call an ambulance or take the learner to the clinic if there are complications.

*(f) Child-headed families*

According to the participants, children who live alone are a problem. Most of the participants told the researcher that they visit their homes just to check on the situation. They also invite social workers, but they said it is quicker to engage non-governmental organizations who use their psychologists to counsel orphans. They also complained about these children coming to school hungry, and they give them leftovers from the food for the feeding scheme.

*(g) Substance abuse and carrying of dangerous weapons*

Participants confirmed that some learners take drugs and carry dangerous weapons in their bags. They confiscate them and keep them in their office. They also involve parents.

*(h) Lack of safety and security*

Schools keep gates locked throughout, and those schools which do not have government-paid security guards employ their own and pay them from school fees, which causes a lot of problems because the schools do not have enough money to pay the guards' wages.

#### 4.3.5 Educators and the maintenance of discipline

All participants (P1-P14) explained that there are educators who are willing to follow school disciplinary procedures, but they are few. P1 told the researcher that educators who are willing to enforce discipline are exceptional. P2 said that most educators believe that enforcing discipline is the principal's responsibility. He said each classroom has rules, but they are not implemented, which causes chaos because if classes are not properly managed the whole school is affected. P3 said educators want to please learners by not being firm with them. He referred to educators failing to teach efficiently and effectively, not being committed to their work, moving in and out of the classroom when they are supposed to be teaching, and these tendencies undermine school discipline.

Absenteeism is another problem participants mentioned. According to the participants, there are educators who are every now and then absent from work. The problem the participants are facing is that educators always bring a doctor's sick note, which cannot be questioned. Those educators that absent themselves, and do not produce any appropriate reason for their absence, are made to sign a leave form.

Participants also talked about workshops and their union's mass meetings that take teachers away from school. They maintain that educators become excited if there is something that is taking them away from school. They complained about educators who are demotivated, and have lost the passion for teaching (P1, P2, P5, P7, P11, P13, P14). P7 and P8 complained about young educators who are not interested, scared to deal with learners, and not at all disciplined.

Participants stated that educators find it very difficult to discipline learners without using corporal punishment because they have never been trained to use alternatives. Participants said that alternatives to corporal punishment punish them as principals of schools because educators simply send the culprits to the



office. When the researcher visited the schools she observed that there are educators who still carry sticks to class, and this was confirmed by some of the participants, who stated that it is impossible to maintain discipline without a stick. P9 said educators carry sticks to class just to make learners respect them, because without a stick learners do not cooperate.

#### **4.3.6 Support from learners' parents and members of the community**

Participants complained about lack of support from the parents and the members of the community at large. Parents do not attend parents' meetings. When the school has problems with the learners, parents do not cooperate with the school. P4 stated that the parents who cooperate are very few. Most of them point fingers at the school and blame the teachers for the misbehaviour of their children. It came out clearly that members of the community do not feel that they own the school. Instead there are members of the community who break into it and steal the very same things which are meant to help their children. Participants stated that during the weekends and holidays, schools are vandalized and school property is damaged.

#### **4.3.7 Assistance needed in order to be able to deal with discipline**

- Workshops on administration and management
- Training of educators on the use of alternatives to corporal punishment
- More workshops for school governing bodies organized during the holidays
- Schools should have social workers
- Government should make sure that all schools have trained security guards paid by the government
- The government should provide school buses to transport learners

### **4.3.8 Analysis of interview data**

#### *4.3.8.1 Principals' perceptions about discipline in rural secondary schools in KwaZulu-Natal*

The interviews revealed that discipline is lacking and problematic in rural secondary schools in KwaZulu-Natal. According to the respondents, there are good reasons for the collapse of discipline in rural secondary schools:

##### *Abolition of corporal punishment in schools*

Respondents stated that the abolition of corporal punishment in schools has led to the collapse of discipline. According to the participants, 'Alternatives to corporal punishment' do not work: educators have never been trained to use alternatives to corporal punishment. There were also indications in the questionnaires that corporal punishment is still administered in schools: participants felt strongly that without corporal punishment it becomes very difficult to manage discipline. Section 10 of the South African Schools Act (84 of 1996) bans all forms of corporal punishment in schools (South Africa, 1996b). Lorgat, (2003), in Masitsa (2007:235), found that despite the ban on corporal punishment, it continues to be widely practised.

Research has revealed that corporal punishment promotes violence, and that inflicting pain and bodily harm threatens others. The Bill of Rights contained in Chapter 2 of the South African Constitution (Act108of 1996) states clearly that:

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

The interviews also revealed that there is resistance to change because the attitude of the respondents towards 'Alternatives to corporal punishment' seemed to be hostile. Wilson (2002:28) has written about teachers' displeasure

at suggested disciplinary measures, indicating that they are ineffective, inadequate and a waste of time. The attitude displayed by respondents show that alternative methods of discipline are not implemented. The researcher believes that principals of schools are leaders, and they need to exert influence on their subordinates, especially when it comes to the implementation of policies.

The local newspaper, the *Zululand observer* of 8 November, 2013, had comments from various people about discipline. Dirk Rezelman wrote about the decline of discipline which has led to the disturbing rise in class and playground violence, as when a teacher was shot, a pupil was speared to death, and there were various assaults on teachers in class. Petra Friezel stated that disciplinary structures and procedures are in place, and she felt that these are not being utilized to their full potential in the school environment. The comment implies that policies need to be implemented so that managers, educators and learners can deal with behavioural issues.

Section 8 and 20 of the South African Schools Act (Act 84 of 1996) provide for a Code of Conduct for learners based on applicable provincial law. The provincial government of KwaZulu-Natal has provided schools with a policy which contains guidelines for offences and possible punitive measures, but according to the participants, it is not implementable. Successful implementation of a Code of Conduct depends on the cooperation of learners and parents. A Code of Conduct that is not enforced does not achieve anything. Mestry and Khumalo (2012:100) believe that the school management team, educators and the disciplinary committee are primarily responsible for carrying out the prevention, action and resolution measures of the Code of Conduct. Both the questionnaires and Interviews revealed that schools are experiencing problems with parents who are not willing to participate in the education of their own children; children who come from child-headed families; educators who do not co-operate; and

learners involved in criminal activities which pose a danger to both teachers and learners.

The researcher also discovered that the participation of all stakeholders in the maintenance of discipline is lacking. The involvement of learners in disciplinary matters is important. All respondents explained that learner leaders become active at the beginning of the year when they resume their leadership responsibilities, but lose interest afterwards. Interviews revealed that schools do not invest in the training of learners that have been identified as potential leaders. Cawood and Gibbon (1980:147) state that learner leaders need to be trained in order to enable them to operate - in interpersonal relations, communication skills, management skills, leadership theories and styles and leadership practice. Basson and Smith (1991) emphasize that the training of learner leaders should be reinforced and put to practical use by involving them in practical work in specific situations so that they may have the opportunity of developing as leaders, and exerting a positive influence on the school community and climate. Taking into consideration what has been said by Cawood and Gibbon, and Basson and Smith, it is clear that the loss of interest by learner leaders is due to their lack of training and under-utilization.

It is a serious problem for a school when most members of the school governing body are illiterate and do not understand what is going on in education. The government's democratisation of education was aimed at maintaining a disciplined and purposeful environment dedicated to the improvement of quality throughout the school system (Naidu et al 2008:148). Most rural secondary schools have illiterate members of the governing body, which is not serving the government's objective of having all stakeholders participate in the quality education of the children and maintenance of a disciplined and purposeful environment. It is vitally important for rural secondary schools to attract people to their governing bodies who are themselves well educated and interested in the whole business of education.

#### 4.3.8.2 *Disciplinary problems encountered by respondents in their schools*

##### *(a) Latecoming*

Latecoming was identified as one of the major problems affecting the maintenance of discipline in rural secondary schools in Kwa-Zulu Natal. It became clear that schools cannot solve the latecoming problem on their own, but need the cooperation and involvement of parents. It is the responsibility of parents to see to it that their children arrive on time at school. According to the respondents, latecoming disturbs order in the whole school. Learners disturb the educators when they arrive after the teacher has already started teaching. Learners also miss out on the work taught before their arrival, and the educator becomes disturbed when latecomers come one after the other and disturb the whole class. Delayed buses, learners walking long distances to school, and those who come late deliberately are all problems that need parents to deal with them.

