A MODEL FOR BEHAVIOUR MODIFICATION PROGRAMMES TO IMPROVE DISCIPLINE AND LEARNER ACHIEVEMENT: A COMMUNICATIVE APPROACH

BRENTON GRANT FREDERICKS

A dissertation submitted in fulfillment of the requirements

for the degree MAGISTER TECHNOLOGIAE: LANGUAGE PRACTICE

in the

Department of Communication Sciences

Faculty of Engineering, Information and Communication Technology

at the

Central University of Technology, Free State

Supervisor: Dr VN Teise
Co- Supervisor: Dr MA van Deventer

BLOEMFONTEIN
October 2007

DECLARATION WITH REGARD TO   **INDEPENDENT WORK**

I, **BRENTON GRANT FREDERICKS**, Identity Number ▮▮▮▮▮▮▮ and Student number 206016786, hereby declare that this research project submitted to the Central University of Technology, Free State, for the degree **MAGISTER TECHNOLOGIAE: LANGUAGE PRACTICE,** is my own work and complies with the Code of Academic Integrity. In addition, this research project has not been submitted before at any institution by me or any other person in fulfillment or partial fulfillment of the requirements for the attainment of any qualification.

SIGNATURE OF STUDENT   ------------------

                                              DATE

ACKNOWLEDGEMENTS

In loving memory of my dad,

Stafford Allan Wavell Fredericks

AND

My brother,

Clayton Charles Andrew Fredericks

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LIST OF ACRONYMS AND ABBREVIATIONS

ART	Aggressive Replacement Training
CJB	Child Justice Bill
CJS	Criminal Justice System
CTT	Corrective Thinking Training
DBST	District Based Support Team
DoE	Department of Education
FSDoE	Free State Department of Education
HOD	Head of Department
IDP	Individual Development Plan
IIP	Individual Intervention Plan
ISS	In-school suspension
MEC	Member of the Executive Council
NAPTOSA	National Professional Teachers Organisation in South Africa
NICRO	National Institute for Crime Prevention and Reintegration of Offenders
NGOs	Non-governmental organisations
OBE	Outcomes Based Education
OSS	Out-School Suspension
POP	Positive Outreach Programme
SASA	South African Schools' Act
SAYStop	South African Young Sex Offenders Programme
SBST	Site Based Support Team
WCED	Western Cape Education Department
VMP	Victim Mediation Programme
YCC	Youth Care Centre

DEFINITIONS OF TERMS

Corporal punishment- refers to any kind of punishment inflicted on the body of a student or inflicted by the educator to cause pain because a student has not behaved in an acceptable manner (Maree, 1995:68).

Diversion - refers to something that takes your attention away from something else while something is happening. In the context of this research project it can also be attributed to referring children under the age of 18 who have committed offences and where there is no evidence to prosecute, away from formal criminal justice proceedings (Sloth-Nielsen and Gallinetti, 2004:32).

Expulsion - refers to a learner who will be permanently removed from a school because he/she poses a danger to the well-being of other learners and all means of corrective actions have been exhausted while yielding no positive results (Rosen, 1997:50).

In-school suspension - refers to a programme that learners are referred to because of disruptive behaviour (Morris and Howard, 2003:156).

Locus of control - refers to an individual's sense of who controls our behaviour and the events that occur in our lives (Zimbardo, Weber and Johnson, 2000:318).

Outcomes Based Education - is a learner-centred approach to education and forms the basis of the curriculum in South Africa. It is based on the premise that all learners can reach their full potential (Department of Education, 2003:7).

Out-school suspension - means that a learner will not be allowed to attend school for a period of one week, but may return if the final decision is not to expel him/her (Mendez, 2003:17).

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CHAPTER ONE

INTRODUCTION

1.1 PREVIEW

Since corporal punishment has been abolished in South African schools, many educators are faced with the dilemma of implementing the prescribed disciplinary measures or procedures. It is true that learners who "act out" or transgress may be doing so for a number of reasons, but this in itself could be a means of identifying underlying problems. If transgressions are dealt with in an appropriate manner, it could alleviate long-term problems.

