

**THE EFFECT OF DISCIPLINE ON ACADEMIC ACHIEVEMENT
IN SECONDARY SCHOOL**

By

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DECLARATION

I declare that this dissertation, *The effect of discipline on academic achievement in secondary schools* represents my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

(N.L. Khuluse)

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DEDICATION

I dedicate this work *to my wife and parents* who have made a tremendous contribution to my life and who has strived so that I may be well educated.

My son, *Siyabonga*

My daughters, *Sizakele, Asande & Anelisiwe*

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SUMMARY

The aim of this study was to pursue an investigation into the effect of discipline on academic achievement in secondary schools.

From the literature study it became clear that classroom management is a necessary condition for effective student learning. The school climate established by the educator can have a major impact on learners' motivation and attitude towards learning. As such, the skills involved in establishing a positive classroom climate are of immense importance.

Clearly, learners need order in the classroom if the activities, which take place, are to facilitate effective learning. The most important point to bear in mind in considering discipline, is that creating the necessary order is more to do with the skills involved in effective teaching in general than it is to do with how one deals with learner behaviour itself. If the learning activities are well-planned and prepared, if the presentation elicits and maintains learners' attention, interest and involvement, and if the activities are challenging and offer realistic opportunities for success, then the necessary order will be established as part of these qualities. In essence, skilful teaching lies at the heart of establishing discipline.

Most learner misbehaviour is quite trivial. The types of learner behaviour most frequently cited by educators are:

- excessive talk or talking out of turn,
- being noisy (both verbal, such as shouting at another learner across the room, and non-verbal, such as letting a disk lid slam shut),

- not paying attention to the educator,
- not getting on with the work required,
- being out of their seats without good cause,
- hindering other learners, and
- arriving late for lessons.

To a large extent, such problems can be minimized by skilful teaching in general, and by developing conventions and routines for behaviour, which are followed. The discipline which prevails in a classroom will not only be influenced by the educators' behaviour and expectations, but also by the expectations learners bring with them, and, importantly, by the prevailing ethos in the school. Nevertheless, a well-managed lesson coupled with a relationship based on mutual respect and rapport will do much to minimize pupil misbehaviour. In schools where it is recognized that there are a number of learners with marked emotional or academic difficulties, skilful teaching can ensure that good discipline in lessons will be the norm.

Learners misbehave at school for a variety of reasons, e.g. boredom, inability to do the work, low academic self-esteem, emotional difficulties, poor attitudes, etc. The key to establishing good discipline at school lies in learners accepting the educator's authority to manage their behaviour and their progress in learning. Learning activities cannot take place effectively in a classroom of thirty learners or more, unless one is given authority to control, manage and direct what is going on as, when and how appropriate. Much of the authority as an educator derives from the status he has in that role, and the respect and

esteem for educators generally held in society; this is particularly conveyed to learners by their parents and other sources of influence. Educators will have some degree of status because of this, most notably with younger learners where they may be perceived as a parent figure to some extent.

In order to exercise managerial control, learners' behaviour needs to be rule-governed. Such school rules may be explicitly stated by educators or simply inferred from the educator's actions.

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

- All schools should draw up a code of conduct and implement it.
- Rules related content should be incorporated in the academic curriculum.
- Further research should be conducted concerning disruptive behaviour in the classroom in order to provide an overview of the problem.

CONTENTS: CHAPTERS

**THE EFFECT OF DISCIPLINE ON ACADEMIC ACHIEVEMENT IN
SECONDARY SCHOOLS**

CHAPTER		PAGE
CHAPTER 1	ORIENTATION	1
CHAPTER 2	LITERATURE REVIEW	6
CHAPTER 3	RESEARCH DESIGN	14
CHAPTER 4	PRESENTATION AND ANALYSIS OF THE RESEARCH DATA	21
CHAPTER 5	SUMMARY, FINDINGS AND RECOMMENDATIONS	40
REFERENCES		49
ANNEXURES		
APPENDICES	QUESTIONNAIRE	

CHAPTER 1

ORIENTATION

	PAGE
1.1 INTRODUCTION	1
1.2 ANALYSIS OF A PROBLEM	2
1.3 STATEMENT OF THE PROBLEM	3
1.4 DEFINITION OF TERMS	3
1.4.1 Academic	3
1.4.2 Achievement	3
1.4.3 Discipline	3
1.4.4 Effectiveness	4
1.4.5 Performance	4
1.4.6 School	4
1.4.7 Secondary school	4
1.5. METHOD OF RESEARCH	5
1.6 AIM OF THE RESEARCH	5
1.7 VALUE OF RESEARCH	5

CHAPTER 2

LITERATURE REVIEW

	PAGE
2.1 INTRODUCTION	6
2.2 PURPOSE OF DISCIPLINE	6
2.3. CHARACTERISTICS OF EFFECTIVE DISCIPLINE	7
2.4 CHARACTERISTICS OF POOR DISCIPLINE	9
2.5 CAUSES OF MISBEHAVIOUR [DISCIPLINARY PROBLEMS]	10
2.6 RELATION BETWEEN DISCIPLINE AND ACADEMIC ACHIEVEMENT	11
2.7 SUMMARY	12

CHAPTER 3

RESEARCH DESIGN

	PAGE
3.1 INTRODUCTION	14
3.2 SELECTION OF RESPONDENTS	14
3.3 RESEARCH INSTRUMENT	14
3.3.1 The questionnaire as a research instrument	14
3.3.2 Construction of a questionnaire	15
3.3.3 Characteristics of a good questionnaire	16
3.3.4 Advantages and disadvantages of a questionnaire	16
3.4 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE	17
3.4.1 Validity	17
3.4.2 Reliability	18
3.5 PILOT STUDY	18
3.6 DATA PROCESSING	18
3.7 PROCESSING OF THE DATA	19
3.7.1 Descriptive statistics	19
3.7.2 Analysis of data	19
3.8 LIMITATIONS OF THE INVESTIGATION	20
3.9 SUMMARY	20

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

	Page
4.1. INTRODUCTION	21
4.2 DESCRIPTIVE STATISTICS	21
4.2.1 Gender of respondents	21
4.2.2 The age of respondents	22
4.2.3 Academic qualifications of respondents	22
4.2.4 Professional qualifications of the respondents	23
4.2.5 Total number of years in teaching profession	24
4.2.6 Post level of respondents	24
4.2.7 Type of post held by the respondents	25
4.2.8 Area of school	25
4.2.9 Average number of learners taught per class	26
4.2.10 Number of workshops	27
4.2.11 Code of conduct	27
4.2.12 Purpose of effective discipline in schools	28
4.2.13 Rules for effective discipline in schools	32
4.2.14. Causes for disruptive behaviour	36
4.3. SUMMARY	39

CHAPTER 5

SUMMARY FINDINGS AND RECOMMENDATIONS

5.1	INTRODUCTION	40
5.2	SUMMARY	40
5.2.1	Statement of a problem	40
5.2.2	Literacy review on effect of discipline an academic achievement in Secondary schools	40
5.2.3	Research design	41
5.2.4	Presentation and analysis of research data	42
5.2.5	Aim of the study	42
5.3	FINDINGS FROM THE EMPIRICAL RESEARCH	42
5.4.	RECOMMENDATIONS	43
5.4.1	Inculcation of good behaviour	43
5.4.2	Code of Conduct for learners	45
5.4.3	Further research	47
5.5.	CRITICISM	47
5.6	FINAL REMARKS	48
	REFERENCES	49

LIST OF TABLES

TABLE 1	Frequency table according to the gender of respondents
TABLE 2	Frequency distribution according to the age group of the respondents
TABLE 3	Frequency distribution according the academic qualifications of the respondents
TABLE 4	Frequency distribution according to the professional qualifications of the respondents
TABLE 5	Frequency distribution according to number of years in teaching profession
TABLE 6	Frequency distribution according to post level held by the respondents
TABLE 7	Frequency distribution according to the type of post held by respondents
TABLE 8	Frequency distribution according to where respondents' school is situated
TABLE 9	Frequency distribution according to the average number of learners taught per class
TABLE 10	Frequency distribution according to the number of workshops attended on discipline by the respondents
TABLE 11	Frequency distribution according to the availability of a code of conduct at school
TABLE 12	Frequency distribution according to the purpose of effective discipline in schools

TABLE 13 Frequency distribution according to the rules for effective discipline in schools

TABLE 14 Frequency distribution according to causes of disruptive behaviour

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Many secondary schools experience ineffective discipline. This lack of discipline has affected the learner's academic performance and their progress in school. Wood, Nicholson and Findley (1985:312) state that good discipline helps to develop desirable student behaviour. If a school has effective discipline, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. Gawe, Vakalisa and Jacobs (2001:190) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor. West (1982:76) suggests that criminal activities result because of dropouts caused by failure to cope with school discipline.