##### *(b) Lack of parental support*

Lack of parental support is one of the biggest problems faced by schools. Respondents stated that learners' parents are absent in the education of their children. Schools experience poor attendance at parents' meetings, but attempts to get parents come to school to meet with educators have failed. Schools are blamed for ill-disciplined learners, and the parents and members of the community point fingers at the school.

Dirk Rezelman, in the *Zululand Observer* 8 November, 2013, states that schools and governing bodies hold the view that parents have a far larger role to play in disciplining their offspring at home, but the irony is that many parents expect discipline to be instilled in the school environment. Sibusiso Mbhele (*Zululand Observer*, 8 November, 2013) says that it becomes a challenge trying to educate

and discipline children because in most cases the discipline is hardly administered at home. A home should be the place where the most fundamental values and principles in a child are instilled. The support of parents is very important for the maintenance of discipline in schools, as Goldstein and Click (1994) have maintained.

They explain that the most effective school programmes are the ones that have parental support, with parents backing up school limits and consequences at home.

*(c) Lack of commitment towards schoolwork*

The respondents complained about learners who do not do their homework, fail to submit their work on time, or submit work that has been copied from others. This behaviour, according to the respondents, discourages the educators, and hinders effective teaching and learning, which leads to poor relationships between learners and educators, and poor results. The interviews also revealed that learners' interest has shifted from schoolwork to social media.

Learners seem to be focusing on television, video games, cell phones and Facebook. Edwards (2008:9) states that technology is a source of conflict between students and their teachers because children become obsessed with video games, which capture their attention away from legitimate learning experiences. Coleman (1988) maintains that television and computers can diminish creativity, imagination and motivation, shorten the attention span, and weaken the desire to persevere

*(d) High pregnancy rate*

The research revealed that girls falling pregnant when they are still at school also affects discipline in schools. It became clear that pregnancy has a bearing on

young girls' schooling because some of them absent themselves from school fail to do the work and submit it on time, and others arrive late at school. However, the pregnant girls have a right to education, and cannot be prevented from attending school. According to the South African Schools Act (RSA, 1996b:5), they have to be allowed to attend school as usual until they are referred to hospital. It is clear that schools need to find a way of dealing with pregnant girls, and the researcher believes that this is a responsibility which needs the cooperation of parents so that the process does not become cumbersome for the school.

*(e) Child-headed families*

The HIV/AIDS pandemic has caused lots of problems for learners. There is quite a number of learners whose parents have died from this disease, and live by themselves in their homes. Some learners are so affected by the situation that they are struggling socially, and that affects their performance and behaviour at school. Other learners are infected and their studying is disrupted when they become ill. In consequence, absenteeism is a problem that affects discipline in schools. Learners who are not getting any guidance from parents are ill-disciplined, and lack basic values like respect for yourself and others. Patrick Kotze (*Zululand Observer*, 8 November, 2013) writes that discipline and manners begin at home. Educators do not have the time or means to handle rude and disruptive learners in class as it takes quality teaching time away from other learners.

*(f) Substance abuse and carrying of dangerous weapons*

According to the respondents, substance abuse and carrying of dangerous weapons are problematic in schools. Some of the learners in rural secondary schools in KwaZulu-Natal smoke dagga and drink alcohol. Victoria Masinga, in the *Zululand Observer* of 8 November, 2013, states that television, alcohol, drugs

and violence are exposing the youth to everything that is bad in the world. They learn behaviour from what they are exposed to, and that behaviour is taken into the classroom. She calls for parents to be more involved in their children's lives. Daniee Mashiane (*Zululand Observer*, 8 November, 2013), also write about drugs and gangs which are problematic in schools, and calls for parents to get more involved in their children's lives, and be aware of what is taking place in the classroom. It is clear that parents are an answer to so many problems encountered by schools; their involvement can make a major difference.

*(g) Lack of safety and security*

Andrew Cornew, (*Zululand Observer*, 8 November, 2013) writes that more teachers want to leave the profession as they do not feel safe or protected in their schools. In Zululand there have been incidents of teachers' cars being scratched and vandalized, rubbish and other objects are being deliberately thrown into the classrooms, classrooms walls and desks are being written on, shelves and posters are vandalized and nothing of value can be left in the classrooms because it will either be stolen or destroyed (reported a Zululand teacher who wanted to remain anonymous for fear of victimization).

Schools are faced with huge enrolment, and poor learner behaviour reflects the standards that they see at home, with teachers at the receiving end of violence. Behaviour is learned and misbehavior can be unlearned whilst positive behaviour must be taught, modelled, practised and reinforced both in the classroom and at home. This comment suggests that both the school and the home need to play a major role in maintaining order in schools. The study conducted by the Centre for Justice and Crime Prevention revealed that according to the 2012 National School Violence Study, 52.1% of teachers have been exposed to verbal violence perpetrated by pupils. The study also shows that 12.4% of teachers were exposed to physical violence and 3.3% were exposed to sexual violence perpetrated by fellow teachers.



#### **4.4 CONCLUSIONS**

This chapter has been concerned with an empirical investigation into discipline in rural secondary schools in KwaZulu-Natal. The research tools used in this investigation were questionnaires and interviews which were intended for principals of schools.

These research tools were designed to assess, on the one hand, the principals' perceptions of discipline in schools. On the other hand, the questionnaires assessed the principals' evaluation of discipline in school. Furthermore, the methodological procedures adopted in acquiring the data in connection with the research problem were discussed, after which the data were analysed and interpreted

Once the statistical data had been interpreted, the researcher brought in supplementary information from a literature study, as well as from her own experience. Where statistics revealed a tendency in one direction or another, the searching question 'Why is it like that?' was posed. The approach of probing causes, rather than being satisfied with only purely empirical data, permeates this investigation, for it is only by identifying what is causing the problems about indiscipline in rural secondary schools in KwaZulu-Natal that these problems can be exposed and solved.

The final chapter discusses the summary of the findings (conclusions) in detail, including the summary of the whole study project. An attempt will be made to collate responses to individual aspects to arrive at specific conclusions, followed by a set of recommendations.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The purpose of this chapter is to provide a summary of the study, together with conclusions and recommendations derived from it. The empirical research conducted in chapter 3 and the data analysis that follows in chapter 4 are integrated in order to present the conclusion and recommendations. An attempt has been made to collate responses to individual aspects so as to arrive at specific conclusions and recommendations that may hopefully help to solve the problems identified in the study.

#### **5.2 SUMMARY OF THE STUDY**

This study was aimed at achieving the following research questions:

- To investigate the principals' perceptions of the role of discipline in rural secondary schools in Kwa-Zulu Natal.
- To evaluate and assess the role of discipline in rural secondary schools.
- To identify problems encountered by principals in combating indiscipline in their schools.
- To find out how principals manage discipline.

Throughout the study, emphasis is placed on discipline in schooling and the focus is on the aims of the study. Chapter 1 includes the introduction, background to the study, clarification of concepts, the aims and objectives of the research, a description of methodology, delimitation of the field of study and the conclusion.

Chapter 1 has revealed that the issue of managing discipline in rural secondary schools has become a cause of concern for school management teams as well as educators. In the history of discipline in schools, secondary schools in urban areas seemed to be the ones that were dominated by disciplinary problems. Problems displayed by learners have also taken other forms foreign to teachers. These problems include drug abuse and smoking, sexual abuse, bullying, peer pressure to rebel against authority, physical attack on authorities, and intimidation by learners. Ramsey (1994:3) argues that traditional techniques of managing discipline in schools are no longer enough to solve modern learner behaviour problems (particularly discipline-related problems). Such techniques have tended to bring reaction rather than prevention. Verbal reprimands as one traditional disciplinary measure have failed because many learners have become immunized to them by years of verbal abuse at home. Physical punishment is rapidly disappearing in the wake of lawsuits against educators and administrators. Calling parents' meetings has failed because growing numbers of parents do not have time for or interest in addressing their children's disciplinary problems at school. For many parents 'It's the school's problem'. Suspension is ineffective with many learners, who treat it as 'time off'. Expulsion in many countries is no longer a threat or no longer exists because schools are required to provide an alternative educational programme even when learners are dismissed for extreme behaviour.

