THE MANAGEMENT OF DISCIPLINE BY EDUCATORS IN SECONDARY SCHOOLS

By

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DEDICATION

This dissertation is dedicated to my parents, Joseph and Selina, who saw it necessary for me to go to school despite their educational background.

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- All educators who responded honestly and reliably in questionnaires and interviews.

DECLARATION

I hereby declare that:

THE MANAGEMENT OF DISICPLINE BY EDUCATORS IN SECONDARY SCHOOLS

Is my own research work and that all sources used or quoted have been indicated and acknowledged by means of complete references, and that dissertation was not previously submitted by me for a degree at any other university.

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ABSTRACT

The purpose of this research is to assess the management of discipline by educators in selected secondary schools. There are three major objectives in this study. Firstly, the study sought to examine the major causes of lack of discipline in secondary schools. Secondly, the study sought to determine the extent to which educators are affected by lack of discipline in the classrooms. Thirdly, possible strategies and alternatives to be used by educators were investigated.

Data was collected from educators in different schools situated in the Lejweleputswa district of the Free State province.

The study employed both the qualitative and quantitative research approaches to gain primary data and a literature review for secondary data. Mostly qualitative data was supplemented by quantitative data and a literature review.

The results have revealed that many educators struggle to manage discipline in secondary schools. Part of the problem is the lack of alternative disciplinary measures to corporal punishment as a discipline tool. Educators aim to put measures in place to manage discipline, without resorting to punitive measures (such as corporal punishment). There is a need to implement developmental workshops at schools to assist educators in managing discipline. It is therefore recommended by this study that educators should not only be introduced to alternative measures of keeping discipline, but a continuous mentoring and support programme to assist educators with these alternatives should be implemented at schools.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

The present period of transition in the field of education in South Africa calls for a dynamic and collaborative approach in the teaching and learning environment. Lack of discipline, failure and poor performance by learners contribute to an increasing level of stress experience by educators and parents (Pretorius & Lemmer, 1998:32).

The banning of corporal punishment in schools has made educators desperate to find alternative, effective methods of discipline. In this regard there is a need for effective management of discipline by educators, especially in the FET phase (Grades 10 – 12). Educators throughout South Africa and worldwide are complaining about the lack of discipline in secondary schools. Research on the lack of discipline in South African schools has provided that the discipline is not unique to South Africa, but that is a worldwide phenomenon (Lemmer, 2000:60).

Therefore, what is necessary in schools is not necessarily new policy, more programmes or better projects, but virtuous educators who are prepared and willing to employ methods that would instill discipline in secondary schools. Educators need a major paradigm shift towards preventive and positive rather than punitive disciplinary measures (Oosthuizen, Wolhuter & Du Toit, 2003:457).

1.2 SIGNIFICANCE OF PROPOSED STUDY

Educators in secondary schools are currently experiencing high levels of stress due to the work demands they have to fulfil and the lack of discipline in the classroom, as lack of learner discipline hamper the teaching and learning process (Rossouw, 2003:43).

The researcher's experience is that many educators in South African schools still believe in the effectiveness of corporal punishment even though it has been abolished. On the other hand, many parents still demand that educators cane their children regardless of what the South African Schools Act states. The Department of Education, as well as some literature, provide educators with certain guidelines they may employ as alternative approaches to corporal punishment (Van Wyk, 2001:196-197).

In the light of above, the researcher will focus on the management of discipline by educators in secondary schools.

1.3   STATEMENT OF THE RESEARCH PROBLEM

Educators in secondary schools are exposed to a wide variety of challenges within the school situation and these have a bearing on the quality of teaching and learning. One of these challenges is the implementation of effective methods of discipline in the classroom, without the use of corporal punishment. Another challenge can be attributed to escalating violence and vandalism that exist within the school's premises and how this related to discipline. On the other hand, parents exert more pressure on educators demanding that corporal punishment should be used in order to enforce discipline in their children. The problem emanating from the above is whether educators are able to manage discipline in schools.

1.3.2 Research questions

The research questions that emanate from the research problem include:

- What are the major causes of lack of discipline in secondary schools?
- To what extent are educators affected by lack of discipline in the classroom?
- What are possible alternative strategies for educators to promote and manage effective classroom discipline?

1.4   AIM OF THE RESEARCH

The aim of the study is to contribute to and amplify the existing body of knowledge as regards the causes of lack of discipline in schools and the management of discipline by educators. In order to accomplish this aim, the following objectives should be realised by the study:

- to determine the extent to which educators are affected by a lack of discipline in the classrooms; and
- to investigate possible alternative strategies for educators to promote and manage effective classroom discipline.

1.6   BACKGROUND TO THE STUDY

South African society has undergone major social, economic and political changes over the past ten years. Among the changes in the education sector has been the banning of corporal punishment in all public schools. Failure to comply with this prohibition could result in educators having to face changes of assault. This leaves schools with the responsibility of identifying and implementing alternative disciplinary practices and procedures (Department of Education, 2001:1).

The reality of the situation is that many educators face daily struggles with issues of discipline in their school environment. Many educators have found themselves in a position of not knowing what to do in the absence of corporal punishment. Morrell (2001:292-293) states that although educators may struggle with discipline issues at school, they are still aware of the necessity of a positive culture of learning and teaching which must be practiced in schools.

Although most people accept that corporal punishment has no place in school or society, some still believe that "to spare the rod is to spoil the child" (Benson, 1995:18). A feeling exist with some educators that their cultural and/or religious freedom is being curbed, because they are no longer allowed to discipline children with physical force in their schools. There is a need for discipline in schools in order to ensure a conductive learning environment.

However, discipline must be effective enough to facilitate in teaching and learning process.

In order to enforce effective discipline in the classroom, the educator is faced with the challenge of helping learners to develop self-control. Learners need to be given the opportunity to participate in rulemaking and to question the rules that they do not understand or perceive as unreasonable. It means that misbehaviour requires an educators' response that will help the learners grow towards self-control, not merely a response to stop the behaviour so that other educational goals can be achieved (Savage, 1999:12).

According to Wright (1998:7), learners like and need rules as long as these rules are clear and make sense. These rules should be based on the core values upheld in the classroom, such as safety, respect and kindness. Too many rules become confusing and inhibiting. Educator must make sure that rules provide a balance between structure and freedom.

On the other hand, learners perform positively when praised. Bryson (1998:68) maintains that learners must be praised often and be informed about what they have done right. Learners' contribution should be valued, especially when they have helped the whole class to progress. The educator has the responsibility of being a living example of the kind of behaviour that is expected. This is based on the idea that children learn from role models. If learners are met with a model of consideration, tolerance and understanding, they are more likely to adopt these forms of behaviour for themselves (Jones & Jones, 2003:74).

Some educators feel that the role played by educators in their classrooms has a contributing factor towards the maintenance of discipline (Benson, 1995: 19). According to research studies, some educators are ineffective communicators whose inability to arouse academic endeavours from the class, encourages the expenditure of available time and energy on a variety of misdemeanours. If the morale of educators is low, there will be no emphasis

on strict discipline and as a result, misbehaviour will be rampant everywhere in the school (Blum, 1998:34-350).

1.6   RESEARCH DESIGN AND METHODOLOGY

1.6.5   The design

A combination of the quantitative and qualitative approaches was deemed most suitable for this type of study. Some responses are sought through a Likert scale questionnaire, while other open-ended questions and interviews afford all parties involved the opportunity to define their own perceptions, problems and experiences as regard discipline in schools. This approach will allow the researcher to learn from participants' perspectives and their personal experience in their natural setting (classroom) (Babbie, 2007:304).

1.6.6   Data collection instruments

The data collection instruments to be used in this research study include questionnaires and in-depth interviews. The use of questionnaires will assist the researcher to obtain specific responses from educators in various secondary schools. The interviews will be conducted in order to achieve a level of common understanding with regards to the information obtained from the participants (Mouton, 2001:105).

1.6.7   Population and sampling

This section will be discussed in more detail in chapter 3, but it is necessary to provide an overview at this stage. Population is a group of individuals or a larger group of persons from which a small group is chosen for the purpose of research study (MacMillan & Schumacher, 2001:169). Participants in the study will consist of Further Education and Training (FET) phase educators from the Lejweleputswa district. Five secondary schools will be sampled through non-probability sampling, from which four FET educators per school will be purposefully sampled. Purposeful sampling allows the researcher to

obtain rich information from participants. The sample for this study will therefore be 20 FET educators.

1.6.8 Data analysis

Questionnaire responses will be gathered for the purpose of identifying emerging topics and recurring patterns. Transcripts of tape recorded interviews will be carefully scrutinised and analysed over a period of time in order to gain familiarity for categorising purposes. Content analysis will be used to analyse research data (Babbie, 2007:320-330).

1.7   DELIMITATION OF THE STUDY

The research study will be in the field of educational management. Also, this study will involve only secondary schools in the Lejweleputswa district where the focus will be on the FET phase.

1.10   LIMITATIONS OF THE STUDY

The following limitations need to be taken into account in respect of this study. First, the sample of the study is small, especially as it will be taken from only five schools. This sample is not necessarily representative of all educators and therefore the data cannot be generalised to other schools elsewhere.