Good discipline at school plays a vital role in the achievement of expectations and goals. Discipline also plays a vital role in the acquisition of responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Dunham (1984:66) is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. Parents often have no choice but to enroll their children in a school with poor discipline which often leads to poor academic performances.

The principal as school manager needs to have an effective leadership style so as to acquaint himself with the challenges of disciplining learners. Everard and Morris (1996:14) explain leadership styles as autocratic, paternalistic, consultative as well as democratic. These styles can play a major role to the challenge of discipline. Sage (1988:52) states the importance of knowing the learners characteristics.

1.2 ANALYSIS OF A PROBLEM

Effective discipline is needed in school for good academic achievement. When there is effective discipline in a school and in the classroom, effective teaching and learning can take place. Sonn (1999:86) emphasizes that a school without effective discipline is unmanageable and often results in unmotivated and demoralized educators and learners.

Possible reasons for the absence of effective discipline in schools as highlighted by (Beane, 1999:45) are:

- Learners are not disciplined by parents.
- They come late to school.
- They do not do their school work.
- They have disruptive behaviour in class.
- Educators do not honour their lessons.
- Educators come late for class.
- Educators come to class unprepared.
- Educators leave the classes early before the end of a period.

Mwamwenda (1996:312) emphasizes that the society, the school, the curriculum, the teachers and the local community contribute to the lack of discipline of learners. Vrey (1979:169) says the relationship with peers, parents, ideas, moral and religious values have a basic influence on discipline of the learner.

Reasons for the lack of discipline in many schools as others suggested by Durand (1990:3) are as follow:

- Overcrowded classrooms.
- Educator's disciplinary style (e.g. too lenient).
- Substance abuse during school hours.
- Over aged learners in class.
- Learner's inability to cope with school work.
- Poor classroom organization.
- Non challenging subject matters.

- Learners lack of interest in school work.
- Inadequate punishment rules for misdemeanors.
- Failure to implement the disciplinary rules in a code of conduct.

1.3 STATEMENT OF THE PROBLEM

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

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

1.4 DEFINITION OF CONCEPTS

1.4.1 Academic

According to Hornby (2004:5) academic is connected with education especially studying in schools and universities. It also involves a lot of reading and studying rather than practical and technical skills.

1.4.2 Achievement

According to Collins (1995:11) achievement means a successful completion or accomplishments after hard work or ability as heroism. Academic achievement in school means when learners successfully complete their work.

1.4.3 Discipline

Discipline is defined as the development of self control, character, orderliness and efficiency (Savage 1991:2). Once this word prevails, direction is identified. Lorenz (1986:31) also

defined discipline in education as referring to learning, regulating scholarship, guidance and orderliness.

1.4.4 Effectiveness

Effectiveness is the way in which an impact is identified. It can be positive or negative. Hoy and Miskel (2001:297) also explain the entries for effectiveness such as fiscal resources, physical facilities, student readiness, teacher capabilities, technology, parent support and policies and standards.

1.4.5 Performance

According to Hornby (2004:865) performance is the act or a process of performing a task or an action. How well or badly you do things is also involved. So the learner's actions at school indicate his performance.

1.4.6 School

Piet and Mahlangu (1990:47) describe a school as a formal institution for instruction or preparation for adult life which transport culture to the next generation. An institution like this helps to develop young adult to cultural maturity.

1.4.7 Secondary School

This is a formal institution which prepares pupils for tertiary education or to go to an industrial sphere (Piet & Mahlangu, 1990:57).

1.5. METHOD OF RESEARCH

Research in this study will be conducted as follows:-

- A literature study of relevant literature will be done.

- A self-structured questionnaire will be distributed to secondary schools of the Ndwedwe Circuit under Ilembe District (eThekweni Region) to be completed by educators. A Likert type scale questionnaire with three response categories e.g. Agree, Disagree, Uncertain will be designed. This will help the respondent to select easily the answer after understanding the question asked. Questions will be related to the effect of discipline on learner's academic achievement in secondary schools.

1.6 AIM OF THE RESEARCH

The aims are as follow:

- To pursue a study of relevant literature in order to establish what role discipline plays in academic achievement.
- To undertake an empirical investigation into discipline as integral part of effective academic achievement.
- To make recommendations that may assist in the exercising of effective discipline in school.

1.7 FURTHER COURSE OF THE STUDY

Chapter 2 will contain a literature review of the effect of discipline an academic achievement in secondary schools. Chapter 3 will explain the planning of a research. In chapter 4 an analysis of data obtained from the research will be done. Chapter 5 will be a summary of the research, finding from the literature study, shortcomings and certain recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Cawood and Gibbon (1981:293) regard discipline as the willingness to learn from someone and to be influenced by him. So discipline plays a vital role in the academic achievement of the learner especially in a secondary school. As the learner is in a very influencable stage when in secondary school, various stakeholders are essential in the achievement of a learner. Many factors contribute towards the discipline of a learner such as the peer pressure, family background, social background, financial status at home, as well as the school situation. (Sonn, 1999:21).

In this chapter the purpose of discipline will be discussed such as the goals and objectives, responsibility, preparedness towards the outside world etc. The characteristics of effective and ill discipline will also be looked at. The origin of ineffective discipline will be highlighted and the causes of misbehaviour will be discussed as well as the relations between discipline and academic achievement.

2.2 PURPOSE OF DISCIPLINE

- According to Lorenz (1986:2) orderliness, guidance and effective discipline plays a significant role in giving learners direction so as to reach or achieve the expected goals and objectives in their formal schooling. The targeted academic achievement is easily achieved if there is good discipline at school. Freedman and Benjamin (2003:7) emphasize that discipline keeps strategies and vision from becoming an unmet aspiration.
- Responsibility becomes more effective if there is good discipline. A learner can be delegated if he his disciplined. By delegation, he acquires responsibility through good discipline. Joubert and Prinsloo (2001:124) state that a code of conduct in school plays a leading role in the creation and the implementation of good discipline.

- Being prepared for the outside world can be achieved by effective discipline. Stankosky (2005:3) states that knowledge management has significance and it must be elevated to its own academic discipline with the accompanying theoretical constructs, guiding principles and professional society to serve as an evolutionary thrust.

- Another main aim of discipline is to eliminate disruptive behaviour. A school needs to be a safe place for the learners. This is done through good discipline of the learners as well as the educators. If the school is safe, supported by an effective code of conduct, the disruptive behaviour among learners will be eliminated. According to Khoza (2001:1) schools should be supported to be safe havens where education and learning can flourish.

- The main aim of school education is to develop the learner towards adulthood. This is done with the help of effective discipline. Van Wyk (2001:13) says that learners can now attend schools of their choice. She also states that parents and learners have created a new pattern largely of their own volition, because learners can now enroll in schools which are better resourced, orderly and obtain better academic results.

- A good image of the learner and the school occurs through good discipline. Being exemplary and being a role model needs good discipline, which is why Sonn (1999:21) sees discipline as being about self respect, and respect to others.