Chapter 1 also shows that these developments are bound to alter attitudes which learners bring to school. The way learners behave in the classroom in response to a variety of problems has led to the breakdown of discipline in schools.

In Chapter 2, the researcher examines the broader historical and conceptual framework of discipline in schooling. Examples from past eras are cited so as to highlight the fact that the educational problems of the past do, in a way, persist in the current educational era (cf 2.3). This chapter also extrapolates the essence of discipline in schools, and discusses the theories and current aspects of school

discipline (cf 2.2). The author then explores aspects of discipline in developed, developing and underdeveloped countries (cf 2.4).

Chapter 2 presents a concise historical background of discipline in schools in South Africa; highlights the essence of discipline in these schools (cf 2.5); focuses on the principals' supervisory strategies for school discipline; and covers the legislation that mandates discipline in schools, (cf 2.6) the obstacles to that discipline, and its beneficial effects (cf 2.8).

In concluding this chapter, the author states that the literature reviewed indicates that children learn about discipline not only at school but at home and in communities in which they live. The home and the community are responsible for instilling the most fundamental values and principles in a child.

Chapter 3 outlines the research methodology that the researcher employed in order to obtain data from respondents concerning discipline in schooling. This chapter also discusses the research design, which includes the delimitation of the field of survey, the acquiring of permission from the Department of Education to conduct research, the selection of respondents (size of the sample, the sampling procedures), the research instrument (questionnaires and interview schedule), the pilot study, administration of the questionnaires, the processing of data and ethical considerations (cf 3.1)

The population chosen for this study was 260 schools, randomly selected, i.e 20 schools from each circuit. 260 principals were selected as respondents (cf 3.2). The researcher chose the quantitative methodology taking into account the purpose of the study, the questions being investigated and the resources available.

In order to obtain in-depth information, the researcher used interviewing as it is the predominant mode of data collection in qualitative research (cf 3.3.2.2).

15 participants were randomly selected from 3 circuits, i.e, Nkandla, Mtubatuba and Ingwavuma. The researcher interviewed 5 principals from each of the 3 circuits.

Lastly, this chapter discusses the sampling procedures and methods of data analysis.

Chapter 4 focuses on analysis, presentation, and interpretation of empirical data that were elicited from the respondents by means of questionnaire items and interviews. Scoring was carried out and checked by a qualified A-test user. Each item was assigned its column. Since the data involved item analysis, the scores for each item were tabulated. The statistical tables were drawn up from the replies to the questionnaires, and were presented together with brief reports based on analyses and interpretation of data. For processing interview data, the researcher formulated themes from interviewees' responses in order to codify the data, and thematic analysis was used to analyse interview data (cf 4.3.8.1)

The empirical survey reveals that for many schools policies are there as documents, but the implementation is very poor. This outcome is evident in the responses in both the questionnaires and the interviews. Interviews also revealed that disciplinary policies are not implementable (cf 4.3.2). Most respondents indicated that it is difficult to implement policies because of some circumstantial problems in their areas. The empirical survey also confirmed that only a small percentage of members of school governing bodies are able to participate in the formulation of school policies. In most schools, members of the governing body do not engage in policy making. The chapter also reveals that most members of governing bodies are illiterate, which makes it difficult for them to participate in formulating policy.

Findings also revealed that the banning of corporal punishment is another area of concern. Respondents view corporal punishment as a best disciplinary option.

They believe that the abolition of corporal punishment has led to the collapse of discipline in schools (cf 4.3.8.1). Interviews also revealed that corporal punishment is still used, and parents want educators to administer it.

Most of the schools in rural areas of KwaZulu-Natal still resist the use of alternative modes of punishment. The empirical survey revealed that respondents regard alternative modes of punishment as not working, and just a waste of time. The chapter also revealed that these alternatives were seen as futile because educators do not know how to use them, having never been trained to do so (cf 4.3.8.1). These responses showed that respondents are frustrated and resentful about the introduction of alternatives methods of discipline.

It was also revealed in both questionnaires and interviews that schools have the problem of parents who are not cooperating. Principals stated that parents' meetings are poorly attended. It also came out clearly that many learners are not staying with their parents, but with their grandmothers. There are learners who come from child-headed families in rural secondary schools of KwaZulu - Natal. The absence of parents in the education of their children contributes towards the lack of discipline in rural secondary schools. As a result schools are faced with learners who are drug abusers, latecomers, absentees, pregnant ( the pregnancy rate is high) and those who are not committed to their schoolwork.

The chapter also reveals that in schools quite a number of educators are not willing to enforce discipline. In most schools the issue of discipline is the management's responsibility, which according to the findings, is one of the major problems that lead to the decline of discipline in schools. Discipline should be everybody's responsibility.

Principals' recommendations on ways of encouraging discipline in rural secondary schools in KwaZulu-Natal included, among others: training of educators on the use of alternatives to corporal punishment; all schools should engage the parents

or guardians of the learners with disciplining their children; all parents in the governing bodies should be literate; training workshops on school discipline should be organized for parents in the governing bodies; learners' parents, educators, and principals should be trained in management skills, and in legislation and policies impacting on school practice; the government must ensure security and safety for educators and learners and make sure that all schools have trained security guards paid by the government.

Educators, parents and learners must together discuss how the Code of Conduct works, and each one of them must have a copy so that they all have a common understanding. Every school must have a social worker that will deal with learners affected by social problems; the government should now and then organize campaigns aimed at motivating and giving support to teachers, and learners; and it should provide school buses to transport learners.

Chapter 5 summarises the entire study project. It also provides a summary of the findings (conclusions) from the literature as well as an empirical survey and a set of recommendations, which it is hoped may help to solve the problems identified.

### **5.3 CONCLUSIONS**

This section deals with several important findings with regard to discipline in schooling in rural secondary schools in KwaZulu-Natal. The summary of findings is not exhaustive, but deals only with salient issues that emerged from the study, as discussed below:

### **5.3.1 School-related discipline problems**

#### *5.3.1.1 Policies related to discipline*

The study finds that all the rural secondary schools in KwaZulu-Natal do have policy documents that were supplied by the Education Department. This recognition is based on section 8 and 20 of the South African Schools Act ( Act 84 of 1996), which states that a code of conduct should be designed by every school to establish a disciplined and purposeful environment dedicated to the improvement and maintenance of the quality of the learning process (cf 2.5.1). Mestry and Khumalo also emphasise that every school should have a disciplinary policy or learner Code of Conduct, and a school disciplinary committee that must ensure that the code of conduct is consistently and fairly enforced (cf 2.6.2). Collegial management theories also stress that organisations determine policy and make decisions through a process of discussions leading to consensus (Bush, 2011 in Yariv, 2012 : 76)

This study finds that for many schools policies are there as documents, but the implementation is very poor (cf 4.3.2). This situation is evident in the responses both to the questionnaires and the interviews. Most respondents indicated that it is difficult to implement policies owing to some circumstantial problems in their areas. It is a small percentage of members of school governing bodies that participate in the formulation of school policies. In most schools the few members of the governing body contribute to making policy. Indeed, it appears that most members are illiterate (cf 4.3.8.1). The high illiteracy rate of parent governors affects school administration adversely in that they cannot meaningfully participate in school administration (cf 4.3.2; 4.3.8.1). This is confirmed by Molepo (2000) and van Wyk (2001), in Monadjem (2003: 84), who contend that parental illiteracy is the biggest barrier to parental involvement in school administration. The success of their involvement depends largely on their level of literacy. The study also reveals that most school governors lack knowledge of school



administration documents and Departmental policy documents such as the South African Schools Act, the Code of Conduct and others, which makes it difficult for them to participate constructively in administrative and school governance matters.

The conclusion is that it is imperative for the Department of Education to organize training workshops that will train members of the governing bodies in school administration policies and documents.

### *5.3.1.2 Abolition of corporal punishment*

Findings also reveal that the banning of corporal punishment is another area of concern. Respondents view corporal punishment as a disciplinary option. They believe that its abolition has led to the collapse of school discipline. The questionnaires revealed that half of the respondents believe that corporal punishment makes learners obedient and put the teacher in control (cf Table 4.4). Interviews revealed that corporal punishment is still used in schools, and that parents want educators to administer corporal punishment (cf 4.3.8.1).