1.11   DEFINITION OF CONCEPTS

Many concepts will be used throughout this study, but these underneath are highlighted in the context of the study.

1.11.1 Discipline

Discipline links to positive behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control in learners (Squelch, 1999:7).

1.11.2 Corporal punishment

Corporal punishment in the school context is seen as a discipline method in which an educator deliberately inflicts pain upon a learner in response to a learner's unacceptable behaviour and/or inappropriate language (Naong, 2007:284).

1.11.3 Classroom management

According to specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management (Froyen & Iverson, 1999:128).

1.12   PROGRAMME OF STUDY

Chapter 1:   Introductory orientation
Chapter 2:   Literature review
Chapter 3:   Research Methodology
Chapter 4:   Data analysis and results of the study
Chapter 5:   Findings and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.5   INTRODUCTION

It is important to consider that educators need assistance in schools with regard to management of discipline.   Section 10(1) of the South African Schools Act (Act No. 84 of 1996) banned the use of corporal punishment in all South African Schools.   This was met with mixed reaction.   Some educators and parents were very positive about it and felt that this act merely reflected the 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" (cf. section 12(1) of the Constitution, Act No. 108 of 1996). Others were very concerned in that they felt that there were no viable alternatives to corporal punishment.

In this chapter there will be a discussion on the causes of lack of discipline in schools and how educators perceive discipline in schools. Strategies for behavioural modification in schools, as well as the perceptions of educators regarding discipline in schools are addressed.   Lastly, the impact of ill-disciplined behaviour on teaching and learning processes will be highlighted.

2.6   DISCIPLINE VERSUS PUNISHMENT

It is very important in the field of education to separate the two concepts.   In the context of South African schooling, people have come to understand discipline much more narrowly as 'punishment' often physical punishment or psychological punishment, such as humiliation.   Many mistakenly equate discipline with punishment (Porteus, Vally & Ruth, 2001:5).

Discipline is a broad concept as it is defined in various ways by various researchers. Mabeba and Prinsloo (2000:34) describe discipline as learning, regulated scholarship, guidance and orderliness. Discipline in this sense may qualify as an integral part of an effective educational endeavour in which

parents and educators give assistance to a help-seeking child. The child is supported and guided towards the degree of self-discipline which is necessary for successful learning and to achieve adequate self-actualisation, and responsible and happy adulthood.

Disciplined behaviour implies behaving in ways that demonstrate respect and responsibility. Self-discipline implies the achievement of these qualities through one's own efforts rather than through external monitoring or coercion. According to Department of Education (2001:9), discipline is a system through which learners experience an educative, corrective approach in which they learn to exercise self-control, respect others and accept the consequences of their actions.

Increases in the prevalence and gravity of disciplinary problems in schools are a matter of universal concern. Although to respond to the increased intensity and frequency of problem behaviour seem to result in the increased use of reactive and punitive strategies (Van Wyk, 2001:196). Punishment is regarded as a procedure for decreasing deficient or dysfunctional behaviour. In school practice punishment is an action taken against an individual as a consequence of deviation from school rules. Thus, punishment serves the purpose of identifying behaviour for the learner which is unacceptable (Manning & Bucher, 2006:154).

Punishment is a stimulus presented after a response that decreases the probability of that response being repeated in the future. Depending on the method and manner in which punishment is administered, punishment in the classroom can either be constructive or destructive. A positive and constructive punishment serves a positive reinforcer if it has desirable side effects. Punishment can also be destructive if it produces undesirable side effects in addition to discouraging some targeted behaviour (Wolhuter & Steyn, 2003:533-534).

2.7   CAUSES OF LACK OF DISCIPLINE IN SCHOOLS

There are many causes that can be attributed to ill-disciplined behaviour in the classroom and at school in general. One of these causes is the abolition of corporal punishment in schools which has made many educators desperate to find alternative, effective methods of discipline (Benson, 1995:19).

2.7.1 Abolition of corporal punishment

Corporal punishment is defined as any deliberate act against a child that inflicts pain or physical discomfort to punish or contain a child. This includes, but is not limited to, spanking, slapping, paddling or hitting a child with a hand or with an object, denying or restricting a child's use of the toilet, denying meals, drinks, heat and shelter, punishing or pulling a child with force, forcing the child to do exercise (Department of Education, 2001:6).

Although most people accept that corporal punishment has no place in school or society, some still believe that "to spare the rod is to spoil the child". They argue that their cultural and/or religious freedom is being infringed on, because they are no longer allowed to discipline children with physical force in their schools. In some cases, parents have demanded that educators or school manager cane their children (Benson, 1995:18-19). A large number of South African educators still see corporal punishment as a necessary classroom tool. Many have not had the opportunity to consider the growing body of literature on the long-term social impact of corporal punishment (Maree & Cherian, 2004:76).

Parker-Jenkins (1999:75) states that many educators argue that the abolition of corporal punishment has a contributing factor in the causes of ill-disciplined behaviour in the classrooms. These educators are of the opinion that corporal punishment is acceptable because it was a part of their own childhood experience.

There are some reasons why many educators still favour the use of corporal punishment. These are educators who claim that they have no effective

alternatives to corporal punishment or that the alternatives provided to them are not effective. Stewart (2004:328) mentions that the educators maintain that corporal punishment is quick and relatively easy. It requires more time, thought and skill to use an alternative method with learners to solve a problem. Educators further argue that the use of corporal punishment made them feel powerful and in control of the classroom situations. It is mentioned that if learners are not punished by means of corporal punishment, they (the learners) will think that they can get away with it and will be inclined to repeat the behaviour again in the future (Stewart, 2004:329).

Despite the above reasons supporting the use of corporal punishment, section 10(1) of the South African Schools Act (Act No. 84 of 1996), prohibits corporal punishment at a school and section 10(2) states that any person who contravenes section 10(1) is guilty of an offence. The use of corporal punishment has particularly negative effects for vulnerable children. It reduces learners' ability to concentrate, undermines their self-esteem and self-confidences and causes a general dislike or fear of schooling. Corporal punishment teaches that violence is an acceptable way to express dissatisfaction and a legitimate way of resolving tensions (Roos, 2003:486). Alternative methods for educators seem to be the solution, but are they readily available?

2.7.2 Lack of alternatives to corporal punishment

Research shows that corporal punishment does not achieve the desired end, that is, a culture of learning and discipline in the classroom. Instead, 'violence begets violence'. It is believed that when children are exposed to violence in their homes and at school, they tend to use violence to solve problems, both as children and as adults (Eggleston, 1992:35-36).

In this context, educators need to be made aware of and trained to implement alternatives to corporal punishment. There is a need for positive discipline as the cornerstone of the creation and maintenance of a positive learning environment in schools (Rossouw, 2003:415). Corporal punishment does not

build a culture of human rights, tolerance and respect. Further, it does not nurture self-discipline in learners. Instead, it evokes feelings of aggression or revenge and leads to anti-social behaviour (Department of Education, 2001:7).

Corporal punishment is not the solution at school because it undermines a caring relationship between learner and educator, which is critical for the development of all learners, particularly those with behavioural difficulties. Last but not least, corporal punishment stands in the way of proper communication between educators and learner, and therefore hides the real problems behind misconduct which need to be addressed, such as trauma, poverty-related problems and conflict at home (Cervantes, 2007: no page).

Alternatives are necessary and as a result educators and parents need to be trained and exposed to various methods of dealing with conflict, discipline and other school-related problems (Benson, 1995:19).

The following table suggests alternatives and approaches to reinforce discipline at schools.

Table 2.1: Alternatives and approaches to reinforce discipline at schools

Positive corrective measures	Negative punitive measures
Presents learners with possible alternatives – focuses on positive behaviours.	Tells learners what NOT to do – often beings with the negative.
Focuses on rewarding learners for effort as well as good behaviour.	Attempts to control learner's behaviour by punishing bad behaviour.
Learners attempt to keep the rules because they have been discussed and agreed upon.	Learners follow the rules because of fear, threats or bribes.
Is respectful, dignified as well as physically and verbally non-violent.	Is controlling, negative and disrespectful. Involves a show of power, through sarcasm, beating and humiliation.
The consequences of breaking a rule are directly related to the learner's behaviour.	The consequences of breaking a rule are often punitive, illogical and unrelated to the learner's behaviour.
Time out, if used, is open-ended and managed by the learner who	Time out, if used, is meant to isolate and banish a learner for a set period of

determines his/her readiness to gain self-control.	time. It is managed by the educator.
Is based on empathy and an understanding of the individual and his/her needs, abilities and circumstances.	The needs and circumstances of learners are not taken into account and responses are thus often inappropriate and unempathetic.
Recognises that children have an innate sense of self-discipline and can be self-directed.	Regards children as in need of control from an external source.
Redirects behaviour by selectively ignoring minor misbehaviour using reflection on an incident through give-and-take discussions.	"Good behaviour" is associated with not being caught. Learners only behave so that they don't get caught out and are then punished.
Mistakes are regarded as an opportunity to learn. Learners are given the opportunity to express healthy remorse.	Minor issues result in constant reprimands or punishment.
Behaviour, not learners, is the focus.	The learners is criticised.