2.3. CHARACTERISTICS OF EFFECTIVE DISCIPLINE

- A good balance should be maintained by the learner in his school work and the other activities at school. A learner participates in extra-mural activities and is also expected to achieve well academically. He does this through good self discipline, which promotes the culture of learning as explained by Smith and Pacheco (1996:163) as the general disposition and attitudes of learners towards learning.

- If a learner prioritizes his activities, orderliness is essential as explained by Lorenz (1986:31) because there are many activities which he is expected to participate in so a

sense of priority is playing a vital role. A learner is expected to have good academic results so he needs priorities.

- If a learner is well disciplined he has direction in life. A learner knows what to do at what time. A learner should also know his destination and which steps he needs to take in order to reach his destination. The continual conduct (Walters; 1992:28) being enriched on mental, emotional and moral level.

Ehlers (1981:25) states that a major problem in any school is to balance orderliness and direction in the instructional program against realities of human diversity and curriculum variety. He also stated that human diversity is a fact of life even in the most isolated cultures.

The following characteristics of effective discipline are cited by Joubert and Prinsloo (2001:122-123):

- Discipline is used to create order. Effective discipline ensures that human activities in the daily process of education takes place orderly. The willful and the wayward behaviour of each individual are consequently checked by discipline.
- Discipline ensures fairness. Fair protection of the respective interests of the various participants and interested parties within the education system is essential. The disciplined learner is able to differentiate what is appropriate and what is not appropriate.
- Discipline protects the learner. In an orderly environment discipline protects a learner against the unruly and undisciplined behaviour of his fellow learners. It also protects a learner against his own waywardness.
- Discipline contributes to the spiritual development of the learner. Loving disciplinary action aims to help the learner develop maturity, responsibility, independence and adulthood.
- Discipline is prospective. The objective of education is to prepare the learner for integration and development in an adult working society. Discipline which also

focuses on self-discipline must be prospective and directed at the development of the adult for the future.

- Discipline should be directed primarily at correction. Correction in an educational context is directed primarily at inner development.

Emmer, Sanford and Warsham (1984:102) highlight the following characteristics of effective discipline:

- Obedience : A learner who is well disciplined obeys every time even when arguing, he argues in a very positive manner.
- Full participation : A learner who participates maximally in school activities have self - discipline and self - respect.
- Harmony : Discipline plays a vital role in the creation of harmony within the learners at school.
- Politeness : Even in times of emotional disturbances, there is that element of being polite in a well disciplined learner.
- Loyalty : A learner who is well disciplined uses reasoning and is loyal to his educators.

2.4 CHARACTERISTICS OF POOR DISCIPLINE

The following are characteristics of poor discipline as highlighted by Emmer, Sandford and Warsham (1984:103):

- Rudeness.
- Chronic avoidance.
- Fighting.
- Other aggressive behaviour.
- Defiance and hostility towards the teacher.

Joubert and Prinsloo (2001:125) mention the following characteristics of ineffective discipline:

- Infringement of the dignity and other rights of persons involved in the school.
- Intolerant behaviour such as racism, sexism etc.
- Harassment of others.
- Immoral behaviour.
- Use or sale of dangerous weapons and drugs.
- Making threats and fighting.
- Intentionally damaging school property.
- Disobedience to class rules.
- Disregard of the dress code.
- Incitement to violence.
- All forms of dishonesty or false statements.
- Any criminal offences.
- Being under the influence of drugs or alcohol at school or while attending school activities.

Lewis and Doorlay (1995:124) state that the behavioural problems which lead to ill discipline is highly influenced by classroom conduct problem.

2.5 CAUSES OF MISBEHAVIOUR [DISCIPLINARY PROBLEMS]

Sonn (1999:21) cites the following as the etiology of misbehaviour:

- Isolation of the learner from others or other activities.
- Inadequately prepared teachers.
- Teachers with negative attitudes.
- Under resourced schools.
- Unmet special learning needs.
- Bullying and intimidation by other learners or teachers.
- A learner being ridiculed in class.
- A learner being different from others [accent, culture etc]
- Death or divorce in the family.

- Overcrowded classrooms.
- Educator's inappropriate disciplinary style.
- Substance abuse by learners.
- Over aged learners in class.
- Learner's inability to cope with school work.
- Poor classroom organisation.
- Non-challenging subject matter.
- Learner's lack of interest in school work.
- Inadequate punishment rules for misdemeanours.
- Failure to implement the disciplinary rules in a code of conduct.

Ramsey (1981:32) says that disciplinary problems originated from the following:-

- Sporadic employment of parents.
- Chemical use / abuse by learners.
- Low family income.
- Poor attendance record of the learner.
- Exclusion of a learner in sport activities at school.
- Learners sexually / socially mature and active.
- Disrupted family life.

2.6 RELATION BETWEEN DISCIPLINE AND ACADEMIC ACHIEVEMENT

Effective discipline results in good academic achievement because self discipline is involved which promotes the focus on the achievement of a learner's goal but ill discipline has negative results such as high failure rates, vandalism at schools, etc.

- Lewis and Doorlay (1995:95) emphasize that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic achievement. Educators are exemplary and know their work and understand the learners are working with them. So learners will be in a good position to achieve academically as there are educators who have self respect and understanding.

- Sonn (1999:21) stresses the fact of self respect and respect to others. If self respect prevails in the school situation, learners will learn self discipline. If there is self discipline, there are more chances of having direction in the fulfillment of the learners' goal so positive academic achievement is possible.

- Visser (1999:435) refers to the role of partnership between parents and educators in effective discipline. If discipline [effective] is present at school and the parent at home is also aware of good discipline at school and it is also applied at home, this is a good recipe for good academic achievement because what is applied at school is also applied at home. There is no difference between the school environment and the home environment.

- If the school is well facilitated and the needs of the learners are catered for, there will be good academic achievement. This can also be improved by the availability of resources, relevant educators, enough learning space when is conducive, relevant teaching style and clear code of conduct. Willis and Williams (1982:4) state that discipline involves all stakeholders and programmes as well as personality and school climate. So the availability of the afore mentioned creates good discipline and the school's self image is good. The academic results again are achieved with little challenges.

- However, if the family background is not good, different social classes are present, school is located in a socially disadvantaged area and there is bad influence of peer groups it will have a negative effect on discipline so academic achievement will also be negatively affected. This is also the opinion of Charlton and David (1993:32) when they state that if there is no proper family environment social differences and learners are from disadvantaged social areas, this could lead to bad discipline and negative results academically.

2.7 SUMMARY

The purpose of discipline is essential and it must be clear to the learners and the educators themselves because it helps in orderliness of a school and the responsibility to each and everyone in the institution. Characteristics of effective discipline should always be

acknowledged so that the need of effective discipline should be understood by each and every learner at school. Examples of poor discipline should also be mentioned so that learners should not try to attempt such unacceptable behaviour. Educators should be aware of the causes of misbehaviour so that in their counter measures should know exactly which are applicable. Learners should be aware about the relationship between discipline and academic achievements and also be aware that effective discipline results in good academic achievements.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

In the preceding chapter the effect of discipline on the academic achievement of learners in secondary school has been discussed by means of a literature review. The literature revealed that the exercising of effective discipline in schools seems problematic and that the absence of discipline in school has a negative effect on teaching and learning. This chapter will explain the planning of the empirical research in discussing the questionnaire as research instrument and the processing of data.

3.2 SELECTION OF RESPONDENTS

In order to administer the questionnaire, schools from the Ilembe District in the Ndwedwe Circuit were randomly selected.

Type of schools	:	Secondary Schools
Geographical area	:	Ndwedwe Circuit [Insuze Ward]
Respondents	:	Secondary school educators

From the randomly selected schools 25 educators were again randomly selected to complete to complete the questionnaire. This sample may be considered as adequate for a mini dissertation.