According to King, "acting out" or noncompliance is an explicit term describing an individual who behaves in an unacceptable manner outside a therapeutic session, instead of talking about what is bothering him/her during the session (1999:89). For example, a learner may participate in activities such as, engaging in substance abuse, committing petty theft or inflicting self-induced harm. This kind of behaviour is a form of communication even though it may be difficult to comprehend. The fact that the learner's anguish is "acted out", makes it much more difficult to understand than when a problem is discussed (King, 1999:89-90.). To alleviate this problem, schools could use a diversion approach coupled with an effective communication strategy to enhance the flow of information, as well as give learners access to corrective modification programmes. Diversion is an alternative to adopting retaliative forms of punishment and ensures that a learner is included in a programme to address nonconformist behaviour. The emphasis here is on assisting educators to deal with disciplinary problems that may curtail the attainment of educational goals.

1.2 BACKGROUND TO THE STUDY

The main focus of this research project is to familiarise selected education institutions with diversion programmes in order to deter youth from entering the Criminal Justice System (CJS), and to assist those learners who have been diverted by the courts. According to Muntingh, the Child Justice Bill (CJB) aims to ingrain diversion as a central attribute that will regulate the criminal proceedings against children (2003:40). Diversion in this context can be defined as "the referral of cases away from the Criminal Justice System to an approved programme, mediation or community service" (Sloth-Nielson & Muntingh, 1998:65). For the purpose of this study, diversion will be used in the latter context in order to provide succinct answers to the research questions.

The research findings of Charlton and David indicate that specific kinds of temperaments may result in maladjustment in the future (1993:18). They further assert that types of predispositions include "under-and over-activity, poor adaptability, tendency to withdrawal, irregularity of sleeping and irritability". In view of the aforementioned, it is essential that suitable educational programmes be implemented to prevent or deter youth with temperaments predisposed to nonconformist behaviour from future maladjustment. In order to be successful, special attention should be given to the theory of causation. According to Charlton and David, this theory investigates the reasons for adolescents misbehaving (1993:18). They assert that such an investigation is not a simple process of identifying different causes only, but that it is a complex process in which a number of factors have to be taken into consideration.

Educational institutions should have a Behaviour Management Policy with recommendations for alternative programmes in place for learners who display nonconformist behaviour.

According to Clarke and Murray, schools are institutions of learning where educators strive towards achieving educational outcomes. It is essential that the behaviour of learners is effectively managed in order to facilitate the educational process (1996:6). Institutions embarking on comprehensive school development initiatives should ensure that special attention is given to the formulation of a Behaviour Management Policy unique to that institution, which will address the needs of that particular institution.

Rogers describes corrective discipline as actions taken by a teacher to correct disorderly, rebellious or inappropriate behaviour (1990:10). These actions normally include: what educators will say, how they will say it, ignoring some learner behaviours, direct questioning, reminding learners of classroom rules, providing learners with simple choices, taking learners aside from the group or using time-out from class (Rogers, 1990:19).

A distinction needs to be made between formal diversion as requested by the courts and informal diversion as recommended by the school in its Behaviour Management Policy. Diversion should also not be seen as a lenient option, since it intrinsically demands that communities play a more significant role in programme facilitation and restorative justice than they did before (Child Justice Alliance, 2006:6). An important component of the community is the school where educators play a pivotal role in the successful implementation of programmes for learners who display signs and symptoms of nonconformist behaviour or who have been diverted by the courts.

In addition, expert knowledge is required from educators who are responsible for the implementation of Behaviour Modification Programmes. As reiterated by Hamblin, an educator who is responsible for counselling will have to be well acquainted with "the sensitive application of counselling skills" (1993:1). In the course of this study this aspect will be investigated further.

Wynn poses a pertinent question. "When are we going to give trained educators the disciplinary tools to control their pupils properly?" (in *The Herald* of 22 September 2006:5). This question is critical to the present investigation as well. If educators are equipped with the necessary competencies to deal with disruptive behaviour, they should be able to effectively address nonconformist behaviour in schools.

According to Dugmore the National Minister of Education in South Africa, Naledi Pandor, has suggested that a more stringent approach in dealing with drugs and violence at schools be enforced (in *Cape Argus* of 13 October 2006:17). The Minister has urged important stakeholders in education to support the idea that random searches at schools for drugs and weapons be implemented to assist in reducing the number of disciplinary problems at schools. In addressing the National Assembly in parliament, the Minister has been quoted as saying:

> … before your son or daughter leaves home, make sure they have not smoked tik. Make sure they are not carrying a knife. Make sure they are not carrying a gun (in *Cape Argus* of 13 October 2006:17).