Source: Department of Education (2001:10-12).

Deducing from the above table, it is apparent that educators are encouraged to use discipline more constructively. Educators need to examine their approaches towards enforcing discipline and work within the positive approaches suitable for teaching and learning processes.

2.7.3 Lack of effective discipline

There is a need for discipline in schools in order to ensure a conducive learning environment. However, discipline must be effective enough to facilitate the teaching and learning process. There is no universally agreed definition of effective discipline. It is, however, generally seen as having two distinct, but related purposes. Firstly, it is a means to an end, a necessary condition for learning and secondly discipline can also be an end in itself, an outcome of schooling (Rossouw, 2003:405).

A negative school climate will affect learner behaviour in much the same way as the climate in the classroom. The school's management should strive to establish a school environment in which discipline is maintained.

Lack of effective discipline hampers the teaching and learning process, and, if disruptive behaviour prevails, education cannot be successful. Currently one of the most prominent factors influencing the learning environment in South African schools is the conduct of learners. In an education system that is struggling to create a culture of teaching and learning, ill-disciplined behaviour can cancel all well intended efforts to restore or create this culture (Parker-Jenkins, 1999:106-107).

In order to enforce effective discipline in the classrooms, the educators are faced with the challenge of helping learners to develop self-control. Pretorius and Lemmer (2004:66) state that learners need to be given the opportunity to participate in rule making and to question the rules that they do not understand or perceive as unreasonable. It means that misbehaviour requires and educator response that will help the learners grow toward self-control, not merely a response to stop the behaviour so that other educational goals can be achieved.

2.7.4 Overemphasis on human rights

Human rights are high on the agenda of almost all South African citizens, also learners. Not only are the rights of adults upheld, but learners have become much more aware of the rights they have in general. This I(almost) overemphasis on rights prevails internally in schools, as well as externally, in homes and in the community. It manifests in the fact that many learners are very much aware of their rights, but show little responsibility to meet their obligations. Educators are uncertain, confused and afraid, because they might unknowingly infringe upon learners' rights and be accused of misconduct. It is difficult to suspend a disruptive learner from a class, because s/he has a constitutional right to education (Rossouw, 2003:424-425).

2.7.5 Lack of a secure family environment

Many causes of misconduct originate outside the school itself. A number of serious external causes have a direct impact and negative influence on schools. There is a total or partial lack of discipline maintained by parents at home and this is one of the major reasons for disruptive behaviour in schools (Stephens & Crawley, 1994:153).

Lack of care in homes across all socio-economic levels causes some learners to look for attention through misbehaviour. Parents show a lack of tolerance and respect towards government authorities as well as educators, and some have a laissez-faire approach towards the education of their children. Parents expect schools to teach their children proper conduct, but do not realise or admit their own responsibility (Cowley, 2006:149).

When a learner's home life does not promote good discipline, the educator will find it difficult to rectify this problem. Domestic circumstances which may give rise to behavioural problems at school include:

- parents with unstable personalities;
- alcoholism;
- poor economic conditions;
- a disturbed family life (e.g. divorce);
- a lack of love and caring;
- a lack of interest in each other;
- emotional pressure from parents to achieve;
- or a lack of discipline at home (Rivera & Smith, 1997:38).

The teaching and learning situation can be adversely affected by a lack of discipline in either the school or the classroom.

2.7.6 The educator and the teaching-learning situation

The educator may be the cause of behavioural problems among learners in the classroom, owing to his or her poor health, personality defects, faulty

teaching methods, poor classroom management and setting a poor example to learners (Stephens & Crawley, 1994:103).

It is very important for an educator to be in control of any situation related to teaching and learning. An educator must make sure that there is extra work for every lesson. This results from the fact that there are some learners who will finish before others and they will try to keep themselves busy if there is no extra work for them (Department of Education, 2001:13).

Educators must at all times make sure that the work is relevant to the learners, otherwise behavioural problems might arise. A conducive learning environment needs to be established by displaying learners' work or involving them in setting up classroom displays. An educator needs to be self-critical, if something does not work, he or she must consider all the reasons why this might be so, including that perhaps an educators could have done something differently (Pienaar, 2007:262).

2.7.7 Personality traits of learners

According to Naong (2007:290), when a learner presents with disruptive behaviour, the educator has to view the behaviour within the context of the learner's life and come to an understanding of the forces that shape the life of the learner. The emphasis is not placed on the cause of a problem, but rather on the patterns that emerge between experiences.

Educators are therefore, encouraged to considered that personality traits of learners when dealing with problematic learners at school.

Sometimes learners show behavioural problems as a result of their personal traits. These include:

- aggression;
- feelings of inferiority;
- conceit (egotism);

- stubbornness;
- bullying;
- day-dreaming; and
- insolence.

2.7.8 Social factors

According to Du Plessis, Conley & Du Plessis (2007:142), learners' behaviour is influenced by many factors, which among others, include social factors. As a result, an educator is expected to find out what problems underlie the child's behaviour.

These include:

- negative factors;
- incitement (sitting each other up);
- negative peer group pressure, that is, the influence of learners may have on each other;
- wrong ways in which learners wish to present themselves; as well as
- social factors in the classroom, such as an untidy room, poor teaching facilities, poor teaching and classroom management practices (Du Plessis *et al* 2007:142).

Deducing from the above social factors, it is vital to note that educators are not expected to be psychologists. They are, however, in a position where they work most directly with learners and should therefore be in touch with their behavioural problems (Cowley, 2006:23-24).

2.8   STRATEGIES FOR BEHAVIOURAL MODIFICATION

Sound discipline is not only essential for good teaching, but is also a consequence of good teaching. Learners like good order, and they complain if the educator cannot control the classroom situation. Stephens and Crawley

(1994:107) state that good order and discipline in the classroom, to a large extent depend on the educator. An effective educator is one ensures that acceptable disciplinary objectives are met by means of educationally justifiable behaviour.

The following strategies may serve as guidelines for ensuring good behaviour.

2.8.1 Setting expectations

According to Wright (1998:17), learners like and need rules as long as these rules are clear and make sense. These rules should be based on the core values upheld in the classroom, such as safety, respect and kindness. Too many rules become confusing and inhibiting. Educators must make sure that rules provide a balance between structure and freedom.

In order to promote self-discipline, educators must explain to learners what consequences will occur if learners choose to misbehave. As in the analogy about traffic laws, educators should hand out classroom rules and consequences. Blum (1998:79) claims that learners are aware of the expectations and can then make choices, educators simply enforce the consequences. Classroom expectations are established so that learners know what is required. Expectations or rules for the classroom must be observable, positively stated, and few in number.

2.8.2 Positive reinforcement

Positive consequences are used when learners do what they are expected to. This positive reinforcement can also be referred to as rewards. According to the Department of Education (2001:17), learners who behave in positive ways are given a positive response that encourages them to repeat this behaviour. Bad behaviour is prevented. The learner's bad behaviour is observed by the educator, who identifies triggers and thus finds strategies for diverting the bad behaviour before it becomes entrenched.

Bryson (1998:68) maintains that learners perform positively when praised. He emphasised that learners must be praised often and be informed about what they have done right. Learners' contributions should be valued, especially when they have helped the whole class to progress.

We all need positive reinforcement. The educators who believe that learners should just work because they are supposed to are the same educators who want their principal to compliment their work. Everyone needs to be positively reinforced. Secondary learners may at times act as if they do not like to be notices, but they do. Educators can use smiley faces, scratch and sniff stickers, and other elementary type reinforces (Thody, Gray & Bowden, 2000:24-25).

2.8.3 Consistent consequences

Learners should know what the consequences of bad behaviour would be. The application of these consequences on the part of the educator should be consistent. Consequences may include withdrawal of privileges, time outs and daily reports (Department of Education, 2001:18).

There are several aspects to educator consistency, one aspect is the consistent application of the rules on a day-to-day basis. Day-to-day consistency means that if behaviour is unacceptable, it is always unacceptable. That means that acceptable or unacceptable behaviour does not change according to the moods of the educators, for example, when an educator excuses inappropriate behaviour when in a good mood and is especially severe when in a bad mood. Rule enforcement should be based on established rules and procedures understood by all, rather than on the mood of the educator (Savage, 1999:25).

Table 2.2: Misbehaviour versus consequences

Misbehaviour		Consequences	
1	Leaving paper on the floor.	1	Pick paper up.

2	Talking out of turn.	2	Lose privileges of participating.
3	Forgetting equipment.	**3**	Not allowed to do activity.
4	Being tardy.	4	Detention.

Source: Williams, Alley and Henson (1999:156).

2.4.4 Model good behaviour

The educator has the responsibility of being a living example of the kind of behaviour that is expected. This is based on the idea that children learn from role models, for example, if a child grows up with violence, he or she is likely to resort to it as a way of responding to difficulty. On the other hand, if children are met with a model of compassion, patience and understanding, they are more likely to adopt these forms of behaviour for themselves (Du Plessis *et al.*, 2007:144-145).