3.3 RESEARCH INSTRUMENT

3.3.1 The questionnaire as a research instrument

A questionnaire is a set of questions given to a group of individuals targeted to obtain data about the problem studied. McMillan & Schumacher (2006:195) describe the following steps to be considered in developing a questionnaire as follows: the objective needs to be clearly defined; guidelines for writing a statement; justification; write items; review items; construct

general format; conduct prior test; and revise. They also maintain that terms should be clear, doubled barreled questions avoided, questions should be relevant, short simple items are best, negative terms, biased items or terms must be avoided.

Mahlangu (1987:79) and McMillan and Schumacher (2006:197) refer to the different types of questionnaires as follows: open type and close type questionnaires where a respondent is expected to suggest his view and the later one is to choose from given.

Greenfield (2002:174) states the principles in designing questionnaires as follows: reliability; validity; discrimination; response rate; same meaning for all respondents; relevance; exhaustiveness and inclusiveness. Cozby (2004:123) says that a written questionnaire should appear attractive and professional.

3.3.2 Construction of a questionnaire

The Likert scale type was used in the formulation of close ended questions to gather data from the respondents in three ways: agree, disagree and uncertain. Tuckman (1972:157) also indicates the Likert scale as one of the popular ways to be implemented in obtaining research data.

Mahlangu (1987:80-82) suggests the following in the construction of a questionnaire (written):

- questionnaires should reflect scholarship;
- it should be kept as brief as possible;
- items should be understood by every respondent;
- elicit unambiguous answers;
- items must be phrased to avoid biasness;
- questions should not be misleading;
- alternatives to questionnaire items should be exhaustive;
- avoid questions which can elicit embarrassment;
- questions should be arranged in the correct order;
- questions should be easily interpreted; and
- questionnaire should be attractive in appearance.

3.3.3 Characteristics of a good questionnaire

Best (1977:166-167) explains the characteristics of a good questionnaire as follows:

- it deals with a significant topic;
- it seeks only that information which cannot be obtained from other sources;
- it is as short as possible;
- it is attractive in appearance;
- directions are clear and complete;
- the questions are objective;
- questions are presented in good psychological order; and
- it is easy to tabulate and interpret.

3.3.4 Advantages and disadvantages of a questionnaire

According to Mahlangu (1987:84) the advantages of a written questionnaire are:

- it is the least expensive method to obtain research data;
- it precludes possible interview bias;
- it gives the respondent sufficient time to answer;
- it provides uniformity;
- the data is easily analysed;
- answered in a relaxed atmosphere;
- it doesn't need any specialization in the analysis of data; and
- data can easily be analysed.

Van den Aardweg & Van den Aardweg (1988:190), Kidder & Judd (1986:223-224) and Mahlangu (1987:85) state the disadvantages of the questionnaire as follow:

- It is simple to construct a questionnaire even to the amateur investigator and may be abused.
- There is a possibility of a high percentage of questionnaires which are not returned.
- Biasness may arise from the respondents' lack of understanding of questions.

- The ability of the respondent to provide information will affect the validity of the results.
- Low intellectual and lower educational groups tend not to answer questionnaires and if they do, they normally introduce an element of invalidity.
- The respondents may have little interest in a particular problem and therefore may answer the questionnaires indiscriminately.
- The questions may be misinterpreted and such misinterpretation may be almost impossible to detect.
- The completion of a long questionnaire is time consuming.

3.4 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

3.4.1 Validity

Van den Aardweg & Van den Aardweg (1988:190), Kidder & Judd (1986:223-224) and Mahlangu (1987:85) say the validity of the questionnaire relates to its appropriateness for measuring what the questionnaire is intended to measure. This is explained by Van Rensburg, Landman and Bodenstein (1994:560). The validity cannot be assumed but must be established. Anonymity provides truthfulness in validity. Sometimes it requires studies of the interpretation of questions made by subjects.

Cozby (2004:90) mentions two types of validity. Face validity, which deals with the reflection of the content being measured and criterion oriented validity where scores are used to measure. Under criterion-oriented validity, he differentiated four types:

- Predictive validity : scores that measure predictable behaviour.
- Concurrent validity : people and groups known to differ on the constructs score differently on measure.
- Convergent validity : scores on the measure are related to the measures of the same score.

- Discriminant validity : scores on the measure are not related to other measures that are theoretically different.

3.4.2 Reliability

According to Mahlangu (1987:84) this means that a questionnaire is consistent. The test retest is the only way to establish the reliability. Cozby (2004:85) refers to the internal consistency reliability where the assessment of reliability using responses at only one point in time. The split-half reliability is the correlation of an individual' total score and one half of the test with the total scores on the other half. He also mentions the internate reliability, which is the extent to which others agree in their observations.

3.5 PILOT STUDY

According to Cozby (2004:172) a pilot study is a “trial run” with a small number of participants. It reveals whether participants understand the instructions whether the total experimental setting seems plausible, whether any confusing questions are being asked and so on.

Mahlangu (1987:82) states that a pilot study is conducted on a group of respondents which is a part of the intended test population but will not be part of the research sample. The pilot study is a pretest using similar questions as in the final survey. It provides the researcher with an indication of what the method will look like in operation and what affect it will have on the outcome of the research.

Five schools (secondary) have been used as a pre-test. In each school 2 educators had been selected as respondents. These respondents are not those of the actual research respondents. This test was done similar to those of the actual one.

3.6 ADMINISTRATION OF THE QUESTIONNAIRE

Permission has been asked from the Senior Education Manager [SEM] of the Nsuzi ward to use the schools (secondary) under his area. The researcher went to the selected secondary schools and asked the principals permission to conduct the research.

3.7 PROCESSING OF THE DATA

After the collection of data by means of questionnaires supplied to the secondary schools, educators under Ndwedwe Circuit (Insuze Ward), the analysis and the interpretation of data were done.

3.7.1 Descriptive statistics

According to Greenfield (2002:178) this is the summary and the description of observations. Frequency distribution can be used to organize data collected from questionnaires to do statistic analysis. A frequency table provides the following:

- How many times the responses appear on the completed questionnaires.
- It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.
- The arithmetic means (average) can be calculated by adding all the scores and dividing it by the number of scores.

3.7.2 Analysis of data

The questionnaire was designed to determine the affect of discipline on academic achievement in secondary schools.

Section one required biographical information about educators and included items 1.1 to 1.11. The question included information about gender, age, qualifications, experience in teaching profession, post level, type of post, area school is situated in, average of learners in classes taught, number of workshops attended on discipline and question about code of conduct for learners.

Section two is based on the purpose of effective discipline in schools.

Section three consists of questions focussed on the rules for effective discipline in schools. Agree disagree and uncertain used for responding.

Section four is based on the causes for the disruptive behaviour, which appeared in chapter one. Still the agree, and uncertain used for the responses.

3.8 LIMITATIONS OF THE INVESTIGATION

As indicated by Gleshe and Peshkin (1992:88-89) there is a resistance by respondents to answer a questionnaire. The researcher also encountered the problem. Some questionnaires distributed to educators were not completed and some not returned. The research was limited to secondary school educators.

3.9 SUMMARY

In this chapter the planning and design of the empirical research was discussed and a description of the questionnaire as research instrument was given. The data obtained from the completed questionnaires will be analysed and presented in the next chapter.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

4.1 INTRODUCTION

In this chapter the data that was obtained from the completed questionnaires will be analysed, findings will be interpreted and comments made where possible.

4.2 DESCRIPTIVE STATISTICS

Descriptive research is one of the methods of research used to study a person or persons scientifically in an education situation. It attempts to describe the situation as it is, thus there is no intervention on the part of the researcher and therefore no control. Van Rensburg, Landman and Bodenstein (1994:255) say that descriptive studies do not set out with the idea of testing hypotheses about the relationship, but want to find the distribution of variables. The main objective in this study is to establish educators' perceptions concerning the effect of discipline in secondary schools.