The Minister believes that the above precautions could assist in reducing the incidents of violence at schools. In addition, the responsibilities of parents, teachers, Principals and community leaders could also be addressed, especially the role they should play in reducing disciplinary problems at schools (in *Cape Argus* of 13 October 2006:17).

According to Dugmore, the Western Cape Education Department (WCED) has embarked on the following initiatives to reduce violence in schools: learner and educator seminars to focus on the advantages of positive behaviour; conflict management styles to assist in establishing a human rights culture; and Behaviour Modification Programmes to improve learner behaviour (in *Cape Argus* of 13 October 2006:17). However, these initiatives have

to be expanded if they are to have a meaningful impact on reducing crime and violence in schools all over South Africa.

According to Rautenbach, some learners in classes today have become so destructive and they have no regard for figures of authority (in *Star* of 19 October 2006:22). There is a lack of self-discipline amongst some learners, which complicates the task of educators who consequently suffer from stress and emotional draining. Educators also feel that the Department of Education (DoE) is overloading them with unnecessary administrative tasks that compound their plight even further.

1.3 SIGNIFICANCE OF THE STUDY

This study endeavours to give direction with regard to the way learners who "act out" should be dealt with. It will outline recommended communication channels in the event of an assessment and/or a referral process being initiated. It also strives to assist educators in dealing with and managing learners who show signs or symptoms of nonconformist behaviour. Consequently, the number of disciplinary problems at schools could be reduced or even eliminated by adopting a communicative approach that both identifies and addresses acts of nonconformist behaviour. This could ensure that a formalised approach, which includes suspension and expulsion, will not be deemed necessary. The communicative approach by implication suggests that all the relevant stakeholders, such as educators, parents, the School Governing Body and departmental officials, will know the procedure for handling disciplinary problems, as well as the implementation of disciplinary procedures against learners in schools.

1.4 STATEMENT OF THE PROBLEM

The problematic nature of interpersonal relationships between many learners and educators often hampers the communication process. In addition, educators today are faced with learner disciplinary problems at schools, which they neither know how to deal with, nor to solve. This contributes to an atmosphere that is not conducive to learning and the achievement of educational goals. It also complicates the process of implementing Outcomes Based Education (OBE), which by increment is being phased into schools in South Africa. The following example is one of the many situations that educators face on a daily basis. During the course of 2006, four pupils at Linpark High went to school under the influence of alcohol, smoked marijuana at school, refused to go to detention, stabbed and assaulted fellow learners (in *Natal Witness* of 13 June 2006:8).This investigation seeks to find ways of addressing these kinds of problems and presents a proposed structure to reduce the number of disciplinary problems at schools through a communicative approach.

1.5 RESEARCH QUESTIONS

The following research questions are posed:
  ➤ How effective is the communication strategy at specific institutions to ensure that disciplinary problems are minimised?
  ➤ What intervention strategies are in place to assist educators with learners who display signs or symptoms of nonconformist behaviour?
  ➤ Do educators have knowledge regarding Behaviour Modification Programmes that could be utilised?
  ➤ Are educators able to assess and divert learners to the correct programme and manage their progress?

1.6 AIMS OF THE STUDY

The study aims to include the following:

➢ To suggest ways in which the communication process can be enhanced, especially at South African institutions where this is a problem.

➢ To ascertain what intervention strategies are currently in place at South African schools and how successful these schools are in addressing nonconformist behaviour.

➢ To ascertain how much information and expertise currently exist in South African schools regarding the implementation of Behaviour Modification Programmes.

➢ To propose a model for Behaviour Modification Programmes to be implemented at selected education institutions in South Africa.

1.7 HYPOTHESES

The following hypotheses will be tested:

➢ *Educational institutions with comprehensive Behaviour Management Policies will be more successful in maintaining discipline than those institutions without intervention strategies. In other words, successful disciplinary behaviour in South African schools where nonconformist behaviour is prevalent is dependent on the implementation of a comprehensive Behaviour Management Policy.*

➢ *Educational institutions that are equipped with programmes for nonconformist behaviour will be more successful in achieving educational goals than those institutions where Behaviour Modification Programmes are non-existent. In other words, a successful educational goal in South African schools where*

nonconformist behaviour is prevalent is dependent on the introduction of Behaviour Modification Programmes.[1]

1.8 DESIGN AND METHODOLOGY

1.8.1 RESEARCH DESIGN

For the purpose of this study, quantitative and qualitative research will be conducted to gather information and to test the hypotheses.