Educators can play a critical role in the transformation and growth of our society through constructive and understanding work with children, by embracing change and working to create a school environment in which learners are safe and respected, where their voices are heard and they are able to learn without fear. There is a need for positive and constructive discipline, which is based on consensus among educators, learners and all who are associated with schooling (Department of Education, 2001:2).

2.5   PERCEPTIONS OF EDUCATORS ABOUT DISCIPLINE IN SCHOOLS

2.9.1 Disciplinary problems

Disciplinary problems differ from one school to another. The most disturbing misbehaviours encountered by educators are found to be physical or verbal abuse, but disruptive of nature. The incidents include talking out of turn, hindering other learners, making unnecessary noises, not being punctual and getting out of seat without permission. However, there are more serious problems of behaviour encountered as a result of physical aggression towards

educators, physical aggression toward other learners and physical destructiveness (Miller, Ferguson & Byrne, 2000:90).

2.9.2 Role of educators

Some educators feel that the role played by educators in their classrooms has a contributing factor towards the maintenance of discipline. According to research studies, some of the educators are ineffective communicators whose inability to arouse academic endeavours from the class, encourages the expenditure of available time and energy on a variety of misdemeanours. If the moral of educators is low, there will be no emphasis on strict discipline and as a result misbehaviour will be rampant everywhere in the school (Bryson, 1998:5-6).

2.9.3 Classroom rules and procedures

According to Williams *et al* (1999:138-139), well-managed classrooms usually are pleasant environment for learners and educators. Learner will not, after several weeks of classes, need constant reminders to follow rules and procedures, as they would follow the educator's directions without excessive delay or complaints. They should be tolerant of each other's needs and willing to abide by group decisions and work within the class routines that an educators has established (Wright, 1998:4).

2.9.4 Disruptive behaviour

A problem in learners' misbehaviour is indicated when many learners continue to test limits, disregard class rules and major procedures, and display rudeness and intolerance towards each other or towards the educator (Burnard, 1998:89).

Disruptive behaviour varies in intensity from relatively mild forms to very severe types. In well-managed classes disruptive behaviour is not common and is usually limited to mild and brief accidents, generally occurring no more

than once per hour. When a more severe disturbance occurs, it is almost always an isolated incident and the educator takes immediate action to deal with it (Williams *et al*, 1999:188).

2.9.5 Self-discipline and learners

Learners need to be trained in the art of self-discipline, if educators are to get them to behave as they wish. Self-discipline and concentration go hand in hand, and all educators know how important concentration is for effective learning. Some learners find it very hard to cope with school, because they lack this vital ingredient of self-discipline. The challenge is upon educators to work together in an endeavour to sustain effective discipline in their classrooms and the entire school (Blum, 1998:34-35).

According to Charles (2007:87), some educators seem to focus on the negative aspects of learners' misconduct. As a result, learners embark on ill-disciplined behaviour deliberately, because they are aware of the educators' feedback or reactions.   Positive feedback can provide learners with encouragement that inspire them to behave appropriately. It can give them the courage to put their best foot forward, the courage to assume responsibility for their own actions, and the courage to face life and its challenges.

Most learners want to please the educators and will by harder to live up to educators' expectations if they experience that educators believe in them. However, if educators' expectations are realistically high, learners will try to live up to them. If expectations are too low, learners will live down to them. That is why having high, but realistic, academic and behavioural expectations for all learners can enhance a positive attitude toward discipline (Corrie, 2002:174-175).

2.10 POSSIBLE ALTERNATIVE MEASURES FOR DISCIPLINE

Behaviour in schools is an issue that concerns everyone. It affects not only those learners with behaviour difficulties, but also their fellow learners and

educators. Some alternative measures for discipline are necessary to ensure a positive classroom environment.

2.10.1 Discipline without stress

If punishment was valuable in reducing improper behaviour, then there would be no discipline problems in schools. Marshall (2001:23) states that the irony of punishment seems to be that the more you use it to control your learners' behaviour, the less suitable influence you have over them. The reason for this is that coercion normally breeds resentment. In addition, if learners behave because they are forced to behave, the educator has not really succeeded. Learners should behave because they want to - not because they have to in order to steer clear of punishment. The way to influence learners towards internal rather than external motivation is through positive interaction. Through positive classroom routines and interaction, educators may be much more successful with their learners without any related stress (Jones, 2007).

Marshall (2001:35) provides a framework that educators can follow to know, understand and do to motivate learners to learn without using punishment or rewards:

- Educators should recognize that they are in the relationship business. Many learners, especially those in low socio-economic areas, show little effort if they have negative feelings about their educators. Superior educators create good relationships and have high expectations.
- Educators should communicate and discipline in positive ways. They must let their learners know what they want them to do, rather than by telling learners what NOT to do.
- Educators should inspire rather than coerce. They aim at promoting accountability rather than obedience. They are aware that obedience does not necessarily create a desire to perform or be disciplined.
- Educators must first identify the reason why a lesson is being taught and then share it with their learners. These educators normally inspire their learners through curiosity, challenge and relevancy.

- Educators should always aim to improve their skills which in turn may prompt learners to want to behave responsibly and want to put effort into their learning.
- Educators need to have an open mindset. With reflection they realise that if a lesson needs improvement they have to look to themselves to change before they expect their learners to change.

Educators should be aware that education is about motivation and that such motivation may lead to positive learner behaviour.

2.10.2 Strategies for positive learner behaviour

The best strategies for creating satisfactory behaviour are those strategies that are pro-active and precautionary (Jones, Jones, Lynn & Jones, 2000:65). If educators want cooperative learners, they (the learners) need to appreciate and be able to follow the set rules and routines. Meeting this goal will ensure that you have a conducive learning environment. Educators need to communicate their expectations for acceptable behaviour to the learners. The following strategies are provided to assist the educator in this regard (Jones *et al*, 2000:67):

- Explain the acceptable behaviour to learners with words and actions; and be specific. For instance, instead of telling them to use tolerable voices, illustrate the levels of noise for the various class activities. Ask the learners to demonstrate what voices are used during reading time – there should be silence. Then ask them to demonstrate what voices they are to use during group work - they should speak relatively quietly to their group members. Lastly, ask them who they should be talking to during group work – only the members in their group or the educator. When the educator completed this role play ask the learners to repeat the three types of voice levels and when they are to be used.
- Present opportunities for learners to practice the expected behaviours. Again, educators may use role play, but is necessary if you want learners to fully understand the set expectations. Focus also on the

learners who experience behaviour problems to demonstrate and tell you what the acceptable behaviour is.

- It is important to provide honest and ongoing feedback. Educators should always let the learners know if they are behaving correctly or if there is something they could be doing to improve their behaviour. Be specific when telling learners what it is about their behaviour that you liked. For instance, educators may say that they really liked the way that the learners put everything away so quickly and quietly. Provide regular reminders and feedback as this will help to establish a great climate for learning (Behaviour Matters: Online).

- What if a learner 'breaks the rules'? This learner should firstly not be embarrassed. If there are other learners around, the educator needs to call the learner to the educator's desk (away from the learners). The educator should ask them how they should have handled the situation and what they will do next time. Include them in the consequence that should happen. The consequence needs to be logical and fit the behaviour deviation.

Although educators may not be able to envisage all behaviour problems that they come across, but it may be possible to recognize many of them. Once educators are prepared for the most frequent behaviour problems, they will be able to cope and be able to change many of them.

2.11 KEY FACTORS TO MAINTAINING CLASSROOM DISCIPLINE

Discipline is an important part of daily classroom management. It is essential to establish a clear code of conduct and at times it is necessary to use some form of punishment. Discipline, however, should be positive and aimed at influencing learners to behave appropriately and to be self-disciplined (Miller et al, 2000: 92).

However, discipline cannot be separated from general teaching. Educators can practice preventative discipline or be proactive in their approach by maintaining an orderly learning environment through good management and

teaching skills (Wheldall, 1992:20-21). Creating order has more to do with effective teaching and management skills than with dealing with misbehaviour. Some of the most common misdemeanours are excessive talking, being noisy, walking around the classroom, disturbing others, arriving late for class and talking out of turn. These can easily be dealt with by skilful teaching. Skilful teaching is therefore the key to establishing and maintaining positive discipline (Cowin, Freeman, Farmer, James, Drent & Arthur, 1990:151).

It is important to adopt a whole school approach and make sure that classroom discipline reflects the school's policies. Discipline is not only a classroom issue, it impacts on the whole school. A climate in which these issues are discussed must be created. Cooperation and consistency among the staff will strengthen whatever individual teachers try to implement in their classes and give learners a sense of security, as they will know what to expect as well as what is expected of them (Corrie, 2002:40-41).

2.11.1 Classroom managers must know their learners

It is important for educators, as classroom managers, to get to know and understand their learners. They are able to incorporate this knowledge into their lessons and at the same time make learning more relevant and meaningful. Knowing learners' names is important for establishing a meaning learner-educator relationship (Nelson, Glenn & Lott, 2000:132).

2.11.2 Classroom managers must be consistent

According to Wolhuter and Steyn (2003:532-533), it is of vital importance for the educator to establish authority in the classroom without being autocratic or aggressive. Learners must know that the educator is in charge and that there are certain kinds of behaviour that will not be tolerated.