4.2.1 Gender of respondents

Table 1: Frequency table according to the gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	11	44.0	44.0	44.0
2.00	14	56.0	56.0	100.0
Total	25	100.0	100.0	

1. Males
2. Females

Table 1 shows that most (56%) of the respondents in the research sample are females. Possible reasons for this finding are:

- There are more females than males in the teaching profession.
- Females may view teaching as an occupation that affords them time after school to attend to their household chores and spend time with their children and assist them with their homework.

4.2.2 Age of respondents

Table 2: Frequency distribution according to the age group of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 1.00	3	12.0	12.0	12.0	1. 20 – 25
2.00	1	4.0	4.0	16.0	2. 26 – 30
3.00	7	28.0	28.0	44.0	3. 31 – 35
4.00	5	20.0	20.0	64.0	4. 36 – 40
5.00	6	24.0	24.0	88.0	5. 41 – 45
6.00	1	4.0	4.0	92.0	6. 46 – 50
7.00	2	8.0	8.0	100.0	7. 51 – 55
Total	25	100.0	100.0		8. 56 – 60
					9. 61 – 65
					10. Older than 65 Years

According to Table 2 the larger number (28%) of the respondents that partook in the research are in the age group 31 to 35 years while the majority (64%) is younger than 40 years. Most of the time younger educators have more to offer in terms of time, energy and productivity in their teaching. However, it is also possible that young educators lack the necessary experience to exercise effective discipline in the classroom.

4.2.3 Academic qualifications of the respondents

Table 3: Frequency distribution according the academic qualifications of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 1.00	10	40.0	40.0	40.0	1. Std 10
2.00	5	20.0	20.0	60.0	2. National Diploma
3.00	2	8.0	8.0	68.0	3. B.A
4.00	8	32.0	32.0	100.0	4. B.Ed
Total	25	100.0	100.0		

The finding that most (40%) of the respondents (educators) in the research sample do not have teaching qualifications is a worrying factor. One of the requirements to be an effective educator is to be adequately trained to teach. An educator should strive to develop himself to his highest potential, both academically and professionally. Adequately qualified educators may not experience as many difficulties to meet the demands made on them in the teaching

profession of which the exercising of discipline is very important. The lack of appropriate teaching qualifications may result in failure to manage the workload and this may manifest itself as the inability to maintain effective discipline in the classroom situation.

Developing a professional competence takes time and requires that we walk the development path thoroughly (Critos, Lory, Moletsane & Mthiyane, 2002:361).

4.2.4 Professional qualifications of the respondents

Table 4: Frequency distribution according to the professional qualifications of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 1.00	9	36.0	36.0	36.0	0. None
2.00	2	8.0	8.0	44.0	1. P.T.C
3.00	1	4.0	4.0	48.0	2. ABET
4.00	2	8.0	8.0	56.0	3. National Diploma
5.00	2	8.0	8.0	64.0	5. P.T.D /S.T.D
6.00	8	32.0	32.0	96.0	6. HDC /FDE
7.00	1	4.0	4.0	100.0	7. Other Diplomas
Total	25	100.0	100.0		/Certificates

From Table 4 it emerges that the majority (36%) of respondents in the research sample possess teaching certificates. Although many people perceive educators with academic qualifications as better qualified for the teaching profession the contents of professional teaching diplomas are more practically than theoretically orientated and therefore more suitable for teaching younger primary school children.

4.2.5 Total number of years in teaching profession

Table 5: Frequency distribution according to respondents number of years in teaching profession

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 1.00	9	36.0	36.0	36.0	1. 0-5 Years
2.00	8	32.0	32.0	68.0	2. 6-10 Years
3.00	4	16.0	16.0	84.0	3. 11-15 Years
4.00	1	4.0	4.0	88.0	4. 16-20 Years
5.00	3	12.0	12.0	100.0	5. 21-25 Years
Total	25	100.0	100.0		

The frequency Table 5 indicates that more than a third (36%) of the respondents that partook in the research have five or fewer years teaching experience whilst more than two-thirds (68%) have 10 years or less in the teaching profession. The longer an educator teaches the more experience is gained which together with adequate training is needed for the responsibilities and the demands imposed on him. The more experienced educator might also have more tried and tested methods to be implemented in correcting disruptive behaviour of learners in the class and thus exercise more effective discipline.

4.2.6 Post level of respondents

Table 6: Frequency distribution according to the post level held by the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 1.00	1	4.0	4.0	4.0	1. Principal
3.00	4	16.0	16.0	20.0	2. Deputy Principal
4.00	20	80.0	80.0	100.0	3. HOD
Total	25	100.0	100.0		4. Educator [PL1]

The findings in Table 6 were expected and are in accordance with the post structure in schools. Generally level one educator's comprise about 70% of the teaching staff in schools. Level one educator's are most likely to be affected by disciplinary problems because of their workload which includes more teaching responsibilities and bigger classes.

This hierarchy (Pieters, 1999:9) is essential and if there is good co-operation from top to bottom, disciplinary problems can be easily dealt with.

4.2.7 Type of post held by the respondents

Table 7: Frequency distribution according to the type of post held by respondents

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 1.00	16	64.0	64.0	64.0	1. Permanent
2.00	8	32.0	32.0	96.0	2. Temporary
3.00	1	4.0	4.0	100.0	3. Governing Body
Total	25	100.0	100.0		

According to Table 7 most (64%) of the respondents (educators) in the research sample are in permanent posts. Being in a permanent post gives security to an educator; the opportunity to contribute to a pension fund and join a medical aid scheme to which the employer contributes a percentage of the monthly premium and receive a housing subsidy.

4.2.8 Area of school

Table 8: Frequency distribution according to where respondents' school is situated

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 1.00	1	4.0	4.0	4.0	1. An Urban Area
2.00	2	8.0	8.0	12.0	2. Semi-Urban Area
3.00	22	88.0	88.0	100.0	3. Rural Area
Total	25	100.0	100.0		

As planned the majority of schools (88%) selected for the research are situated in rural areas.

4.2.9 Average number of learners taught per class

Table 9: Frequency distribution according to the average number of learners taught per class

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid1.00	0	0	0	0	1. Less than 20
2.00	3	12.0	12.0	12.0	2. Between 20-25
3.00	3	12.0	12.0	24.0	3. Between 26-30
4.00	2	8.0	8.0	32.0	4. Between 31-35
5.00	7	28.0	28.0	60.0	5. Between 36-40
6.00	1	4.0	4.0	64.0	6. Between 41-45
7.00	4	16.0	16.0	80.0	7. Between 46-50
8.00	3	12.0	12.0	92.0	8. Between 51-55
9.00	1	4.0	4.0	96.0	9. Between 56-60
10.00	1	4.0	4.0	100.0	10. More than 60
Total	25	100.0	100.0		

According to the Post Provisioning Norm of the Education Department the educator-learner ratio in schools should be 1:37. Table 9, however, reveals that less than a third (32%) of the respondents in the research sample teach classes with 35 or less learners, while more than a third (36%) teach classes with more than 45 learners. Discipline can be exercised more effectively in a smaller class while it is more difficult to control learners in bigger classes.

4.2.10 Number of workshops

Table 10: Frequency distribution according to the number of workshops attended on discipline by the respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid .00	6	24.0	24.0	24.0	0. Not Attended
1.00	2	8.0	8.0	32.0	1. Attended Once
2.00	6	24.0	24.0	56.0	2. Attended Twice
3.00	5	20.0	20.0	76.0	3. Attended 3 Times
4.00	1	4.0	4.0	80.0	4. Attended 4 Times
5.00	1	4.0	4.0	84.0	5. Attended 5 Times
7.00	2	8.0	8.0	92.0	6. Attended 7 Times
10.00	1	4.0	4.0	96.0	7. Attended 10 Times
20.00	1	4.0	4.0	100.0	8. Attended 20 Times
Total	25	100.0	100.0		

Nearly a quarter (24%) of the participants in the research indicated that they have not attended any workshops on discipline. Attending workshops on the exercising of effective discipline in classrooms can be very helpful to educators. Educators can share discipline problems, possible solutions and other ideas concerning school discipline and they can also look into methods to exercise and maintain effective discipline.