It has been demonstrated in the literature that corporal punishment tends to develop hostility and aggression as opposed to self-discipline (Porteus & Valley, 2003:1; Gregan-Kaylor, (2004:160). It is important for principals and educators to understand that administering corporal punishment is unlawful. Learners have their rights which were brought about by the new democracy in South Africa, with its emphasis on human rights for all (cf 2.6.1).

Bower (2003) reports that children who are caned frequently demonstrate high levels of aggression against siblings and others. The conclusion is that it is incumbent on the Department of Education to train the educators in the use of alternatives to corporal punishment.

### *5.3.1.3 Alternative punishments*

Most schools in rural KwaZulu-Natal still resist the use of alternative punishments. This study reveals that alternative punishments are regarded as not working, and just a waste of time. Most principals of rural secondary schools in KwaZulu-Natal regard alternatives to corporal punishment as futile because educators have never been trained in applying them(cf 4.3.2).

Other respondents believe that alternatives to corporal punishment were introduced in order to punish educators. These responses show that respondents have strong reservations about these alternatives. According to 'Alternatives to Corporal Punishment' document (cf 2.5.1), discipline relies on constructive, corrective, rights-based, positive educative practices and not punishment or specific disciplinary actions, which are perceived as destructive (Department of Education, 2000:9). Mokhele (2006:149) states that after abolition of corporal punishment teachers were expected to relate to learners in a friendly way, and establish a more relaxed atmosphere (cf 2.4.1) that would conduce to better learning in the classroom.

The conclusion is that the resistance displayed by school principals towards alternatives to corporal punishment hinders the maintenance of discipline in schools, and that serious attempts must be made to change their attitude and train them thoroughly in the use of other modes of punishment.

### *5.3.1.4 Dysfunctional members of the School Governing Bodies*

Interviews revealed that most rural secondary schools have the problem of dysfunctional members of the governing body. Principals complained about those who do not attend meetings, and who have no vision about education because they are illiterate (cf 4.3.2).

The study reveals that most members of governing bodies do not understand their role in school administration. One would not expect them to make any significant contribution with their low level of education. According to the South African Schools Act, members of a school governing body are involved in administrative tasks such as supervision, policy-making, decision-making, control and coordination (Charlton, 1993 as cited by Duma, 2007:206). Without education it becomes difficult to execute such duties.

The conclusion is reached that members of governing bodies must be literate to be able to deal with disciplinary issues and activities.

#### *5.3.1.5 Lack of co-operation from learners' parents*

It was revealed in both questionnaires and interviews that schools have problems with parents who are not cooperative (cf 4.2.1.4, 4.3.6 and table 4.5). Principals stated that parents' meetings are poorly attended. It also emerged clearly that most learners do not stay with their parents but with grandmothers. There are learners who come from child-headed families in rural secondary schools of KwaZulu-Natal. The absence of parents in the education of their children contributes towards the lack of discipline in rural secondary schools. Ngcobo, (1986:24) concludes that if parents do not involve themselves in disciplining their children, any programme related to behavioural change that the school may begin will not be effective. Discipline at home forms part of school discipline. If the former is lacking, the latter becomes much more difficult (cf. 2.5.2)

The conclusion is reached that the failure of some parents to cooperate with schools in the education of their children detracts from school discipline and the core business of the school, which is effective teaching and learning. Serious attempts must be made to solicit their involvement in this respect. The schools must work closely with social workers. There is a need for each rural secondary school in KwaZulu-Natal, to be allocated a social worker because of learners' social problem.

### 5.3.1.6 Failure of educators to enforce discipline

The empirical survey revealed that a high percentage of educators is not willing to enforce discipline. In most schools the issue of discipline is the management's responsibility, and this, according to the researcher, is one of the major problems that lead to the decline of discipline in rural secondary schools in KwaZulu-Natal. Discipline in schooling should be everybody's responsibility. Ramsey (1994:9) states that if everyone has a purpose and goes about the business of achieving discipline, while helping others in the process, discipline largely takes care of itself (cf 2.2).

This study also indicates that educators do not model appropriate behaviour for the learners (cf 4.5). Van Dyk (1997:40; 2000:64) defines discipline as methods of modelling character and teaching self-control and acceptable behaviour. It becomes difficult for educators to foster discipline if they are not disciplined themselves. They have authority over learners during the course of official school activities in terms of the common law principle *in loco parentis* (in the place of the parent). Parents delegate their parental authority to educators by sending their children to school. Educators must be accountable because the children are their full responsibility during school hours.

School principals play a central role in influencing the efficiency and success of the school through supervision, leading and directing. It is the duty of school principals to make use of various supervisory strategies in order to maintain discipline (cf 2.6.3).

The conclusion is reached that the Education Department must ensure that persons who are qualified in educational management and leadership, and are acquainted with educational law and government policies, must be employed in rural secondary schools in KwaZulu-Natal. It is also important to develop and

empower those who are already in the system, but who are not properly qualified.

### **5.3.2 Home-related disciplinary problems**

Most of the principals surveyed pointed out that besides school-related disciplinary problems, they are also faced with social problems that hinder school discipline. Edwards (2008:7) emphasizes the fact that society has a significant role in creating school disciplinary problems, and that family and social influences on these problems are usually interrelated (cf 2.4.1.2). Flannery (1997:19) believes that children are socialized from a very young age at home and in the family, and home experiences have an influence on children's behaviour (cf 2.4.1.1). This study has revealed social problems that are detrimental to school discipline:

#### *5.3.2.1 Child-headed homes*

Most principals surveyed mentioned that the most learners do not stay with their parents. Goldstein and Click (1994), in Edwards (2008:7), believe that parental involvement is extremely important to the success and maintenance of discipline in schools, and that the most effective school programmes are the ones that have parental support, with parents backing school limits and consequences at home (cf 2.4.1.1). The study reveals that schools find it very difficult to deal with children who are living by themselves without parents or guardians.

##### *(a) Latecoming*

The study reveals that latecoming affects discipline in rural secondary schools in KwaZulu-Natal. It emerged clearly that it is difficult to control latecoming without the cooperation of parents. The conclusion is that schools need buses that will

take the children to school because public transport does not take school times into consideration.

*(b) Absenteeism*

The study has discovered that it is very difficult to control absenteeism when children do not have parents at home. The school finds itself unable to liaise with anyone in order to correct the misbehaving child. Interviews revealed that lack of parental guidance is the cause of absenteeism (cf 4.3.3).

The conclusion is that schools need to work closely with social welfare to cater for learners who are orphans. Psychologists are also needed in rural secondary schools in KwaZulu-Natal so that learners with social problems can receive expert attention.

*(c) High pregnancy rate*

The study reveals that the pregnancy rate is escalating in rural secondary schools in KwaZulu-Natal. According to the respondents, pregnancy affects the learner's performance, and increases absenteeism.

The conclusion is that schools need to engage with learners, teach them about life skills, and invite relevant people to come and address them on sex.

*(d) Substance abuse and the carrying of dangerous weapons*

The study reveals that rural secondary schools in KwaZulu-Natal have the problem of learners who are rude and violent, and who become a threat to other learners. Drugs and alcohol have become the game of the day, which makes learners become out of control (cf 4.3.3). Some of the learners carry dangerous weapons. According to 'The Guidelines for Consideration of Governing Bodies in

Adopting a Code of Conduct for Learners' (South Africa 1998b), such behaviour is categorized as serious misconduct that can result in expulsion.

According to Joubert and Prinsloo (2008:110), a code of conduct must be developed for every school to enable all members of the school community to behave appropriately towards each other, and to cooperate in teaching and learning. The South African Schools Act, section 18, states that the governing body should establish a 'disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning processes'. Petra Friezel commented in the local newspaper that disciplinary structures and procedures are in place in schools, but she feels that they are not being used to their full potential in the school environment (*Zululand Observer*, 8 November, 2013).

The conclusion is that every school must implement a code of conduct. Schools must keep reminding learners of the code of conduct and its content (the rules of conduct and punishment), and put it into practice.