The study includes three stages as indicated:

➢ The **first stage** is to conduct a literature review. This will assist the researcher in acquiring information on what other researchers who investigated similar fields of study have had to say about the topic under investigation.

➢ The **second stage** involves the submission of questionnaires to educators to obtain information about their perceptions regarding communication, disciplinary procedures, intervention strategies, programmes to improve the behaviour of learners, assessment, diversion and learner achievement.

➢ During the **third stage** of the investigation, the researcher will engage educators in structured interviews to complement the findings of the learner disciplinary survey and to highlight differences that may be forthcoming.

1.8.2 DATA-COLLECTION METHOD

A self-administered questionnaire was applied in a group to measure educators' knowledge regarding the availability of diversion programmes to address disciplinary problems prevalent in education institutions. In addition, structured interviews were

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[1] A Behaviour Management Policy refers to a document that contains guidelines on how to deal with disciplinary problems, whereas Behaviour Modification Programmes refer to programmes that learners may be assigned to in order to address nonconformist behaviour.

conducted with either the Deputy Principal or educator who is responsible for handling disciplinary problems at the specific school.

1.8.3 TARGET POPULATION

A random selection of schools in the Motheo District in Bloemfontein has been used for the purpose of this study. The questionnaires were administered to teaching staff at the schools and interviews were conducted with educators responsible for maintaining discipline at the different schools.

1.8.4 ANALYSIS AND INTERPRETATION OF RESEARCH RESULTS

The mean scores of each of the items on the questionnaire, based on the responses of the respondents, were calculated and analysed. The information obtained from the interviews was decoded to allow the researcher to make assumptions from the data collected.

1.8.5 RELIABILITY

Reliability refers to "the degree to which the results of a study are repeatable" (Blanche & Durrheim, 1999:63). It refers to both the subjects' scores on measures known as measurement reliability and the overall results of the study. One may conclude that the reliability of a study is important because it indicates how accurate and conclusive the research findings will be.

1.8.6 VALIDITY

Validity may be defined as "the degree to which the research conclusions are sound" (Blanche & Durrheim, 1999:61). To ensure the validity of this study, expert opinion was sought regarding the compilation of the questionnaire. This guaranteed that applicable questions were posed and that each question would elicit a response.

1.9 LIMITATIONS OF THE STUDY

➤ The proposed study is limited in terms of the number of schools that were randomly selected.

➤ Overall, diversion programmes are seen in isolation when addressing the problem of nonconformist behaviour in schools, because of the legal implications of diversion.

➤ It could be argued that diversion should only be considered for learners who have been taken up in the CJS, but a closer study of the content of such programmes should reveal that this indeed, is not the case.

1.10 CHAPTER EXPOSITION

➤ In Chapter One a brief preview and background of the study are given, the problem is stated, the hypotheses are formulated and a brief review of the literature study is provided.

➤ In Chapter Two an overview of Behaviour Management and diversion at selected institutions in South Africa is given. In addition, a few examples of diversion programmes used internationally are provided.

➤ In Chapter Three the communication process at selected schools is investigated, with special reference to suspension, expulsion and referral to appropriate diversion programmes.

➤ In Chapter Four the methodology, procedures, gathering of statistical data and the analysis thereof are discussed.

➤ In Chapter Five the research findings of the quantitative investigation are discussed.

➤ In Chapter Six the research findings of the qualitative investigation are presented.

➤ In Chapter Seven the overall conclusions and recommendations regarding this study are given.

➤ In Chapter Eight a proposed model for diversion using a communicative approach is presented.

➢ In Chapter Nine the study is concluded by providing a synopsis of the research project and a discussion of the aims of the investigation.

1.11 OUTPUTS OF THE PROJECT

➢ A model for diverting learners who have and have not entered the CJS to correct behaviour.

➢ The results of the research study shall be made available to schools in an attempt to assist them in dealing with disciplinary problems and to help them implement corrective action(s) where indicated.

1.12 CONCLUSION

This chapter explains what the researcher intends focusing on in the course of this study. The significance of the study has been outlined, the problem has been stated, the research questions have been posed, the aims of the study have been explained and the hypotheses formulated. In addition, an overview of the design and methodology to be used in the course of this study has been given.

In the next chapter a review of the literature relevant to the study will be presented. The researcher shall endeavour to establish what researchers have had to say about nonconformist behaviour in the past and the applicability of diversion programmes in schools in South Africa.