4.2.11 Code of conduct

Table 11: Frequency distribution according to the availability of a code of conduct at school

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 1.00	25	100.0	100.0	100.0	0. No
					1. Yes

All the respondents (100%) in the research sample indicated that their school has a code of conduct for learners. The purpose of a code of conduct for learners as required by the South African Schools Act, Act No. 84 of 1996 is to promote good behaviour among learners. The disciplinary rules in a code of conduct can promote effective discipline, self-discipline and exemplary conduct as learners change unacceptable behaviour by observation and experience.

4.2.12 Purpose of effective discipline in schools

Table 12: Frequency distribution according to the purpose of effective discipline in schools

The purpose of effective discipline is:			Frequency	Percent	Valid Percent	Cumulative Percent
2.1	Showing respect for educators when teaching.	Valid 1.00	23	92.0	92.0	92.0
		2.00	2	8.0	8.0	100.0
		Total	25	100.0	100.0	
2.2	Feeling of safety in the school.	Valid 1.00	18	72.0	72.0	72.0
		2.00	6	24.0	24.0	96.0
		3.00	1	4.0	4.0	100.0
		Total	25	100.0	100.0	
2.3	An atmosphere conducive to learning.	Valid 1.00	24	96.0	96.0	96.0
		2.00	1	4.0	4.0	100.0
		Total	25	100.0	100.0	
2.4	An atmosphere conducive to teaching	Valid 1.00	23	92.0	92.0	92.0
		2.00	1	4.0	4.0	96.0
		3.00	1	4.0	4.0	100.0
		Total	25	100.0	100.0	
2.5	Achievement of educational goals.	Valid 1.00	24	96.0	96.0	96.0
		3.00	1	4.0	4.0	100.0
		Total	25	100.0	100.0	
2.6	Internalisation of self-discipline in learners to learn	Valid 1.00	22	88.0	88.0	88.0
		2.00	3	12.0	12.0	100.0
		Total	25	100.0	100.0	
2.7	Educating learners to control their actions	Valid 1.00	24	96.0	96.0	96.0
		2.00	1	4.0	4.0	100.0
		Total	25	100.0	100.0	
2.8	Learning the standard of social conformity.	Valid 1.00	21	84.0	84.0	84.0
		2.00	3	12.0	12.0	96.0
		3.00	1	4.0	4.0	100.0
		Total	25	100.0	100.0	
2.9	Showing respect for school property.	Valid 1.00	19	76.0	76.0	76.0
		2.00	4	16.0	16.0	92.0
		3.00	2	8.0	8.0	100.0
		Total	25	100.0	100.0	
2.10	Obeying the authority of educators	Valid 1.00	23	92.0	92.0	92.0
		2.00	2	8.0	8.0	100.0
		Total	25	100.0	100.0	

1 = Stands for agree 2 = Stands for uncertain 3 = Stands for disagree

Showing respect (2.1)

Most of the respondents (92%) in the research sample agreed that effective discipline is essential for learners to show the necessary respect educators. The South African Schools Act, Act No. 84 of 1996 stipulates that a code of conduct for learners must emphasise the importance of learners showing due respect for all persons in positions of authority, which include their educators. Learners will show respect for an educator who is an influential, firm, protecting and guiding authority.

Safety (2.2)

More than seventy percent (72%) of the respondents were in agreement with the statement that effective discipline is necessary for learners to feel safe at school. Jackson (1991:29) believes that discipline rules clearly stated in a code of conduct give learners a sense of security because they have a set of clearly defined boundaries.

Conducive atmosphere to learning (2.3)

The majority of the respondents (96%) agreed that effective discipline in school is essential for an atmosphere conducive to learning. Kruger and Van Schalkwyk (1993:133) point out that an educator must control and handle the learners' behaviour in the class in order to ensure that the goals of teaching and learning can be achieved.

Conducive atmosphere to teaching (2.4)

Most of the respondents (92%) said that an atmosphere conducive to learning is possible if there is effective discipline. This can be established by clear ground rules and clear expectations from the learners and educators as explained by Birkett (2004:27).

Achievement of educational goals (2.5)

The majority of the respondents (96%) agreed that effective discipline is necessary for the achievement of educational goals. Gawe, Jacobs & Vakalisa (2001:30) state that the outcome is a sense of purpose for both teachers and learners. Goals need to be accomplished by

involving all the relevant stakeholders such as learners, educators and government officials, etc.

Self discipline (2.6)

Most of the respondents (88%) agreed that there should be self discipline for effective academic achievement. Gawe, Jacobs & Vakalisa (2001:30) also state that a teacher as a facilitator creates situations that allow learners to learn on their own or in groups. This develops the learners to have self discipline in learning situations.

Self control (2.7)

More than ninety percent (96%) of the respondents agreed that the learners should have self control to achieve academically. Gawe, Jacobs & Vakalisa (2001:329) state that educators must devise activities in which learners are given opportunities to identify problems and find solutions to them. This gives the learners to work independently and learn to control themselves of which is promoted by the Department where a learner is expected to work more than an educator.

Social conformity (2.8)

More than eighty percent (84%) of the respondents agreed with a need of social conformity for effective discipline. Engelbrecht, Naicker & Engelbrecht (2004:169) cite that a link between the school and the communities is very important.

Respect for school property (2.9)

The majority (76%) of the respondents agreed that there is a need for the respect of school property which is a part of effect of effective discipline. According to Government Article (2006:28) if a learner is not respecting the school property, he or she is applying misconduct at level 3, which is a serious misconduct. This indicates that the essence of respecting the school property is increasing.

Obedience to authority (2.10)

Most of the respondents (92%) agreed that the obedience to authority is necessary for effective discipline. Van der Westhuizen (1995:631) highly indicates the school climate that learners and educators are elements of the school, thus it would most probably be more accurate to use the school climate to describe comprehensively the climate of the school.

4.2.13 Rules for effective discipline in schools

Table 13: Frequency distribution according to the rules for effective discipline in schools

		Frequency	Percent	Valid Percent	Cumulative Percent
3.1. Educators should set rules in consultation with the learners.	Valid 1.00	23	92.0	92.0	92.0
	2.00	1	4.0	4.0	96.0
	3.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	
3.2. Rules must be clear and to the point.	Valid 1.00	24	96.0	96.0	96.0
	3.00	1	4.0	4.0	100.0
	Total	25	100.00	100.0	
3.3 There must be clear provision for punishment	Valid 1.00	21	84.0	84.0	84.0
	2.00	1	4.0	4.0	88.0
	3.00	3	12.0	12.0	100.0
	Total	25	100.0	100.0	
3.4. Rules must be formally accepted by learners	Valid 1.00	21	84.0	84.0	84.0
	2.00	1	4.0	4.0	88.0
	3.00	3	12.0	12.0	100.0
	Total	25	100.0	100.0	
3.5. Rules must be displayed in each class	Valid 1.00	24	96.0	96.0	96.0
	3.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	
3.6. Punishment for misbehaviour should be consistent.	Valid 1.00	21	84.0	84.0	84.0
	2.00	1	4.0	4.0	88.0
	3.00	3	12.0	12.0	100.0
	Total	25	100.0	100.0	
3.7. Educators must not overlook unacceptable behaviour	Valid 1.00	21	84.0	84.0	84.0
	2.00	1	4.0	4.0	88.0
	3.00	3	12.0	12.0	100.0
	Total	25	100.0	100.0	
3.8. Educators must exercise discipline in class during lessons.	Valid 1.00	23	92.0	92.0	92.0
	2.00	1	4.0	4.0	96.0
	3.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	
3.9. A records of misbehaviour should be kept by the educators	Valid 1.00	22	88.0	88.0	88.0
	2.00	2	8.0	8.0	96.0
	3.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	
3.10. Educators must keep learners productively occupied in class	Valid 1.00	23	92.0	92.0	92.0
	3.00	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

1 = Stands for agree 2 = Stands for uncertain 3 = Stands for disagree

Consultation (3.1)

The majority of respondents (92%) in the research sample agreed that educators should set the rules in a code of conduct in consultation with the learners. Burns (2001:39) expresses the freedom of expression, which highlights the theory of individual self-fulfilment sound and rational judgement and theory of open discussion as part of democratic process. Mwamwenda (2004:277) also indicates that teachers and learners should collaborate to draw up a set of rules about what is expected of learners at school. It is easy for learners to respect rules which are set by them.