An educator must communicate expectations clearly and firmly. Application of discipline must be in a fair and consistent manner. It is important to keep to the rules and avoid using vague, empty threats. Educators who are

inconsistent in their behaviour and expectations, are included to generate insecurity and mistrust in learners (Blandford, 1998:73).

2.11.3 The organised classroom managers

Rivera and Smith (1997:133) state that a well-managed and organised classroom will go a long way towards ensuring positive discipline. Good organisation and thorough planning go hand in hand with good discipline. An educator who rushes into the classroom late and then has to scramble around for notes which are in disarray immediately creates a sense of chaos which can lead to discipline problems. Moreover, it does not set a good example for learners.

It is the responsibility and a challenge to every educator to come to class well prepared and focussed.

2.11.4 The realistic expectations of classroom managers

An educator must have realistic expectations of all learners. One can set goals and tasks that require effort but attainable. When learners cannot do the work because it has not been explained clearly or because it is too difficulty, the results is often misbehaviour, mainly because they are bored and frustrated (Reid, 2000:189).

It is important to check continuously to see that all the learners understand and are able to do the work. An educator can achieve this by moving around the classroom and help learners who are struggling and lagging behind. The work that is set for learners must be appropriate to learners' age and abilities.

2.11.5 Motivation of learners by classroom managers

Successful educators are able to motivate their learners. Learners who are motivated and enjoy learning are less likely to be disruptive and anti-social. On the other hand, learners who lack confidence, have a low self-esteem and

have a negative attitude towards work are more like to misbehave (Wheldall, 1992:51).

Learners need extra support, encouragement and motivation. Educators must reward learners for work they have done well and for good behaviour. This is one of the most effective ways of maintaining good discipline in the classroom.

2.11.6 Managing the creation of positive learning experiences

It is important to create a friendly and positive learning environment in which learners feel safe and secure.

Good discipline, learner participation and learner motivation can be enhanced by presenting well-planned, interesting lessons. A well-planned lesson improves the quality of teaching and reduces boredom. Educators who are competent, knowledgeable about their subjects and enthusiastic about what they teach have a better change of inspiring learners to learn and gaining learners' respect (Pretorius & Lemmer, 2004:66-67).

2.12 THE IMPACT OF ILL-DISCIPLINED BEHAVIOUR ON TEACHING AND LEARNING PROCESS

There are many problems which are brought by ill-disciplined learners. Teaching and learning processes cannot be conducive if there are obstacles in the classroom and at school in general. Unwanted behaviour in the classroom hampers the teaching and learning process and education cannot be successful (Wright, 1998:27).

When the classroom is chaotic, it becomes difficult for the educator to impart the necessary knowledge, skills, values and attitudes to learners. There will be high failure rate at the end of the year. Learners who misbehave end up being dropouts, because they find school boring and a waste of their time (Cowley, 2006:111).

Learners who behave disruptively also tread on the rights of other learners to learn. The educator cannot ignore disruptive learner behaviours and this results in consumption of time unnecessarily.

2.13   CONCLUSION

This chapter investigated discipline management and its importance in teaching and learning process. There was a discussion on discipline and punishment, causes of lack of discipline in schools, some strategies for behavioural modification, perceptions of educators about discipline in schools and key factors to maintaining classroom discipline. The impact of ill-disciplined behaviour on teaching and learning process was also investigated. Chapter three is devoted to data collection procedures.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   INTRODUCTION

Firstly, in this chapter, there will be an explanation on the research methodology employed. Secondly, methodological procedures used in this study are described and thirdly, the sample and the research design are described, followed by a section on data collection procedures.

3.2 RESEARCH METHODOLOGY

The researcher employed a combination of the quantitative and qualitative research approaches in this study. A section of the questionnaire provides a Likert scale where participants need to comment on statements on a scale of 1-5 (quantitative). The rest of the questionnaire consists of open-ended questions where participants need to provide their opinions, perceptions and thoughts. These questions, combined with the interview questions, provide the qualitative data for this study.

According to White (2005:84), the use of qualitative research allows the researcher to learn from participants' perspectives and personal experiences. Qualitative research is naturalistic inquiry, the use of non-interfering data and collection strategies to discover the natural flow of events and processes and how participants interpret them. Most qualitative research describes and analyses social actions, beliefs, thoughts and perceptions (McMillan & Schumacher, 1997:291).

Although the researcher also employs the quantitative approach in this study, no attempt to generalise the findings are made as the sample is not big enough to validate such a generalisation. The rationale for also using the qualitative approach is that this approach is more concerned with the understanding of the social phenomenon from the participants' perspectives. Through qualitative research, individuals can explore a wide array of dimensions of the social world (Mason, 2002:1).

3.3 POPULATION AND SAMPLING

A population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which the results are intended to be generalised. This group is also referred to as the target population or universe (McMillan & Schumacher, 1997:164). Sampling refers to the method used to select a given number of people (or things) from a population (Trochim, 2006; no page).

Participants in the study are the group of educators of the Lejweleputswa district of the Free State province, selected from larger group of persons, called the population. The sample or the selected number of questionnaires and educators to be interviewed are from secondary schools in Hennenman, Ventersburg, Virginia and Welkom. The sample method used in this research is purposeful sampling. Purposeful sampling aims to obtain information rich data from respondents who are informed about the phenomena under study.

Five secondary schools are sampled by employing non-probability sampling. Four educators per school are purposefully sampled. The rationale for employing purposeful sampling is to ensure that participants sampled are knowledgeable about the phenomenon under study. The sample for this study therefore consists of twenty educators.

3.4   DATA COLLECTION INSTRUMENTS AND PROCEDURES

The data collection research instruments employed in this study are questionnaires and interviews.

3.4.1 Questionnaires

The first data collection instrument to be used in this research is the questionnaire. The questionnaire can be defined as a set of questions probed of a large number of people to discover information about a subject (source).

Questionnaires can be used effectively to collect useful information about individuals in many research situations.

The questionnaire for this study contains both closed and open-ended questions to allow participants additional variability in their answers. In closed-ended questions, the researcher has a list of questions accompanied by a Likert scale that will serve as a guide (quantitative). Open-ended questions allow the participants to elaborate further on their opinions and beliefs (qualitative). These types of questions allow the freedom to do a follow-up interview after the questionnaires are submitted.

3.4.1.1   Procedure

It is important to note that thorough planning and preparation of the questionnaires is necessary in order for the questionnaire to be effective in obtaining the required information. Permission was sought from the Free State Department of Education to conduct the research. It was granted and questionnaires were distributed.

The information on the questionnaires was clear and to the point. The researcher started with an introduction to provide the participants with a short background about the phenomenon under study. Clear instructions were stipulated on how the questionnaires were supposed to be filled in. The participants were assured of their anonymity in order for them to provide their biographic information. The last part (section C) of the questionnaire required the participants to write down their honest/candid opinions of their overall impressions that they had experienced as they worked through the questionnaire.

The respondents were also provided with the contact number of the supervisor in case they have any discomfort about any of the questions of the questionnaire.

3.4.1.2   Questionnaire questions

The questionnaire consisted of the following three sections (A-C) (see Annexure A).

Section A: Biographic information.

Section B: Statements and questions. Statements are scaled 1 – 5 on a Likert scale for each statement. If a participant strongly agrees with a statement, a cross (x) will be entered in column 5. If s/he strongly disagrees, 1 will be marked with a cross (x). If a neutral view is maintained, a cross (x) will be entered at 3.

Questionnaire statements (1 – 10)

1	I endeavour to maintain a purposeful, relaxed and quiet working environment at our school.	1	2	3	4	5
2	I am very strict towards learners because It helps me to maintain discipline in the classroom.					
3	I prefer to maintain a safe distance between myself and learners as regards working relationships.					
4	I step out of my classroom when learners refuse to keep quiet.					
5	I threaten disrespectful learners by telling them that they will fail if they do not change their attitude.					
6	I have high expectations of all learners that I am teaching.					
7	I always call the school principal to help me maintain discipline in my class.					
8	I punish learners by giving more homework because it works.					
9	I call learners by names they do not like in order to maintain discipline in my classroom.					
10	I feel offended when learners point out mistakes/errors that I supposedly made in my subject(s).					

Questionnaire open-ended questions (11-16)

11   What do you regard as 'unwanted' learner behaviour in the classroom?

12   What do you understand by the concept 'discipline' (in your own words)?

13   What do you think are the causes of unwanted behaviour by the learners in the classroom?

14   In what ways does disruptive behaviour affect the teaching and learning process in the classroom?

15   What are your perspective regarding the abolition of corporal punishment in schools?

16   What do you think should be done by educators to enforce effective discipline in classrooms/ at school?

Section C seeks an honest/candid opinion of the overall impression/thoughts that participants experienced as they worked their way through the questionnaire in Section B. They need to write down their thoughts pertaining to discipline.

3.4.2 Interviews

As a follow up strategy to answers provided in the questionnaires, a semi-structured interview was conducted. The interview can be defined as a process of communication of interaction in which the participant or participant gives the required information verbally in a face-to-face situation (Babbie, 2007:264).