*(e) Lack of safety and security*

The study revealed that schools have become unsafe, and educators fear for their lives (cf 4.3.3). Andrew Cornew (*Zululand Observer*, 8 November, 2013) wrote that more teachers want to leave the profession as they do not feel safe or protected in their schools. He said that in Zululand there have been incidents of teachers' cars being scratched and vandalized, rubbish and other objects being deliberately thrown into the classrooms, classrooms walls and desks being written on, and shelves and posters vandalized, and emphasized that nothing of value can be left in the classroom because it will either be stolen or destroyed (cf 4.3.8.2). These incidents show that safety and security is at stake in schools.

The conclusion is that each and every school must have trained security guards. Schools must also make use of the structures or organizations that can help promote order and security in schools, such as churches, influential members of the community, social workers, and protective services.

In this section, overwhelming evidence suggests that there is lack of discipline in rural secondary schools in KwaZulu-Natal. A number of factors hinder discipline in schooling in rural secondary schools. These include school-related problems and home-related problems, namely lack of cooperation from parents, the educational deficiencies in members of the school governing bodies, uncooperative members, educators unwilling to enforce discipline, policies which are not implementable, learners raised in dysfunctional families, those who come from child-headed families, and those who take drugs. It is hoped that the following recommendations may help to alleviate the problems identified.

#### **5.4 RECOMMENDATIONS**

Discipline is essential for effective teaching and learning. Although much has been written on the topic of school discipline, many principals are still finding it difficult to maintain discipline in schools in the wake of new legislation and regulations that govern discipline and punishment in schools. It is not possible to teach or learn in an environment that is disorderly, disruptive and unsafe. It remains a challenging task to assist principals of rural secondary schools in KwaZulu-Natal in the implementation of disciplinary policies, new legislation and regulations that govern discipline and punishment; to assist the members of the governing body to understand the role they need to play in the maintenance of discipline in schools; and to help principals to understand how to optimize parental involvement in the education of their children. In the light of these conclusions the following recommendations are made:



#### **5.4.1 Initiation of capacity development programme for principals of schools**

School principals play a central role in influencing the efficiency and success of the school. In order for schools to be effective and well managed, principals need to understand very well the implementation of policies and new legislation and regulations that govern discipline and punishment in schools.

The researcher strongly recommends that training programmes for principals should cover the areas mentioned below:

##### *5.4.1.1 Principals' training programmes on policies and new legislation and regulations that govern discipline and punishment in schools*

Principals need to be able to draw up their own disciplinary policies that will suit their own environments, without contradicting the provincial or national code of conduct which embraces values enshrined in the Constitution and contained in the Schools Act.

It is important for principals to understand the rules, regulations and legal principles relevant to school discipline which are found in the Constitution, the South African Schools Act and the Bill of Rights.

##### *5.4.1.2 Training of principals on their role in the maintenance of the legal relationship between school governing bodies and school management*

Section 16A of the Schools Act implies that the principal is accountable for the academic performance of the learners, whilst the school governing body is in charge of everything that happens outside the classroom (Joubert and Prinsloo 2008:73). That means that the principal represents the Head of Department in the governing body, and on the other hand he or she reports to the school governing body.

The Schools Act places obligations on the principal regarding school governing bodies. It is important for the principal to cooperate with the school governing body in all aspects as specified in the Schools Act. Principals must render all necessary assistance and support to governing bodies in the performance of their functions in terms of this Act. The governing body has policy-making functions, and it is also expected to give support and encouragement to educators in the execution of their professional duties. This cooperation between schools and members of governing bodies is lacking in schools, so the Department of Education needs to inform school principals on the legal relationship that should exist between school governing bodies and school management.

#### *5.4.1.3 Principals should be trained in parental involvement strategies*

Research has also revealed that principals learn their roles primarily through on the job experience (Peterson, 1986; Wilson, 1982), in Hurley, 1992:20). Little empirical data has been gathered about how high school principals are organizationally socialized (cf 2.6.3) No particular attention to parent involvement is evident, yet principals are expected to work with parents. The lack of preparation makes the idea of parental involvement in school administration uncomfortable to most principals.

It is therefore recommended that a capacity-building programme for principals should be pursued as a matter of priority. Training principals to use parental involvement effectively is critical to the success of any school programme, as most principals have never received any formal training that shows them how to do this. The training should focus, among other things, on bridging gaps between the home school cultures, empowering parents by giving them the support, encouragement, and respect they need, and involving them in the decision-making process.

#### *5.4.1.4 Training of principals in alternatives to corporal punishment*

To discipline or correct a child refers to the practice of training him or her to obey rules or a code of conduct. Educational legislation, both national and provincial, as well as the Bill of Rights, has changed the way in which discipline is managed in schools. Discipline involves adopting a holistic and integrated approach to developing and maintaining a positive learning environment that encourages and affirms appropriate behaviour at all times in all circumstances (Joubert & Prinsloo, 2008:108).

The high level of violence in schools demands that principals be trained in alternatives to corporal punishment. The principals, together with members of the governing bodies, need to be trained in how to establish a code of conduct for learners, and how to incorporate it into the school rules in order to enable all members of the school community to behave appropriately towards each other, and to cooperate in teaching and learning. The focus should be on positive discipline, self-discipline, and inculcating a standard of behaviour that is recognized and accepted by the society.

Inflicting physical pain on children is no longer accepted as a form of correcting inappropriate behaviour. It is therefore recommended that the Department of Education should organize management development programmes on alternatives to corporal punishment. The training programme could, amongst other things, outline steps to be followed in the disciplinary hearing of a learner, and provide guidelines about who should be involved in the process.

#### **5.4.2 Initiation of capacity development programmes for members of the school governing body**

The school governing body is expected to adopt a code of conduct for learners, and establish a disciplined school environment that is conducive to effective

teaching and learning. Members are also expected to develop policies which embrace the values enshrined in the Constitution and contained in the Schools Act. Together with principals, they are expected to be agents of change, and should therefore be empowered to meet the challenges of governance transformation. There is a need for constant training of governing bodies so that they can be more effective in working with principals to enforce discipline in schools.

Training programmes will boost their confidence so that they cope with school disciplinary issues such as building good human relations, administer discipline to both educators and learners, and bringing about stability in schools. The researcher strongly recommends that training programmes for governing bodies members should cover the areas mentioned below:

#### *5.4.2.1 Training programmes on school administration documents/policies*

The school governing body needs thorough training in the implementation of legal documents such as SASA, school development policy, HIV/AIDS policy, the school constitution, admission policy, religious policy, the code of conduct for learners, and so forth. It is therefore imperative that training programmes on the South African Schools Act (SASA) be initiated, and that these should focus on interpreting and implementing the South African Schools Act so that members of governing bodies are able to understand their roles and responsibilities in schools. Members should be able to both interpret educational legislation and apply it to particular situations, and interpret and implement legal documents pertaining to school discipline.

#### *5.4.2.2 Training programmes on disciplinary procedures for learners*

It is essential for schools to have rules to deal with unacceptable behaviour. Learners and parents need to know what the consequences are of misconduct.

The governing body needs to establish a code of conduct for learners, and incorporate it into school rules in order to instil discipline.

It is recommended that the Department of Education should organize development programmes on disciplinary procedures for learners. Governing body members should develop skills for dealing with learner discipline. The Department of Education should train governing bodies on regulations for administering discipline to learners, conducting disciplinary hearings, and providing guidelines about who should be involved in the process.

#### *5.4.2.3 Training programme on school safety and security*

There have been widespread media reports of shooting, stabbing, harassment of girls (including rape) and drug dealing in South African schools (Joubert, 2008:138). Schools are experiencing violence and learners and educators are often too scared to attend school- scared of being raped or killed by fellow learners in possession of dangerous weapons.

It is recommended that governing body members receive training in safety and security. It is imperative for the training programme to incorporate intervention strategies. The principal and members of the governing body must involve organizations such as social welfare, law enforcement, mental health services and psychologists, as experts in their fields to work with schools and develop a comprehensive guide to school safety and security.

In conclusion, it should be mentioned that principals themselves should be willing to change and be committed to attending training sessions. It is advisable that training be done during school holidays so that teaching and learning time is not disrupted. Members of the governing body should be trained, preferably on Sundays because some members are working. It is recommended that training

manuals for governing body members be available in the vernacular and facilitation of workshops also be conducted in it so that members can understand, since most of them are illiterate.