Clearly formulated rules (3.2)

Most of the respondents (96%) said that the rules must be clear and to the point. Herbert (1986:117) states that minimising class rules helps to facilitate consistency, enforcement and learner retention if they (rules) are few, they are straight to the point and do not confuse.

Provision for punishment (3.3)

More than eighty percent (84%) of the respondents agreed that there must be a clear provision made for punishment in a code of conduct. Mwamwenda (2004:279) says the following factors should be considered when administering punishment:

- Learners should be told why they are being punished.
- Punishment should be administered immediately after the misdemeanours.
- Punishment should be strong enough to bring undesirable behaviour under control.
- Educator must not punish when he is angry or upset.
- Love should be shown even after punishment.

Formal acceptance of rules (3.4)

The majority of the respondents agreed with the statement that the school rules should be formally accepted by learners. Educators, however, are sometimes threatened because they feel that learner involvement in the rule making will lead to the learner challenges to educators' authority in other areas, such as subject matter, knowledge and evaluation (Wolfendale, 1983:81).

Displaying of rules (3.5)

More than ninety percent (96%) of the respondents agreed that the rules must be displayed in each class. This is very important for the learner to know that if he or she deviates from what is expected of him, there will be a punishment. If they are visible to learners, they (rules) keep on reminding the learners about what is expected. This will reduce stress on the educators as well as the learners as explained by Deventer and Kruger (2003:54) in the management of stress.

Punishment (3.6)

Most of the respondents (84%) acknowledged that punishment for misbehaviour should be consistent. According to Lamasky, Roberts and Mvambi (1999:92) educators have the responsibility of creating and maintaining the classroom atmosphere. Punishment which is consistency can be another instrument of creating good discipline. Van den Aardweg and Van den Aardweg (1990:187) maintain that punishment should be related to the misbehaviour; firm and consistent; fair until the learner's motive is understood and the arousal of fear is avoided.

Unacceptable behaviour (3.7)

The majority of the respondents (84%) agreed with the statement that educators must not overlook unacceptable behaviour of learners in the school. Du Toit (2001:248) also says that teachers must be fully aware of what is happening in their classes, so that behavioural problems can be prevented.

Discipline in class (3.8)

The larger percentage of the respondents (92%) acknowledged that it is the educator's responsibility to exercise discipline in class during lessons. Landsberg (2005:458) states that the skill and efficiency with which a teacher keeps the lesson moving determines the involvement of the learners and the prevention of disturbances

Record of misbehaviour (3.9)

More than eighty percent (88%) of the respondents indicated that records of learners' misbehaviour should be kept by educators. In order to deal with this, educators should all be aware about the learners who are misbehaving so that they can deal with them accordingly. Kruger and Van Schalkwyk (1993:5) also state that educators can be notified on a weekly basis, for instance the number and nature of student referrals to the office and of how the referrals were handled.

Productively occupied in class (3.10)

Most of the respondents (92%) agreed that educators must keep learners productively occupied in class. Educators need to be thoroughly prepared when they come to class. Mwamwenda (2004:277) agrees that it is imperative that new teachers, as teachers working with a new class over prepare rather than under prepare. Learners will realise that there is a great deal to do and that they have no time to waste.

4.2.14. Causes for disruptive behaviour

Table 14: Frequency distribution according to causes of disruptive behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
4.1. Overcrowded classrooms.	Valid 1.00	10	40.0	40.0	40.0
	2.00	4	16.0	16.0	56.0
	3.00	11	44.0	44.0	100.0
	Total	25	100.0	100.0	
4.2. Educators disciplinary style (e.g. too lenient)	Valid 1.00	19	76.0	76.0	76.0
	2.00	2	8.0	8.0	84.0
	3.00	4	16.0	16.0	100.0
	Total	25	100.0	100.0	
4.3. Substance abuse during school hours.	Valid 1.00	13	52.0	52.0	52.0
	2.00	5	20.0	20.0	72.0
	3.00	7	28.0	28.0	100.0
	Total	25	100.0	100.0	
4.4. Over aged learners in class.	Valid 1.00	13	52.0	52.0	52.0
	2.00	1	4.0	4.0	56.0
	3.00	11	44.0	44.0	100.0
	Total	25	100.0	100.0	
4.5. Learners inability to cope with school work	Valid 1.00	14	56.0	56.0	56.0
	2.00	2	8.0	8.0	64.0
	3.00	9	36.0	36.0	100.0
	Total	25	100.0	100.0	
4.6. Poor classroom organisation	Valid 1.00	17	68.0	68.0	68.0
	2.00	3	12.0	12.0	80.0
	3.00	5	20.0	20.0	100.0
	Total	25	100.0	100.0	
4.7. Non-challenging subject matters	Valid 1.00	10	40.0	40.0	40.0
	2.00	4	16.0	16.0	56.0
	3.00	11	44.0	44.0	100.0
	Total	25	100.0	100.0	
4.8. Learners lack of interest in schoolwork	Valid 1.00	16	64.0	64.0	64.0
	2.00	2	8.0	8.0	72.0
	3.00	7	28.0	28.0	100.0
	Total	25	100.0	100.0	
4.9. Inadequate punishment rules for misdemeanours	Valid 1.00	15	60.0	60.0	60.0
	2.00	5	20.0	20.0	80.0
	3.00	5	20.0	20.0	100.0
	Total	25	100.0	100.0	
4.10. Failure to implement the disciplinary rules in a code of conduct	Valid 1.00	15	60.0	60.0	60.0
	2.00	2	8.0	8.0	68.0
	3.00	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

1 = Stands for agree 2 = Stands for uncertain 3 = Stands for disagree

Overcrowded Classrooms (4.1)

The smaller percentage (40%) of the respondents agreed that disruptive behaviour is caused by an overcrowded classroom. Gawe, Jacobs and Vakalisa (2001:82) say that high numbers will most certainly affect teachers planning of classroom activities. They also say that teachers create an atmosphere in which the learners are allowed to learn and participate actively.

Educators disciplinary style (4.2)

More than three quarters of the respondents (76%) said that the disciplinary style of the educator causes disruptive behaviour in the classroom. Learners like educators who are flexible and democratic they do not want things to be imposed on them, Wood (1983:70). They want educators to discuss issues with them before they decide what they must do.

Drugs (4.3)

More than fifty percent (52%) of the respondents in the research sample acknowledged that the use of drugs by learners during school hours is related to disruptive behaviour in schools. Bezuidenhout (2007:121) states that some children learn to cope with enforced rules in the school environment. Learners who fail to do so learn innovative behaviours of which one of them may be drug taking trying to suppress inner conflict, insecurity and anxiety result in addiction

Over age learners (4.4)

The larger percentage of the respondents (52%) agreed that over aged learners are the cause of disruptive behaviour in class. Because the over aged learner experiences repeated learning failures and no learning achievements are evaluated and declared adequate by and in the presence of other persons (friends, parents, educators, etc), he easily assesses himself and his own abilities unrealistically, Kapp (1991:92).

Coping with schoolwork (4.5)

Most of the respondents (56%) were in agreement that there is a relationship between learners' inability to cope with schoolwork and disruptive behaviour. **Innovative behaviours which are disruptive lead to bad discipline stated by Bezuidenhout (2007:121).**

Classroom organisation (4.6)

The larger percentage of the respondents (68%) indicated that poor classroom organisation causes disruptive behaviour. Most of our educators are still traditional and resistant to change. Selaledi (2000:260) says that the most important point to bear in when considering effective discipline in class is good classroom organisation.