Open-ended questions were used during the interview sessions to allow participants enough opportunity to provide a variety of answers. Semi-structured interviews allowed the researcher in this study the freedom to probe further into responses. Responses to interview questions were recorded by means of a tape recorder, after seeking consent from the interviewees.

3.4.2.1   Procedure

After careful planning and preparation for the interview, permission was sought from the Free State Department of Education to conduct the research. Interview sessions with participants were conducted and went well.

During the sessions, the interviewer made sure that all the participants understood the importance of the sessions. The importance of the participants' contribution in this study was stressed and they were assured of confidentiality. A conducive atmosphere was created by the interviewer for the participants to ask clarity-seeking questions based on this study.

3.4.2.2 Interview questions

Similar questions were asked to all participants. The following six open-ended questions were asked to educators.

1   What is your opinion regarding discipline of learners in secondary schools?

2   What would you consider to be the major causes of lack of discipline in the classroom?

3   To what extent is ill-disciplined behaviour in the classroom affecting your morale as an educator?

4   Should corporal punishment be reinstated in South African schools? Motivate your answer.

5   What do you think should be done by educators to enforce discipline at schools and in their classrooms?

6   What type of support structure do you get from parents and school governing body regarding discipline at your school?

3.5   CONCLUSION

In this chapter a description of the research methodology was given with regard to this study. The justification was given as to the choosing of the sample and the data collection instruments. In the next chapter the data analysis and the interpretation of the findings are presented.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS IN THE STUDY

4.6   INTRODUCTION

In the previous chapter the research methodology used in this study was described. In this chapter, the data analysis and findings are reported on. The data from the questionnaires and interviews is analysed and reported on. The analysis highlights the educators' perceptions and opinions regarding the management of discipline in secondary schools.

4.7 DATA ANALYSIS

Qualitative data analysis is employed in this study. According to Miles and Huberman (1994:351) and Babbie (2007:384-389), there are certain steps that need to be followed in qualitative data analysis. The sequence of the steps is as follows:

- give codes to your first set of field notes drawn from observations, interviews, or document reviews;
- note personal reflections or other comments in the margin;
- sort and sift through the material to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups and common sequences;
- identify these patterns and processes, commonalities and differences and take them out to the field in the next wave of data collection;
- begin elaborating a small set of generalisations that cover the consistence deceived in the database; and
- examine those generalisations in light of a formalised body of knowledge in the form of constructs or theories.

In this study the researcher has followed the relevant steps to analyse the data captured through questionnaires and interviews.

4.8 QUESTIONNAIRE RESPONSES

Questionnaires were distributed to five schools (four educators per school). Only one school failed to return the questionnaires. However, a follow up was

made to include the outstanding school in the interview sessions. The responses of the questionnaires include Sections B and C. Section A will not be analysed because it is about biographic information.

The researcher will first report on the responses of Section B statements (10 statements on a Likert scale - scale 1 – 5). In total, 16 participants commented on the questionnaire. This will be followed by responses of questions 11 – 16 (open-ended questions).

4.8.1   Responses from Section B (1 – 10)

1 = Strongly disagree

3 = Neutral

5 = Strongly agree

The responses of the participants are reported on in a qualitative manner, meaning that graphs and statistics are no used, but that responses are reported on in the narrative. White (2005:187) states that qualitative data describes by painting a verbal picture of the context and the process as viewed from the participants' perspective. The use of the words all, most, many, some and a few are generally used when reporting on the feedback from participants. The research decided to include the number of responses in brackets.

Statement 1: I endeavour to maintain a purposeful, relaxed and quiet working environment at our school.

Most participants crossed option 5, meaning that it is necessary to maintain a relaxed and quiet working environment at school. A few participants were neutral in this regard.

Statement 2: I am very strict towards learners because it helps me to maintain discipline in the classroom.

By crossing option 5, most participants believe that it is necessary for them to be very strict towards learners because it enforces discipline in the classroom. However, a few participants marked option 3 which indicate a neutral stance. No one marked less than 3 and also no one marked 1.

Statement 3: I prefer to maintain a safe distance between myself and learners as regards working relationships.

Most participants marked option 5, a few marked option 1 and 2 and some responded by marking option 3.

Statement 4: I step out of my classroom, when learners refuse to keep quiet..

In response to the above statement, most participants marked option 1, indicating that they strongly disagree. However, a few participants marked option 4 as an indication that they agree with the statement.

Statement 5: I threaten disrespectful learners by telling them that they will fail the grade if they do not change their attitude.

Most of the participants disagree with this statement while a few take a neutral view of the statement. Some participants have crossed option 5 which is a clear indication of agreeing with the statement.

Statement 6: I have high expectations of all learners that I am teaching.

A few participants marked option 3, which indicates a neutral stance while the majority marked options 4 and 5, indicating that they agree with the statement.

Statement 7: I always call the school principal to help me maintain discipline in my class.

Most of the participants disagree while a few take a neutral view and one agree with the statement. However, from this response it is obvious that majority of the educators believe that classroom management is the responsibility of the educators and cannot always involve the principal.

Statement 8: I punish learners by giving more homework because it works.

Most participants appear to be uncertain by marking option 3, while a few participants marked options 1 and 5. From the responses it seems clear that few educators seem to agree that homework punishes learners.

Statement 9: I call learners by names they do not like in order to maintain discipline in my classroom.

In response to the above statement, most participants marked option 1. This is a clear indication that educators believe that one cannot solve a problem with another problem. A few participants marked option 3 to indicate a neutral stance.

Statement 10: I feel offended when learners point out mistakes/errors that I supposedly made in my subject(s).

Most of the participants disagree, while the a few took a neutral view and two others agreed with the statement.

4.8.2 Responses from Section B (11 – 16)

Questions 11 – 16 are open-ended questions on the questionnaire.

Question 11: "What do you regard as 'unwanted' learner behaviour in the classroom?"

All of the participants regard unwanted learner behaviour in the classroom as behaviour that interferes with the teaching and learning processes. For example, a learner who continually calls out while the teacher is explaining material, or who distracts other learners during lesson presentation, who refuses to follow directions or displays aggressive behaviour.

Responses were:

"A learner chewing bubblegum in class, talking during a lesion presentation, laughing others continuously after a wrong answer."

"Not doing schoolwork and fighting with other learners."

"Noise-making and disruptive behaviour, use of vulgar language and profanity in the classroom, stealing of others' items, fighting or bullying others and being generally disrespectful, vandalism of school property in class, back chatting, ringing cellphone, eating in class, etc."

Question 12:"What do you understand by the concept 'discipline' (in your own words)?"

The responses to this question were varied. Some respondents understand the concept of 'discipline' as behaving in a proper desired manner. Others regard discipline as respect for oneself and others.

The responses were:

"It is behaving in a proper manner."

"Discipline goes hand-in-hand with respect. Having self-discipline and self respect."

"It has to do with self-control and the acceptance of authority or rules."

".. to obey whatever rules that are put forth, either classroom or school rules."

"We use discipline to establish correct order and to maintain it. We can use rules, regulations, instruction or even apply punishment."

Question 13: "What do you think are the causes of unwanted behaviour by the learners in the classroom?"

The participants are of the opinion that unwanted behaviour results from lack of attention. This can happen at home or at school. Various causes are suggested by participants. Another cause of disruptive behaviour as suggested by participants, is lack of preparation and non-teaching by educators. Lack of consistency in applying classroom rules and punishment thereof. Late coming by a teacher to class.

The responses were:

"Peer pressure, want attention, impress their friends."

"… discipline starts at home. We as educators do not have time to teach learners basic discipline."

"A well-planned lesson…. It is very important to keep learners busy."

"Lack of motivation and lack of thorough preparation on the part of teachers."
Question 4: "In what ways do disruptive behaviour affect the teaching and learning process in the classroom?"

The participants share the same feeling that disruptive behaviour has detrimental effects towards teaching and learning processes. As cited by the participants, it lowers both the morale of teachers and learners in the

classroom. A lot of tuition time is also wasted in the process. Failure rate increases because there is no quality teaching and learning processes.

Responses were:

"It kills the mood of those learners who are determined to work. Their quest to learn is hampered. Even the teachers' enthusiasm is certainly lowered because they feel challenged by disruptive learners …"

"Some or most of the learners focus on the learners who is disruptive and that wastes tuition time because the whole class becomes chaotic."

"Time is wasted as a teacher has to stop teaching to talk to the disruptive learner … loose focus on the topic at hand."

"Disruptive behaviour by one learner can lead to all learners not listening and being disruptive as well. A lot of time is wasted in reprimanding either than teaching and learning."

"… put the preparation of the teacher into disarray."

Question 15: "What are your perspectives regarding the abolition of corporal punishment in schools?"

The responses to this question varied. Most of the participants are of the opinion that corporal punishment should be reinstated in South African schools. According to participants, abolition of corporal punishment has left them powerless and in frustration. They lack alternatives to corporal punishment. Learners are no longer afraid to come to school without having completed their homework, etc.

Responses were:

"Since the abolition of corporal punishment, learners have displayed unwanted behaviour at school…."

"…bring back corporal punishment but with some guidelines.'