CHAPTER TWO

AN OVERVIEW OF BEHAVIOUR MANAGEMENT AND DIVERSION IN SCHOOLS

2.1 INTRODUCTION

This research project seeks to highlight the role that schools can play in lending support to learners who have been diverted by the courts, as well as those who display nonconformist behaviour at school level. Youth Care Centres cater for children who are at risk and have been formally diverted by the courts. This chapter focuses on a review of the literature that is relevant to the study.

As a point of departure the following aspects of the investigation have been identified:

➢ Behaviour Management at selected schools that are struggling to cope with disciplinary problems;

➢ the role that the school can play in supporting nonconformist learners who have and have not been diverted by the courts;

➢ the content of diversion programmes that need to be reviewed;

➢ comments on the suitability of diversion programmes in selected education institutions.

Each of the above aspects will receive attention in the course of this chapter.

2.2 BEHAVIOUR MANAGEMENT IN SCHOOLS

According to Rossouw, a lack of learner discipline may obstruct the teaching and learning process at schools (2003:413). Therefore one may deduce that schools struggling to maintain discipline will not produce good results. Learner achievement will be low because educators spend much time and energy attempting to create an atmosphere conducive to

learning. While this is part of the normal day-to-day functioning at most schools, it should not become the primary task of educators.

Learners who are unwilling to conform to the rules and regulations stipulated by their institution impede the learning process. According to Rossouw, the degree and gravity of learner misconduct in South African schools should not be underrated (2003:416). Misbehaviour is cause for concern and needs to be addressed as soon as possible, so that educators may continue with their primary task, which is working towards the achievement of educational goals. Rossouw further states that it is becoming increasingly evident that "all schools are not free to teach and all pupils are not free to learn" (2003:416).

According to Thompson, there is a general rise in gang activities amongst learners in schools (in *Citizen* of 31 May 2005:6). She also claims that youth, especially in lower grades, are susceptible to gangs and this is fast becoming a real problem in many schools today. Thus it is clear that the task of the educator is becoming more difficult because he/she has to cope with problems of this nature.

For many years noncompliance was dealt with by inflicting corporal punishment. This was one of the only forms of punishment known to many educators and it was used as a method to manage discipline in schools. Maree defines corporal punishment as:

> … physical punishment as distinguished from pecuniary punishment or a fine; any kind of punishment inflicted on the body or the infliction of pain by a teacher or other educational official upon the body of the student as a penalty for doing something which has been disapproved of by the punisher (as quoted by Morell, 2001:293).

According to Morell, many educators view corporal punishment as an effective way to deal with school discipline. It is their belief that this form of punishment affirms the position of educators in the classroom (2001:292). Therefore they are reluctant to adopt a preventative approach to discipline.

However, it should be borne in mind that the SASA 84 of 1996 in Sections 10(1) and (2) specifically state that:

> 10.1 No person may administer corporal punishment at school to a learner.
>
> 10.2 Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence that could be imposed for assault.

The Act compels educators to seek alternative ways of disciplining learners, because in South Africa it is a criminal offence to punish a learner using force or inflicting pain to the body.

A study conducted by Gradwell on the attitudes of teachers towards corporal punishment and the abolition of corporal punishment, reflects a need for schools to formulate clear guidelines on how to manage disruptive behaviour (2000:1). He asserts that in order for schools to be effective, educators need training and development in alternative methods of Behaviour Management that have to be associated with the causes of disruptive behaviour. In this way the development of a school policy to deal with disciplinary problems will be facilitated. This process should include all the relevant stakeholders, which are, educators, learners, the School Governing Body and the school community. Once the policy has been formulated, it should be reviewed on a regular basis to ensure that it assists the school in curbing the number of disciplinary problems.

The introduction of OBE in 1998 compounded the wave of disciplinary problems that educators in South African schools were experiencing. In his article on a different approach to classroom discipline, Pienaar states that educators believed that OBE was coupled with extensive group work and that this compounded the discipline problem at schools (2003:261). This new approach was met with resistance from many educators who were reluctant to change from traditional teaching methods. According to Kassiem, the findings of a survey conducted amongst educators concerning teacher morale reveal that many educators are disillusioned with the continual changes in the educational system, which have left many of them ill-prepared and with low morale (in Daily *News of* 24 November 2003:5). The survey was conducted by the National Professional Teachers' Organisation in South Africa (NAPTOSA). Conversely, an investigation conducted by Singh and Manser to ascertain the effects of a shared vision towards curriculum change and the implementation of OBE revealed that a shared vision by the school community does ensure the successful implementation of OBE (2000:108).