### **5.4.3 Action to be taken by relevant stakeholders to intensify discipline in rural secondary schools in KwaZulu-Natal**

#### *5.4.3.1 The role of principals in promoting discipline in schools*

School principals are the key people that should lead transformation in schools. In a school situation accountability is owed to the learners for the education provided to them, and for the quality of that education. It is important for principals to help to create a positive, disciplined school environment aimed at preventing disciplinary problems.

*(a) Principals should ensure the implementation of disciplinary policies and procedures*

The study reveals that principals have a problem in implementing discipline. Indiscipline in rural secondary schools is a result of their principals' poor management skills, which could be due partly to lack of experience in management. Principals have a very important role to play in maintaining discipline in schools. They set the tone and morale of the school, and have remarkable influence over educators and learners. They need to be proactive in the development of effective disciplinary policies by ensuring that staff have appropriate support for their professional development, and resources to support policy at all levels (Chaplain, 2003:104). Principals need to monitor and maintain the code of conduct, monitor classroom activity, be present around school, and sensitive to the concerns and difficulties of the staff and learners. It is important for the schools to come up with strategies and procedures that will best suit their needs.

- (b) Principals should facilitate capacity-building programmes for members of the school governing bodies

The study reveals that governing body members should be equipped to understand the role they need to play in schools. It is important for principals to facilitate and develop capacity-building programmes for members of the school governing body. They need to be knowledgeable about SASA, the Constitution and the Bill of Rights as these have a bearing on the formulation of school policies. The most important leadership style in the maintenance of discipline is the democratic or participative approach. This approach recognizes democratic principles of governance, and involves everyone in the process of decision – making. It is recommended that school principals should facilitate in-service training of governing body members in management and leadership skills, as this will empower members to do their work effectively. It is impossible for them to perform their duties without being empowered.

- (c) Principals should provide translation services for members of governing bodies who know only the indigenous language (isiZulu).*

The study revealed that a high percentage of governing body members are illiterate, and know only isiZulu. Language proficiency is essential for members of the governing body if they are to deal with education Acts and policies since they are in English with no vernacular versions available. It is therefore recommended that translators be used in training programmes and meetings attended by members of the governing body in order to overcome communication problems.

#### 5.4.3.2 *The role of members of the school governing body in magnifying discipline in schools*

*(a) Members of the school governing body should engage in the formulation and implementation of school policies.*

The study reveals that a high proportion of members of the school governing body cannot participate in the formulation and implementation of school policies. Section 20 of SASA states that the school governing body must develop the mission statement of the school, adopt a code of conduct for learners, and support the principal, educators and other staff in the performance of their professional functions (cf 2.6.2).

It is recommended that they must not be left behind when decisions about school policies, programmes and routines are planned and formulated.

*(b) The school governing body should play an important role in the establishment and maintenance of sound discipline*

The study also recommends that members of the governing body must be effective in instilling discipline among learners (cf 2.6.2). The school alone cannot deal with disciplinary issues without the cooperation of parents. Discipline and manners start at home. Since parents are primary educators, they instill basic values in learners (cf 2.5.1; 4.3.8.2). Members of the governing body must encourage parents to work with educators to instill discipline without resorting to corporal punishment. Schools should be safe environments where effective teaching and learning takes place.

In order to ensure safety and security, it is recommended that schools employ trained security guards who will work with police officers to deal with crime-related incidents in schools.



#### 5.4.3.3 *The role of the Department of Education in solidifying discipline in schools*

*(a) The Department of Education must establish literacy classes for school governing body members*

The study reveals that a high proportion of members of governing bodies are illiterate and semi-literate (cf 4.2.1.4;4.3.2). Owing to the high rate of illiteracy, governing body members cannot participate effectively in schools, and principals end up not taking them seriously. Members of the governing body are involved in school administration duties such as supervision, policy-making, decision-making, control and their participation depends on their level of education.

It is therefore recommended that the Department of Education provide adult education for governing body members based on literacy and numeracy, which are prerequisites for effective participation in school administrative duties.

*(b) The Department of Education must provide transport for school learners*

The study reveals that latecoming by learners is one of the problems affecting discipline in rural secondary schools. Most respondents indicated that learners depend on public transport to and from schools (cf4.3.2; 4.3.7). Learners walk for long distances to and from school. The transport problem makes it difficult for schools to control discipline.

It is therefore recommended that the Department of Education provide school buses for learners so that running a school does not depend on public transport.

*(c) The Department of Education should introduce guidance and counselling in rural secondary schools in KwaZulu-Natal*

The study revealed that rural secondary schools in KwaZulu-Natal have a high proportion of learners who have social problems such as poverty, infection with HIV/AIDS, living in child-headed families, staying with grandparents, coming from dysfunctional and abusive families, abusing drugs, and so forth. Schools need to work with social welfare, and it is important to offer guidance and counselling to these learners.

It is recommended that each school assign a person that will be responsible for guidance and counselling, and they must be trained by government.

#### **5.4.4 Conclusions**

Evidence in this section suggests that discipline in the school is the function of the administration. School discipline is dependent upon the principals' administrative supervisory, and leadership styles, since they are in charge of all school matters. Principals are both managers and professional leaders who must make use of different strategies and interventions to address disciplinary issues in the school. The study has also revealed that although principals take the lead, the cooperation of educators, learners, parents and the community is essential for effective management of discipline. Poor management by principals can lead to indiscipline in schools. Discipline should not be taken for granted, but should be carefully planned, organized, and coordinated by the Department of Education and school principals. The Department should take it upon itself to initiate capacity development programmes for principals of schools and members of governing bodies in order to promote a disciplined atmosphere in schools.

## **5.5 CONCLUSION**

This chapter has presented a review of the entire study project, a summary of the findings (conclusions from the literature and empirical surveys), and a set of recommendations that include the following:

- Principals of schools should implement the policies they have put in place (cf 2.4; 2.6.2).
- The Department of Education should empower newly appointed principals by giving them an induction course in management in order to ensure that they have the required skills. A situation must be avoided where principals learn only through job experience (cf 2.5.3). Principals should receive training in changes that are taking place in education, for instance, the introduction of alternatives to corporal punishment.
- Principals must work collaboratively with school governing bodies, educators, learners and parents to achieve a unifying mission, vision, and set of goals, and develop school rules that will take care of discipline (cf 2.6.1).
- The high illiteracy rate of members of the governing bodies adversely affects discipline in schooling as they cannot meaningfully participate in the maintenance of discipline in schools (cf 4.2.1.4; 4.3.2).

## **5.6 LIMITATIONS OF THIS STUDY AND RECOMMENDATIONS FOR FURTHER STUDY**

This study, like any other study, has certain limitations that have to be acknowledged. One of its possible shortcomings is the fact that it was confined to principals of rural secondary schools In KwaZulu-Natal.

The other shortcoming is that the management of discipline in schools involves the cooperation of principals, educators, learners, parents and members of the community, but the focus was only on principals. The involvement of all parties involved in issues of discipline in schools would prove to be more reliable as a focus on the problem. However, even though the scope of this study had of necessity to be limited, the results might well be valid for all rural secondary schools in the country.

Additional studies on how new principals of rural secondary schools in KwaZulu-Natal are trained in the kind of leadership that will lead to successful management of schools, and the transformation of education in South Africa, would be beneficial.

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**APPENDIX A**

**QUESTIONNAIRES**

## QUESTIONNAIRE FOR PRINCIPALS

This is not a test, but a questionnaire, which forms a part of a research project to investigate discipline in secondary schools.

Your co-operation is of great importance.

PLEASE ANSWER ALL QUESTIONS

### SECTION 1: DEMOGRAPHIC AND GENERAL INFORMATION

<b>1.1 Gender of Respondent</b>		
Male	1	
Female	2	
Other	3	

<b>1.2 Age Group</b>		
Under 30	1	
31-40	2	
Above 40	3	

<b>1.3 Educational Qualification</b>		
Below Matric	1	
Matric ( Grade 12)	2	
Matric + 1 ( M+1)	3	
Matric +2 (M+2)	4	
Matric+3 and above	5	

## SECTION A

### PRINCIPALS ' PERCEPTIONS OF DISCIPLINE IN SCHOOLS

Use the scale given below to indicate how much you agree with or differ from each statement.