"…it was a good way of punishing learners. Learners knew what to do and what not to do."

"It is a mistake which was done by the department … because the learners are no longer respecting the teachers."

A very small number of participants supported the abolition of corporal punishment. They believe that there are alternatives to corporal punishment.

Responses were:

"It is the best thing that has ever happened to our children."

"Learners should want to learn-learning should not be forced on them."

"…served a purpose but overdoing it may lead to a stubborn adult."

Question 16: "What do you think should be done by educators to enforce effective discipline in school/classrooms?"

Participants responded to the above question with mixed feelings and opinions. Others believe that the culprits should be expelled while some participants allude to good classroom management. However, some participants see the solution as the accommodating code of conduct which is strictly adhered and followed. Educators are expected to be consistent when they implement and enforce discipline.

Responses were:

"…by giving the learners more work to do so that there is no time to play…"

"Certain rules must be applicable to all learners and teachers must be strict on those rules."

"Give more work to learners with disciplinary problems in order that they do not have enough time to mess around."

"Be in class in time and get them working or teach."

"Teachers must exercise discipline in the same way and consistently."

There are some participants who prefer parental involvement in the discipline of learners. Parents should be called up for disciplinary hearings of their children. They need to be supportive in ensuring that their children behave according to the expectations of schools and communities in which they are based.

Responses were:

"…parents/guardians need to work hand-in-hand with schools."

"..school need to summon parents or guardians of ill-disciplined learners for disciplinary hearings."

"Parents should be included in the disciplinary actions of their children."

4.9   INTERVIEW RESPONSES

Semi-structured interviews were conducted as a follow-up to questionnaire responses. These included twenty educators from five schools (the four schools who participated in the questionnaires, as well as the other one who

did not). Interview sessions, provided the researcher the opportunity to meet with participants who completed the questionnaires, including the school which did not return the questionnaires.

The following analysis and report is based on the responses of educators who were interviewed per school. Six questions were asked during the interviews and the educators responded in various ways.

4.9.1 Responses from educators

Question 1: "What is your opinion regarding discipline of learners in secondary schools?"

In response to the above question, all participants were of the opinion that discipline has gone from bad to worse in secondary schools. They said that the deteriorating levels of discipline are the results of democracy which did away with corporal punishment. Yet the government has failed to provide educators with practical alternatives to corporal punishment. They further alluded to the issue of parents who do not show any interest in their children's education, especially when they (learners) go to high schools. The researcher could notice the frustration of the participants as they were elaborating on this question. It was very clear that discipline in secondary schools leaves much to be desired.

Responses were:

"When I was in high school, I know nothing about my rights …but here I am."

"…we used to respect our teachers without questioning their qualifications."

"…the government must take full responsibility for the situation in secondary schools. Learners bully one another and the teachers must do something… verbally or in writing."

"Expel a learner and see what will happen to you..."

However, there were some participants who were optimistic about discipline in secondary schools. They are of the idea of installing security cameras in all secondary schools of this country. According to the participants, the schools where these cameras have been installed are coping better than their schools. One participant in one of the sessions, did not like the idea of security cameras in classes. The argument was that if a camera is installed in a classroom, the teacher is not empowered as a classroom manager.

Response was:

"If one gets promoted to another school without cameras, how are you going to maintain discipline? … a teacher must rise above the situation and become a king or queen of class."

Question 2: "What would you consider to be the major causes of lack of discipline in the classroom?"

This question received the same attention as in the questionnaire response. The participants gave varied causes in this regard. Some participants believe that the ages of a learner and a teacher contribute towards disruptive behaviour. These participants maintain that if an educator looks young, learners tend to disrespect that educator because they judge him/her with body appearance. Other participants blame the educators for lack of preparation when they attend their classes. The latter made the participants to be furious and frustrated.

Responses were:

"Educators need to come to class being well prepared about what to teach and what to follow after the lesson."

"If learners do not find your subject interesting, they develop attitude towards it and the teacher teaching the subject."

"Lack of motivation from home… and at school these learners expect special treatment because they are hopeless."

Some participants allude to the causes of unwanted behaviour to socio-economic factors such as crime and poverty. They are of the opinion that a hungry stomach is an angry stomach. If these learners come to school with empty stomachs, they get easily irritated and resort to criminal activities such as stealing from other learners and bullying them for their homework and other things.

Responses were:

"…socio-economic conditions play a major part in causing disciplinary problems at school."

"…orphans who are exposed to severe poverty…"

"…it is very difficult to learn without something in your stomach…"

Question 3: "To what extent is ill-disciplined behaviour in the classroom affect your morale as an educator?"

Most participants believe that disruptive behaviour has a negative impact on teaching and learning process. They maintain that a lot of time is forfeited unnecessary because of ill-disciplined learners. It is like stealing education from other learners who behave well in the classroom. The participants also believe that, when an educator is angry or in a bad mood because of learners, he or she stop teaching and give a lot of homework, which is sometimes difficult to understand. I could observe a lot of anger and frustration in the eyes of participants when they were responding to this question.

Reponses were:

"I tell my learners that they will complete the chapter as self-study whenever they have disrupted my lesson by any form of disruption."

"…learners are very clever at times. They will disrupt your lesson if they want you to stop teaching. However, the end up winning because they are aware of your weak point when it comes to management of misbehaviour."

"I always regret my reactions at the end of the day when I think of innocent learners."

"As educators, we find ourselves under pressure because if the learners fail our subjects they (learners) claim that we do not teach. As a result, disruption or no disruption, I continue with my lessons even if I feel that I am angry."

Question 4: "Should corporal punishment be reinstated in South African schools? Motivate your answer."

Most participants were of the same voice and concern. Educators have a great concern about the abolition of corporal punishment in schools. They maintain that the abolition of corporal punishment has resulted into many problems, which were not there before corporal punishment was abolished. Among the problems they mentioned, high rate of failure in schools as well as poor academic performance are of great concern. Abolition of corporal punishment has also resulted in lack of discipline in schools as most respondents maintain it. I could sense that educators are going through a tough time when it comes to corporal punishment. They really need help and serious intervention.
Responses were:

"There is no way that I can maintain effective discipline in my class by just talking to learners. I believe that corporal punishment must be brought back and it should be seen in a positive light."

"…the government castrated us by taking away our power to use corporal punishment. Ill-discipline is the main source of our trouble and unless that is corrected there will be little improvement."

"…I am what I am today because of corporal punishment … whenever I thought of not completing my homework or banking classes, I would think twice."

However, few participants claim that they had never used the stick and yet they had good academic track and attendance records, even during the struggle of the early 1990s. These educators maintain that the administering of discipline at school level lacks fairness and consistency. According to them, corporal punishment does not have great impact in the enforcement of effective discipline strategies. The participants also allude to the fact that lack of norms, school development plans, parental involvement and educators' commitment, are the causes of disciplinary problems in schools, not to abolition of corporal punishment. One could read in the faces of the participants that they knew what they were talking about. They seemed to be on the right track.

Responses were:

"…corporal punishment is the research why many learners left school before they could complete matric. I am happy without corporal punishment because learners no longer run away from schools."

"…schools need to come up with effective disciplinary strategies and forget about the effects of abolition of corporal punishment."
"…respectful relations between educators and learners were not possible in a context where corporal punishment was used…"

Question 5: "What do you think should be done by educators to enforce discipline at schools and in their classrooms?"

In response to the above question, most participants commented about the need to involve the relevant stakeholders when discipline is enforced. These stakeholders are parents, educators and learners. There is a need for a network of care, concern and counselling, according to most respondents. They maintain that a set of rules, a code of conduct, conflict resolution procedures, parental involvement, fair punishment, having to take responsibility and the involvement of educational authorities are necessary to enforce effective discipline strategies. Few participants stressed that there is no magic recipe for effective discipline. They said that what worked and seen as effective in one school would not necessarily work in another. According to these respondents, each school has its own particular circumstances to take into account.

Responses were:

"…if schools really want to improve discipline, a focus must b eon the expectations of learners, educators, parents and senior management in education."

"…there is a need for schools to have rewards for good behaviour and the emphasis must not only be on bad behaviour being punished."

"Schools must make sure that all educators and learners know about the school's discipline policy. It is important to find out whether they are clear about rules, rewards, sanctions, referral systems and sources of support."

"There is a need for analysis of typical communication from school to parents. Schools need to think about language register, tone and notions of partnership with parents."

"There is a need for schools to involve parents actively in shaping and maintaining school discipline."

Question 6:" What type of support structure do you get from parents and school governing body regarding discipline at your school?"

Responses were varied regarding the above question. Most participants commented that the kind of support structure they get from the mentioned stakeholders, differs from one school to another. According to the participants, parents and school governing bodies are only supportive enough in the former white/model C schools. As for the previously disadvantaged schools, support structure is not up to scratch as it is expected. Participants also claim that it is very difficult to get rid of ill-disciplined learners because parents are less interested in supporting their schools with regard to discipline of their children. I observed tears in the eyes of participants as they were elaborating on the lack of support from the parents in their own communities.

Responses were:

"I am happy with the support that my school get from parents and school governing body … may be it is because of the fact that my school is a former model C school."