According to Clarke and Murray, a Behaviour Management Policy should include the following elements to ensure that problems which are encountered will be dealt with in a professional and efficient manner:

> … the general aims of the school, a description of the rights and responsibilities of all members of the school community, rule/code of conduct, a description of the ways in which the school encourages good behaviour, a description of unacceptable behaviour, what the school does when pupils do misbehave, links to other policies, for example, equal opportunities, anti-bullying, anti-racism and areas of special concern (1996:16).

This information provides potential policymakers with a framework of what to include in the Behaviour Management Policy of a school. The aims of the school should be presented to the school community. Furthermore, a description of the responsibilities of the major stakeholders who are involved in managing a school should be explained. A Code of

Conduct explaining what kinds of behaviour will/will not be tolerated from learners should be included in the school's Code of Conduct. A detailed description of the action that the school will take against learners who misbehave should be given to the school community as well. The Behaviour Policy should clearly distinguish between minor, moderate and serious transgressions and the consequences of each transgression should be detailed in the Behaviour Policy.

According to Clarke and Murray, a Behaviour Management Policy should support the school in striving towards achieving educational goals (1996:8). The purpose of the Behaviour Management Policy should be to create an environment conducive to teaching and learning. This kind of environment should assist in making schools safe for all learners by informing them about their role at the school, what is expected of them as learners and outlining their rights should a conflict situation arise. This preventative approach should assist in reducing stress experienced by educators and attempt to address the demands of the changing role of the school in modern society.

It is important that special attention be given in a constructive manner to learners who misbehave. According to Clarke and Murray, schools have found it helpful to define the seriousness of behaviour by answering the following questions:

> ➢ What behaviour do you think can be effectively managed within the normal level of classroom management?
> ➢ What behaviour do you think will require the use of consequences or sanctions?
> ➢ What behaviour do you think will require the involvement of senior members of staff? (1996:20)

The three questions are pertinent in addressing the seriousness of a transgression. The questions could assist in identifying whether the incident requires management from junior or senior members of staff. Consequently, Clarke and Murray identify three categories of

difficulties, which are, Level 1, Level 2 and Level 3 respectively (1996:21-22). Level 1 includes trivial or minor behaviours such as teasing, interrupting a teacher or being noisy in class. Level 2 includes moderately serious behaviours, for example, refusing to follow instructions, hindering or disturbing other learners and lying. Level 3 includes very serious behaviours, such as thuggery, physical and verbal abuse of staff, extortion, vandalism and bullying (Clarke & Murray, 1996:22). The research project specifically aims to address problems encountered at Level 3. These include more serious problems that schools should deal with in a very sensitive manner. If this is not done it will exacerbate the problem of dealing with undisciplined learners.

The DoE's guideline document on alternatives to corporal punishment highlights five levels of learner misconduct that could result in disciplinary action being taken against the learner. The levels range from misconduct in the class to "very" serious misconduct or violations of school rules (levels 1-4). The fifth level includes criminal acts, which not only violate school codes, but which breach the law.

 The levels are as follows:

Level 1 – misconduct inside the classroom;
Level 2 – misconduct by breaking school rules;
Level 3 – "serious" misconduct or serious violation
     of school codes;
Level 4 – "very serious" misconduct or very
     serious violations of school codes;
Level 5 – "criminal acts" which not only violate
      school codes, but which breach the
      law (Department of Education,
      2001:25-28).

The guideline document includes examples of disciplinary action that can be taken against learners, which include: verbal warnings, community service, demerits (that is, losing credits which have already been gained), additional work that is constructive and possibly relates to the misconduct, small menial tasks such as tidying up the classroom and

detention, during which learners use their time constructively, but within the confines of the classroom. These forms of deterring learners from nonconformist behaviour have been used in the past and are effective, but the quality of addressing different forms of noncompliance can also be dealt with by implementing programmes that focus on different forms of noncompliant behaviour. For example, if a learner is continuously suspected of committing petty theft, it would be to the advantage of the learner if he/she is included in a programme that addresses this problem.