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4	3	2	1

1. Corporal punishment remains a disciplinary option for many educators	1	2	3	4
2 Corporal punishment makes learners obedient, put the teacher in control	1	2	3	4
3. Alternative modes of punishment do not work and are just a waste of time	1	2	3	4
4. The authority of educators should be unquestioned	1	2	3	4
5. Educators should not only teach human rights but should also practice them.	1	2	3	4
6. The school management team should involve learners in maintaining and monitoring of discipline in the school.	1	2	3	4
7. Educators should be consistent in the application of rules.	1	2	3	4
8. Educators should always strive to build positive relationships with learners.	1	2	3	4
9. Educators should always be well prepared for lessons and exercise self discipline.	1	2	3	4
10. Educators, parents and learners should be well informed about the legal nature and the consequences of the code of conduct.	1	2	3	4
11. All stakeholders have a common understanding of what discipline is	1	2	3	4
12. Discipline in schooling is everybody's responsibility	1	2	3	4
13. Chaotic schools that are characterised by disorder and disruption find it difficult to maintain order and harmony	1	2	3	4
14. Corporal punishment inhibits creativity, is abusive and results in low self-esteem.	1	2	3	4
15. Good school discipline begins with a school policy that empowers administrators and educators to deal with the many learners' behavior	1	2	3	4
16. A school governing body may not suspend a learner without giving him or her a fair hearing.	1	2	3	4
17. School Management Teams take a lead by jointly working with all staff members and parents to instil self-discipline and self control in learners	1	2	3	4

18. Children should be disciplined to accept authority because someone who voluntarily accepts authority is able to make the right moral decisions	1	2	3	4
19. Good lesson management is critical in maintaining control.	1	2	3	4
20. If learners are not treated equally, then, this will cause resentment and there is a good chance that learners will misbehave	1	2	3	4

## SECTION B

### PRINCIPALS' EVALUATION OF DISCIPLINE IN SCHOOLS

Use the scale given below to indicate the evaluation of discipline in schools

<b>3 = Yes</b>	<b>2= Unsure</b>	<b>1= No</b>
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1. All learners have a copy of the Code of Conduct.	1	2	3
2. The SGB take an initiative in the formulation of school policies.	1	2	3
3. The content of the Code of Conduct is discussed and explained to the learners.	1	2	3
4. Disciplinary measures are devised to promote and maintain a well disciplined school environment.	1	2	3
5. Governing Body of a public school must adopt a Code of Conduct for learners of the school			
6. Parents take responsibility for the discipline of their children.	1	2	3
7. Educators manage their classrooms well.	1	2	3
8. Educators treat all learners equally.	1	2	3
9. Discipline relies on constructive, corrective, right based and positive educative practices.	1	2	3
10. The educators are able to maintain order and harmony in the school.	1	2	3
11. Educators are able to model appropriate behaviour to the learners.	1	2	3
12. In maintaining discipline in schools educators should understand that each child is simultaneously unique and different.			
13. Good teaching and learning is the core business of a school and cannot take place in the absence of good discipline.			
14. Poor parental discipline and monitoring, amongst other factors, have been responsible for the occurrence and persistence of conduct problems in schools.			
15. Educators must discuss with the class a set of rules or even ask for suggestion of rules.			



**SECTION C**

3.1 In your opinion, state:

3.1 .1 school related problems that affect discipline in your school

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3.1.2 home related problems that affect discipline in your school

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3.2 The following can be done to improve discipline in my school

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## **APPENDIX B**

### **INTERVIEW SCHEDULE FOR THE STUDY**

## **INTERVIEW SCHEDULE**

### **TOPIC**

## **DISCIPLINE IN SCHOOLING: A STUDY OF RURAL SECONDARY SCHOOLS IN KWAZULU NATAL**

1. What is the importance or role of discipline in your school?
2. What type of disciplinary problems do you experience in your school?
3. How do you deal with each of these problems?
4. What is the relationship between the educators' conduct and the manner in which you attempt to maintain discipline?
5. What support do you get from learners' parents and members of the community with regard to discipline enforcing in your school?
6. What type of assistance do you need in order to be able to deal with disciplinary problems in your school?

## **APPENDIX C**

# **APPLICATION FORM TO CONDUCT A STUDY**



## Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

### 1. Applicants Details

Name Of Applicant(s): \_Ingrid Sibongile Kapueja

Tel No: 0827026636

Fax: 035 9026260

Email\_KapuejaI@unizulu.ac.za

Address: P.O.Box 204 Kwa\_-Dlangezwa 3886

### 2. Proposed Research Title:

Discipline in Schooling: A study of rural secondary schools in Kwa- Zulu Natal

### 3. Have you applied for permission to conduct this research or any other research within the KZNDoE institutions?

Yes	No
	X

If “yes”, please state reference Number: \_\_\_\_\_

### 4. Is the proposed research part of a tertiary qualification?

Yes	No
x	

If “yes”

**Name of tertiary institution:** University of Zululand

**Faculty and or School:** Faculty of Education ( Department of Educational Planning and Administration)

**Qualification:** Med in Didactics

**Name of Supervisor:** DR M.A.N. Duma

**Supervisors Signature** \_\_\_\_\_

If “no”, state purpose of research: The study is aimed at achieving the following objectives:

To investigate the principals ’perceptions of the role of discipline in rural secondary schools in Kwa- Zulu

Natal.

To evaluate and assess the role of discipline in rural secondary schools

To identify problems encountered by principals in combating discipline in rural secondary schools

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### **5. Briefly state the Research Background**

**In schools, educators regard discipline as a problem which they have to deal with everyday. In many cases teaching and learning have become difficult in some schools and impossible in others simply because educators do not understand what discipline means and do not know how to deal with it in classrooms( Sonn,1999:18)**

**The school stands or falls on the effectiveness of its discipline. The roots of positive discipline lie in the way people think about themselves and others. It is the culture that drives the discipline of the school. A positive culture is first condition of a successful school. Where a supportive environment has been established learners tend to behave. If everyone has a purpose and goes about the business of achieving it while helping others in the process, discipline largely takes care of itself. Once a school has established a reputation for positive discipline and respectful learning, the culture becomes a self-fulfilling prophecy. People become what they believe (Ramsey, 1994:3)**

**The crucial key to an effective total school discipline is shared values among learners, educators, parents and administrators about what is acceptable, appropriate behaviour in the particular school setting.**

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**6. What is the main research question(s) :**

**How do principals of rural secondary schools in Kwa-Zulu Natal perceive the role of discipline in their schools?**

**What is the condition of discipline in rural secondary schools in Kwa-Zulu Natal?**

**What are the problems faced by principals with regard to discipline in rural secondary schools in Kwa- Zulu Natal?**

**How do principals of schools manage discipline in rural secondary schools in Kwa-Zulu Natal?**

**7. Methodology including sampling procedures and the people to be included in the sample**

The researcher opted for the “mixed method research design”. The advantages of this design are that ‘ it uses the quantitative and qualitative approaches in combination to provide a better understanding of research problems than either approach alone (Creswell and Plano Clark 2007:5). This methodology will be used, firstly, because the researcher believes that it will lead to some knowable truths about discipline in schooling in rural secondary schools in Kwazulu Natal. Secondly, it will provide information on whether certain generalisations presented in the literature are also true for this population.

Ivankova, Creswell and Plano Clark, (2007:261) emphasize that in mixed methods approach, a researcher collects both numeric information (e.g.scores on a survey instrument or ratings) and text information (e.g. open –ended interviews or observations) to answer the study research questions, as well as the fact that the term mixing implies that the data or the findings are integrated or connected at one or several points within the study. The researcher’s intention is to use both qualitative and quantitative methods together to form a morecomplete picture than these do when they stand alone.

Sampling refers to the process of selecting participants for a research project (Dane 1990: 289). Various methods of sampling can be utilised to select a representative sample, including simple random sampling, cluster sampling, systematic sampling, and stratified sampling. In this study, the researcher will use the random sampling method. This method is also favoured by Ary et. al (2002: 163) for its simplicity,

unbiased nature, and its closeness to fulfilling the major assumption of probability, namely that each element in the population stands an equal chance of being selected. No element is either deliberately or inadvertently excluded from the selection by chance.