Subject matter (4.7)

The smaller percentage (40%) of respondents said that non challenging subject matter causes disruptive behaviour. Landsberg (2005:458) says that the skill and efficiency with which a teacher keeps the lesson moving determine the involvement of one's learners and the prevention of disturbances.

Schoolwork (4.8)

Most of the respondents in the research sample (64%) indicated that lack of interest in schoolwork is related to disruptive behaviour. Fontana (1985:151) proposes the following to avoid disruptive behaviour because of lack of interest:

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

Punishment (4.9)

Sixty percent (60%) of the respondents in this research sample agreed that inadequate punishment rules for misdemeanours cause disruptive behaviour. The most effective way to combat disruptive behaviour is to demonstrate to students that such incidents will not be tolerated and relevant punishment will be employed (Van den Aardweg & Van den Aardweg, 1990:188). Inadequate punishment may only promote further troublesome behaviour but may also stifle desirable behaviour.

Implementation of rules (4.10)

Most of the respondents (60%) indicated that failure to implement the disciplinary rules in a code of conduct causes disruptive behaviour. Findings show that there is a need for appropriate disciplinary rules to be implemented in a code of conduct. Mwamwenda (2004:276) states that in some schools certain disciplinary measures may only be administered by the principal but the principal is just one person, with limits on his time and it is unrealistic to expect him to cope alone with all disciplinary problems in the school.

4.3 SUMMARY

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

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

CHAPTER 5

SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

A summary of the previous chapters will be given in this final chapter of the study and some important findings will also be made. Recommendations will also be offered as well as the final remarks.

5.2 SUMMARY

5.2.1 Statement of a problem

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

5.2.2 Literacy review on effect of discipline an academic achievement in secondary schools

Discipline is important for maintaining order and harmony in the school and in the classroom because disruptive and anti-social behaviour can have a deleterious effect on teaching and learning. In order to promote good behaviour and discipline it is necessary for schools to have a discipline policy which would include details of school rules and expected behaviour, as well as consequences for breaking these rules. A school formulates rules and regulations

which serve as guidelines for learners' behaviour and these must form part of a code of conduct for learners. It is essential that learners at school have rules and regulations in place to regulate their conduct on a daily basis, and should it be disobeyed the violator thereof is entitled to punishment which must be commensurate with the offence.

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

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

5.2.3 Research design

This study utilized a questionnaire, constructed by the researcher, as a data base. The questionnaire was aimed at educators in schools in the Ndwedwe Circuit under the Ilembe District on the KwaZulu Natal North Coast. The information sought for this investigation was not available from any other source and had to be acquired directly from the respondents. When this situation exists, the most appropriate source of data is the questionnaire, as it is easily adapted to a variety of situations.

The aim of the questionnaire was to obtain information regarding the effect of discipline on learners' academic achievement in secondary schools concerning the following aspects:

- The purpose of effective discipline in school.
- Rules for effective discipline in school.
- Causes of disruptive behaviour.

5.2.4 Presentation and analysis of research data

The purpose of chapter 4 was to discuss the data collected from the questionnaires completed by 25 educators and to offer comments and interpretations on the findings. At the outset, an explanation and description was provided as to the methods employed in the categorization of the responses and the analysis of the data. This was followed by calculating the data in percentages, known as relative frequency distribution. This was done in order to clarify the presentation of data in that it indicates the proportion of the total number of cases which were observed for a particular question. The findings from the frequency distribution were analysed.

5.2.5 Aim of the study

The research formulated specific aims (cf 1.6) to determine the course of the study. These aims were realised through the literature study, together with an empirical survey consisting of a structured questionnaire. On this basis certain recommendations are now offered.

5.3 FINDINGS FROM THE EMPIRICAL RESEARCH

Most findings have been obtained from the respondents through the structured questionnaire. They are summarized as follow:

- As there is a great change in our system of education and the abolishing of corporal punishment, there is a great concern with the different ways of dealing with discipline.
- There is a decrease of educators attending workshop on school disciplines (cf 4.2.10).
- In many schools the code of conduct is just on paper and not implemented (cf 4.2.12).
- More than ninety percent (92%) of the learners have been involved or consulted in the code of conduct formation but the real meaning of it by learners is not really clear (cf 4.2.11).
- The majority (74%) of the respondents said that educators should set disciplinary rules in consultant with learners (cf 4.2.13.5).

- More than eighty percent (84%) conceded that punishment for misbehaviour should be consistent and most confirmed that educators must not overlook unacceptable behaviour (cf 4.2.13.6).
- Eighty four percent (84%) of the respondents agreed that internalization of self-discipline by learners depends on effective discipline in school. The educator who exercises effective discipline guides the child to self-discipline (cf 4.2.13.9).
- The majority of respondents indicated that an atmosphere conducive to learning can only be created if effective discipline is implemented in school (cf 4.2.13.10).
- More than seventy percent (76%) of the respondents agree with implementation of different styles of discipline (cf 4.2.14.2).
- Sixty percent (60%) of the respondents also agreed that there is an inadequate punishment rules in schools. So, lack of discipline can also be promoted by inadequate punishment rules (cf 4.2.14.9).
- Sixty percent (60%) of the respondents also agreed that there are inadequate punishment rules in schools. So lack of discipline can also be promoted by inadequate punishment rules (cf 4.2.14.9).
- Sixty percent (60%) of the respondents were in agreement that discipline rules must be displayed in each classroom (cf 4.2.14.9).

5.4 RECOMMENDATIONS

5.4.1 Inculcation of good behaviour

(1) Motivation

Good or disciplined behaviour forms an indispensable part of a school that is operating smoothly and successfully. Effective education can only take place in a disciplined and purposeful environment (cf.2.3). In the absence of good discipline the goals of education

cannot be adequately realized (c.f.2.5.2). It is the aim of every school to be successful which means parents, educators and learners have to work together to ensure that the school provides quality education. This implies that parents, educators and learners are also responsible for effective discipline in the school.

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

(2) Recommendation

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

- The Department of Education must convene seminars, workshops and training programme for educators and parents to provide guidelines in respect of, inter alia, the following:
 - The role of learners in maintaining discipline in school.
 - The contribution of parents concerning school discipline.
 - The role of educators in exercising effective discipline in class.
- The following suggestions should be regarded as useful to educators in the maintenance of class discipline.
 - Seating arrangements are important; learners should be able to see and hear the lesson.
 - Lessons must be thoroughly prepared. Learners who believe their time is wasted in class are unlikely to approach their work in a disciplined fashion.
 - Watch very carefully for signs of trouble and try to pre-empt difficulties. Prevention is better than cure.

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

5.4.2 Code of conduct for learners

(1) Motivation

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

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

- To regulate learner conduct.

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

(2) Recommendations

The recommendations are as follows:

- That the district offices of the Department of Education must ensure that all schools have a code of conduct for learners.
- That the school governing body must adopt and enforce the code of conduct.
- That a code of conduct should contain the following rules and regulations:
 - Clear guidelines for proper conduct.
 - Punishment for misdemeanours.
 - Sanctions relevant to misdemeanours.
 - Clear rules for punishment.
 - Disciplinary proceedings for contravening school rules.
 - Learners' rights to human dignity.
 - Procedure for suspension of learners.
 - Procedure for expulsion of learners.
 - Guidelines to promote the school's mission statement.
 - Prescribed channels for communication.

5.4.3 Further research

(1) Motivation

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

(2) Recommendation

The recommendation is that further research of a quantitative and qualitative nature must be undertaken on the understanding and handling of disciplinary problems in schools. With the view that discipline cannot be considered as a thing in itself, that it has to be seen in terms of factors in and outside the school, and that its maintenance is essential for effective education, it is necessary that research studies be conducted to find appropriate solutions for the disciplinary problems in schools.

5.5. CRITICISM

Criticism that emanates from this study includes the following:

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

5.6. FINAL REMARK

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

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