In one of the case studies mentioned by Charlton and David, the following information is given: Clive is a 15 year old, who comes from a single parent home and has also spent time in two different foster homes. His educators, peers and those in charge at the foster homes have indicated that he was extremely disruptive. At the age of 12 an educational psychologist's report concluded that he was seriously under-functioning in all basic skills' areas, that he was frequently depressed and experienced extreme difficulty in forging relationships with peers and adults (1993:19-20). It is evident that an expert in this field needs to address Clive's problems and that informal diversion could be viewed as an option because Clive, as yet, has not been taken up in the CJS.

The aforementioned research conducted in this field demonstrates that institutions that have Behaviour Management Policies and procedures in place will encounter fewer disciplinary problems than their counterparts. An effective Behaviour Management Policy clearly outlining the procedures to be followed could assist an institution to maintain discipline.

2.2.1 CAUSES OF NONCONFORMIST BEHAVIOUR

The causes of violence in schools mentioned by Maree include:

> … gang activities, the lack of transformation, learners carrying guns and smoking cannabis, a lack of counselling services, intolerance of school management towards some groups and parental apathy (2000:4).

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Another view is that of De Klerk and Rens, who state that South African society has not managed to curb the problem of a lack of discipline because there is an over-emphasis on individual rights, a lack of personal responsibility, a void in a value system and failure by learners to be self-disciplined and goal-orientated (2003:355).

The reasons given by De Klerk and Rens are valid, but the South African educational system does attempt to produce well balanced South African citizens (2003:4). According to Shaba, Campher, Du Preez, Grobler and Loock, the SASA aims to improve the quality of education of all learners. In order for this to be achieved, better qualified teachers, improved teaching methods and better facilities at schools are essential (2003:23).

The development of serious behavioural problems can be identified by nine variables according to Patterson, Reid and Dishion:

> … social disadvantage, ineffective parental discipline, the lack of parental supervision, parental use of physical punishment, parental rejection, peer rejection, membership of deviant peer group, academic failure, and low self-esteem (as quoted by Olsen & Cooper, 2001:5-6).

These variables are an indication that learners who are subjected to any of the afore-mentioned variables will most probably be inclined to "act out" at some stage. Hence the importance of early detection to implement preventative measures to combat disruptive behaviour, but also to provide support to learners who come from socially disadvantaged groups. According to Hong, "a socially disadvantaged group is a term directly related to poverty" (2004:54). This is especially the case when adolescent learners lack parental

involvement and control, but these cases are not confined to socially disadvantaged groups only.

The causes of learner misconduct can be grouped into the following five categories, which are: learner-related factors, teacher-related factors, school-related factors, parent-related factors and society-related factors.

➢ Learner-related factors refer to circumstances in which children find themselves, such as single-parent families in poverty-stricken communities. It may include learners who are experiencing problems grasping learning content.

➢ Teacher-related factors deal with the competence of educators in the classroom. The efficiency of an educator may have a direct impact on how learners behave in his/her class.

➢ School-related factors refer to the kind of environment that educators create at a school. The more positive the learning environment created by educators, the fewer disciplinary problems are likely to be encountered.

➢ Parent-related factors are those factors that focus on parental involvement with learners. Parents play a significant role in determining how their children will behave at school.

➢ Society-related factors refer to what learners are exposed to in their environment. Learners who are regularly exposed to violence, anti-social behaviour or drug abuse are likely to behave in an undisciplined manner.

(Wolhuter & Steyn, 2003: 526-531)

According to Vogel, the causes of violence amongst youth are multidimensional (2002:23). They include genetic and acquired brain disease, locus of control and frustration, stress, family structures and a lack of empathy (Vogel, 2002:23-26). Individual violence may occur

as a result of disturbance in the brain, when the brain may not function normally once it is fully developed; or it may be as a result of impulsiveness, which is often related to criminal and violent behaviour. Impulsiveness is regarded as a trademark of individuals who act without thinking of the consequences of their actions (Vogel, 2002:23-26.). Stress is described by Weiten as circumstances that may threaten the well-being of a person, which could influence how the person deals with problems (2001:530). Depending on the number of problems experienced by a learner, he/she may decide to deal with the problem(s) by acting out or acting in an impulsive manner. Family structures play a significant role in determining whether learners will display nonconformist behaviour.