"…I really cannot understand why parents fail to be part of disciplinary committees when they are invited by the school."

"Our communities are very reluctant when they are encouraged to be available for the SGB elections … we end up with the same parents being members of SGBs."

"…some learners get expelled from former model C schools .. once they attend our schools, they become stubborn and you will never see their parents during the disciplinary hearings."

"…parents are paying a lot of money for school fees … may be that is the reason why they are so supportive."

One participant complained about teachers who are also parents and are part of the lack of support structure.

Response was:

"Some of us, as teachers, contribute towards lack of support structure in our schools. We discourage parents from attending the meetings because we do not attend the meetings of the schools where our children attend."

4.10 CONCLUSION

The findings from the questionnaires and the interviews confirm that most of the educators encounter disciplinary problems in their respective schools. Most educators share the same sentiments about they perceive as unwanted behaviour in their classrooms. It is also apparent from the responses that disruptive behaviour in the classrooms waste a lot of quality time for teaching and learning process.

From both questionnaires and interviews it is clear that there is a need for emphasis on effective discipline in secondary schools. Some educators stress the importance of self-discipline in learners. According to their responses, children must be taught self-discipline from their homes.

Chapter five gives recommendations and how findings of management of discipline can be enhance so that the educators can teach effectively and become good classroom managers at school.

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

5.6 INTRODUCTION

The findings and recommendations of the study are highlighted in this chapter. This chapter also indicates recommendations regarding the management of discipline by educators in secondary schools. The conclusions encapsulate the discussion around the literature study done in chapter two. Chapters three and four outline the research design, collection of data, reports and analysis of data. Data collection was done by means of questionnaires and interviews (cf.3.4.1 and cf.3.4.2).

5.7 DISCUSSION OF FINDINGS

The findings are discussed in three-fold. Findings on the literature study will be discussed first and the findings on the questionnaire and interviews will then follow.

5.7.1 Findings from the literature study

- It is apparent that many educators are still struggling to come to terms with the new system of enforcing discipline in schools. On the other hand, there is a need to link whole school discipline with classroom discipline of which is appears to be the main problem in many schools. Educators have reached the point whereby they feel that there is a need to find alternative, effective methods of discipline. They are also aware of the fact that corporal punishment no longer has a place in the schools (cf. 2.3.1).

- Some educators cannot distinguish between the concepts of discipline and punishment hence definitions are provided. Discipline is seen as integral part of school rules and procedures of all schools. Punishment is regarded as a way of dealing with unwanted behaviour that deviates from school rules. In this way, educators are expected to have full understanding of how discipline are expected to have full understanding of how discipline should be enforced in the classrooms (cf. 2.2).

- Among the causes of disruptive behaviour in schools, corporal punishment is emphasised. In fact, it is the abolition of corporal punishment in schools. Many educators believe that bringing back corporal punishment will help restore discipline in schools. However, these educators are aware of what is stipulated in the South African Schools Act (cf. 2.3.1).

- There is a need for alternatives to corporal punishment. However, the problem lies with educators who lack skills and knowledge of how to implement these alternatives. The belief is that alternatives to corporal punishment will maintain a positive learning environment in schools. As a result, schools need to train educators about these alternatives (cf. 2.2.2).

- Literature study proves that many cases of misconduct originate outside the school itself. In this way it shows that there is a need for cooperation between schools and the communities at large (cf. 2.3.5).

- There is a need for positive reinforcement of good behaviour in learners rather than mere concentration on negative behaviour in the schools. Educators also need to embark on consistent consequences regarding the misconduct of learners (cf. 2.4.2).

- The way to influence learners towards internal rather than external motivation is through positive interaction. Through positive classroom routines and interaction, educators may be much more successful with their learners without any related stress (cf. 2.6.1).

- Educators need to communicate their expectations for acceptable behaviour to the learners (cf. 2.6.2).

- Educators can practice preventative discipline or be proactive in their approach by maintaining an orderly learning environment through good management and teaching skills (cf. 2.7).

- Learners who behave disruptively also tread on the rights of other learners to learn (cf. 2.8).

5.7.2 Questionnaires from participants

Questionnaire responses lead the researcher to draw the following conclusions:

- it is necessary to maintain a relaxed and quiet working environment at schools. This indicates that educators are able to teach when there is discipline among learners (cf. 4.3.1);

- consistency is necessary when discipline is enforced elaborate (cf. 4.3.1);

- threatening learners about failing a grade in order to change their attitude does not work for many teachers (cf. 4.3.1);

- it is important for all educators to have high expectations about learners because this will boost their morale. Learners need to hear it that educators believe in them (cf. 4.3.1);

- one of the causes of disruptive behaviour as viewed by most educators, is lack of preparation and non-teaching by educators (cf. 4.3.1);

- disruptive behaviour impacts negatively on teaching and learning processes. It lowers both the morale of teachers and learners in the classroom (cf. 4.3.1);

- abolition of corporal punishment has left many educators powerless and frustrated (cf. 4.3.1);

- educators of schools should accommodate code of conduct which is strictly adhered/followed (cf. 4.3.1).

5.7.3 Interviews with participants

The interviews with the participants lead the researcher to draw the following conclusions:

- the deteriorating levels of discipline in secondary schools are the results of abolition of corporal punishment (cf. 5.2.3);

- the Department of Education is seen to have failed to provide educators with practical alternatives to corporal punishment (cf. 5.2.3);

- parents are also viewed as showing no interest in their children's education when they proceed to secondary schools and this result into a burden to many educators 9cf. 5.23);

- educators who go to classes unprepared to teach are seen to be contributing to disruptive behaviour in classes (cf. 5.2.3);

- socio-economic factors such as crime and poverty also contribute to ill-disciplined behaviour at schools (cf. 5.2.3);

- a lot of tuition time is forfeited unnecessarily due to ill-disciplined behaviour in the classrooms (cf. 5.2.3);

- among other concerns, ill-disciplined behaviour results in high rate of failure as well as poor academic performance (cf. 5.2.3);

- there is need for active parental involvement in the discipline of their children at schools (cf. 5.2.3);

- parents and school governing bodies are seen as only being active in the ex-model C schools than in the other secondary schools (cf. 5.2.3).

The conclusions drawn from literature, questionnaires and interviews, with the accompanying cross-references, address the research questions as set out in chapter 1. From these conclusions the following recommendations are made.

5.8 RECOMMENDATIONS

The recommendations are discussed against the background of information obtained form the literature study and the data collected through questionnaires and interviews. The recommendations are made in order to help educators meet the changing demands of school discipline and operate effectively and efficiently.

- The appropriate training of secondary school educators is important for the effective and efficient implementation of discipline. The management of discipline in the school and classroom environment should be a compulsory unit in all teacher training programmes at Higher Education Institutions.

- Certain skills that are lacking in the classroom management need to be addressed by the Department of Education by providing the necessary training to educators.

- Parents should be invited to provide alternatives to the school with regard to the manner in which their learners could be disciplined.

- Training manuals and booklets should be available to all educators and parents who are committed to the management of discipline. These will build the confidence and morale of partners in education.

- The Department of Education, in conjunction with School Governing Bodies (SGBs), should target parents and educators for capacity building.

- Parents need to become aware of themselves as a constituency with important powers regarding their children's education and they need to be shown how to use these powers wisely and constructively.

- Finally, if the involvement and participation of parents and educators can be properly conceived, planned and implemented, the following can help our country to realise its dreams and ambitions in education:

  - the restoration of a culture of learning and teaching that is currently lacking in South African secondary schools;
  - the building of capacity among parents, educators and learners;
  - the creation of harmony between the government and schools; and
  - the creation of good relationships among parents, educators and learners.

5.9 SUGGESTIONS FOR FURTHER RESEARCH

The following is suggested:

The impact alternative rules and routines on classroom discipline.

5.10 CONCLUSION

Findings from the literature review generally indicate that the management of discipline in secondary schools requires cooperation of parents, educators and learners. This means that there is a need for proper consultation, representation and participation in all activities that affect the sound management of schools.

Form the questionnaires it is evident that in many instances the educators are now well prepared for all their lessons. This results in disruptive behaviour because lessons are less interesting due to lack of preparation. One can

conclude that there should be thorough preparation for academic work, as well as for a teaching and learning processes.

Resulting form the interviews, findings reveal that there are deteriorating levels of discipline in secondary schools due to lack of practical alternatives to corporal punishment (cf. 4.4.1). A conclusion can, therefore, be drawn that there is a need for proper discipline management, as well as for a training workshop about alternatives to corporal punishment.

Since it is indicated from the findings that there are deteriorating levels of discipline in secondary schools it must be emphasises that management of discipline should be implemented according to the mentioned recommendations. The Department of Education as part of partnership in education, has a responsibility to implement training workshops. Parents, teachers and learners have a responsibility of working together towards building disciplined school environments so as to help the educators to teach effectively and to enhance quality education in secondary schools.

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ANNEXURE A

LETTER OF REGISTRATION

ANNEXURE B

LETTER OF CONFIRMATION

ANNEXURE C

QUESTIONNAIRE

ANNEXURE D

INTERVIEW QUESTIONS