Two hundred and sixty (260) principals of schools will be randomly selected, i.e. 20 principals from each circuit. The researcher deems this to be a convenient sample size. To conduct the research at all the schools will be a difficult and expensive venture. Cohen and Manion (2000: 87) believe that it is often not practical to study the entire population. Choosing less than 20 schools per circuit, on the other hand, can mean the risk of acquiring less accurate information.

In this study, the researcher chose the Northern cluster of Kwa-Zulu Natal as the field of study. The Northern cluster consists of four districts namely: Zululand district, Majuba district, Uthungulu district and Umkhanyakude district. These districts have circuits serving under them. The main participants of this study will be principals of rural secondary schools in Kwa-Zulu Natal. The focus is on principals of schools because it is believed that discipline is a product of leadership and disciplinary problems are traceable to the problem of leadership. Data will be collected by means of a questionnaire and an interview.

**8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?**

This study will hopefully provide a framework or model for the management of discipline in rural secondary schools in Kwa- Zulu Natal. The school management will hopefully be provided with strategies so that in its implementation of the school disciplinary policy, it reflects the needs of learners, educators, parents, and the community. The management and maintenance of discipline in schools will involve all members of the school and a wider educational community. The real essence of education is helping learners to exercise self- discipline and self-control and preparing them for adulthood. The school will hopefully be provided with a framework to deal with parents parents and learners in a professional and positive way in order to be able to develop partnership and alliance in promoting discipline in schools.



<b>9. KZN Department of Education Districts from which sample will be drawn (please tick) –</b> <i>Please attach the list of all schools</i>				
Amajuba	✓	Umlazi		Sisonke
Othukela		Pinetown		Ugu
Zululand	✓	Ilembe		Umgungundlovu
Obonjeni	✓	Empangeni	✓	Umzinyathi

**10. Research data collection instruments:** *(Note: a list and only a brief description is required here - the actual instruments must be attached):*

The researcher will use both quantitative and qualitative instruments for data collection. The quantitative data collection instrument that will be used in this study will be questionnaires. The researcher will also use unstructured interviews as qualitative data collection instrument. Both these instruments will be administered to principals of schools as it is believed that discipline is a product of leadership and disciplinary problems are traceable to the problem of leadership.

**11. Procedure for obtaining consent of participants and where appropriate parents or guardians:**

A letter requesting permission to conduct research in the school will be written to the principal of the school. The researcher will attach a letter that gives the researcher permission to conduct research in Kwa-Zulu Natal Department of Education Institutions. The study is about the management of discipline in schools in general, so the participants will be principals of schools.

**12. Procedure to maintain confidentiality ( if applicable):**

All ethical issues will be adhered to. Ethically guided decision making and the humane and sensitive treatment of participants will be part of the total lifestyle in this study. The researcher will make participants aware of the purpose of the study, voluntary participation, privacy, confidentiality, and anonymity. All participants will sign an informed consent form.

**13. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):** N/A

**14. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable):** N/A

**15. Research Timelines :**

**Data collection : February- May 2013**

**Data Analysis : June- August 2013**

**Report and dissertation writing : November 2013**

**16. Declaration**

**I Ingrid Sibongile Kapueja declare that the above information is true and correct**

\_\_\_\_\_  
**Signature of Applicant**

\_\_\_\_\_  
**Date**

**17. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.**

I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

\_\_\_\_\_  
**Signature of Applicant(s)**

\_\_\_\_\_  
**Date**

**Return a completed form to:**

Sibusiso Alwar  
Research Unit  
Resource Planning  
KwaZulu Natal Department of Education

**Hand Delivered:**

Office G25; 188 Pietermaritz Street  
Pietermaritzburg 3201

**Or**

**Ordinary Mail**

Private Bag X9137  
Pietermaritzburg  
3200

**Or**

**Email** : [sibusiso.alwar@kzndoe.gov.za](mailto:sibusiso.alwar@kzndoe.gov.za) or [smiso.sikhakhane@kzndoe.gov.za](mailto:smiso.sikhakhane@kzndoe.gov.za)

## **APPENDIX D**

### **PERMISSION TO CONDUCT THE SURVEY**



## education

Department:  
Education  
**PROVINCE OF KWAZULU-NATAL**

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8

Ms IS Kapueja  
P O Box 204  
KWA-DLANGEZWA  
3886

Dear Ms Kapueja

### **PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS**

Your application to conduct research entitled: **DISCIPLINE IN SCHOOLING: A STUDY OF RURAL SECONDARY SCHOOLS IN KWA-ZULU NATAL**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 May 2013 to 31 March 2014.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education:

Amajuba District  
Zululand District  
Mkhanyakude District  
Uthungulu District

**Nkosinathi S.P. Sishi, PhD**  
**Head of Department: Education**  
**Date: 19 November 2013**

#### **KWAZULU-NATAL DEPARTMENT OF EDUCATION**

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 Fax: 033 392 1203

EMAIL ADDRESS: [kehologile.connie@kzndoe.gov.za](mailto:kehologile.connie@kzndoe.gov.za); CALL CENTRE: 0860 596 363;

...dedicated to service and performance  
**beyond the call of duty**

WEBSITE: [www.kzneducation.gov.za](http://www.kzneducation.gov.za)

## **APPENDIX E**

### **LETTERS TO THE PRINCIPALS**

PRIVATE BAG X1001  
KWADLANGEZWA  
3886

03 March 2014

The Principal

.....  
.....  
.....

Dear Sir/ Madam

**REQUEST FOR YOUR PERMISSION TO PARTICIPATE**

I wish to request for a permission to conduct a research. This research project is towards my Doctoral of Education (Educational Foundations and Management) degree at the University of Zululand (main campus), under the supervision of Dr MAN Duma.

The research topic is: **Discipline in schooling: A study of rural secondary schools in KwaZulu-Natal.** The research will be administered through questionnaires/interviews A copy of a questionnaire is attached. The information obtained will greatly assist the Department of Education to improve the quality of management in schools.

I guarantee that the information gathered during research will be treated with confidentiality.

Yours sincerely

---

Ingrid Sibongile Kapueja

Contact Details: 035 902 6249 (W) 082 702 6636

## Consent form for principals

I .....agree to participate in the research project investigating: “Discipline in Schooling: A study of rural secondary schools in Kwa-Zulu Natal”.

I understand the aims and the study objectives, benefits, and inconveniences that this research projects entails.

- I understand that I am not obliged to participate in this study, and that I have a right to withdraw from the study at any time.
- I understand how confidentiality and anonymity will be maintained during this research project.
- I understand the anticipated used of data, especially with respect to publication, communication and dissemination of results.

I have carefully studied the above and understand my participation in this agree, I freely consent and voluntarily agree to participate in this study.

The aim of the study is to investigate the principals’ perceptions of the role of discipline in their school, to evaluate and assess the role of discipline in rural secondary schools and to determine disciplinary problems encountered by principals as leader in their schools.

**DATE.....SIGNATURE.....**

# **APPENDIX F**

## **ETHICS CLEARANCE**





### ETHICAL CLEARANCE CERTIFICATE

<b>Certificate Number</b>	UZREC 171110-030 PGD 2014/50					
<b>Project Title</b>	Discipline in schooling : A study of rural secondary schools in KwaZulu-Natal					
<b>Principal Researcher/ Investigator</b>	IS Kapueja					
<b>Supervisor and Co- supervisor</b>	Dr. MAN Duma					
<b>Department</b>	Foundations of education and management					
<b>Nature of Project</b>	Honours/4 <sup>th</sup> Year	Master's	Doctoral	x	Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate. Special conditions, if any, are also listed on page 2.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UZREC in the prescribe format, where applicable, annually and at the end of the project, in respect of ethical compliance.

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these may also require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language			X
Other data collection instruments		Only if used	

**Special conditions:** Documents marked "To be submitted" must be presented for ethical clearance before any data collection can commence.

The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.



**Professor Rob Midgley**  
 Deputy Vice-Chancellor, Research and Innovation  
 Chairperson: University Research Ethics Committee  
 10 March 2014

**CHAIRPERSON**  
 UNIVERSITY OF ZULULAND RESEARCH  
 ETHICS COMMITTEE (UZREC)  
 REG NO: UZREC 171110-30

10-03-2014

**RESEARCH & INNOVATION OFFICE**