If the determinants of misconduct are identified, it becomes easier to find solutions to these problems (Rossouw, 2003:424). There are internal as well as external causes for learner misconduct. Internal misconduct refers to causes that are prevalent at the school such as educator absenteeism, bullying amongst learners, large classes, learners' imitating negative behaviour and educators who are not assertive enough in maintaining discipline in the classroom (Rossouw, 2003:425). External factors refer to reasons which start outside the school. These include learners who come from lower socio-economic environments where parental involvement is minimal and children are exposed to violence, drug, alcohol or sexual abuse (Rossouw, 2003: 426).

From the aforementioned it is clear that there are several reasons for noncompliance amongst learners. They include physical as well as psychological reasons, which may contribute towards a learner misbehaving in or outside the classroom. The personal circumstances of learners often provide an indication of who may misbehave. However, this does not apply to all situations. The problem of ill-discipline should be addressed in a tactful and professional manner for long-term results to be achieved.

2.2.2 LENDING SUPPORT TO NONCONFORMIST LEARNERS

The Western Cape Education Department (WCED) has embarked on a programme to minimise the number of learners being suspended or expelled from schools. They have recommended that diversion programmes be used as an alternative and that these programmes be implemented in selected institutions. They aim to ingrain positive behaviour using the diversion approach instead of suspension and expulsion. These programmes include the services of multi-disciplinary teams. Experts in the field of social work and psychology assist in the implementation of programmes. Two of the programmes that form part of this pilot project are Mapping the Future and a Drug Information Programme. These programmes aim to assist learners who frequently disobey school rules and have symptoms of drug abuse. The programmes cater for young people who have admitted that they have committed an offence and are truly remorseful for their deeds (Phillips, 2004: 5-6).

The school can play a significant role in supporting learners during their trying years when peer pressure is at its peak. According to Brophy,

> … defiant acts usually culminate a buildup of anger and frustration in the student, so it is a good idea to begin conferences with defiant students by inviting them to express their concerns and then hearing them out before you attempt to respond to the points they raise or move on to your own agenda (1996:234).

He recommends that this be done by inviting them to a conference where they will be allowed to raise their concerns. Once this has been done, a constructive intervention strategy can be implemented to prevent nonconformist behaviour from being repeated. This could ensure that negative behaviour is not repeated or could prevent it from becoming an even bigger problem to deal with in the future.

Brophy refers to the work of Goldstein and his co-workers who developed a complete curriculum for teaching social skills to learners who were in dire need of learning them (1996:184). Brophy explains how they developed a treatment programme specifically for hostile-aggressive students known as Aggression Replacement Training (ART). In the event of learners showing symptoms of aggressive behaviour, they could be included in a programme of this nature. This could serve as a means of positive reinforcement and provide learners with a means of dealing with anger and frustration.

Support can be provided to learners who are at risk either by diversion as recommended by the courts, or by means of informal diversion at school level, where intervention strategies to combat negative behaviour are included in the Behaviour Management Policy of that institution. Support can also be provided by means of positive reinforcement and by motivating learners who are noncompliant to act in an acceptable manner.

A study conducted by Arikwuyo and Dosumo focuses on the pattern, causes and management of student misconduct in Nigerian Secondary schools (2001:100). Their findings indicate that nonconformist behaviour is as a result of high intelligence, peer group pressure, the age of students, low intelligence, society, curriculum and the location of the school. In addition, educators normally deal with these acts of noncompliance by warning learners, sending transgressors to the Principal, suspension, ignoring behaviours, isolating the student(s) or giving them extra work (Arikwuyo & Dosumo, 2001:107). These techniques are effective, but an alternative solution to the stumbling block of noncompliance could be the introduction of structured programmes to deal with noncompliance effectively. These programmes could be structured to be incorporated into the curriculum of the school.

Motivation is a major component of behaviour modification. Intrinsic motivation is described as the desire by an individual to participate in an activity because he/she really wants to, in the absence of a reward; extrinsic motivation refers to the desire to participate in an activity to receive a reward (Zimbardo, Weber & Johnson, 2000:315). According to Rogers, motivation can be internal and external in an attempt to encourage the learner to behave in a positive way (1994:53). Knight contends that the ideal situation would be to improve the learner's locus of control so that he/she respects the rights of all individuals and is able to socially interact with other learners without the teacher having to intervene (1992:163). Locus of control refers to "a person's understanding of where his/her life influences are derived from, both internally and externally" (Zimbardo, Weber and Johnson, 2000:318). It is clear from the aforementioned that behaviour modification is an intricate process that requires in-depth reflection and planning.

Research conducted by Brophy reveals that educators are not competent in the area of behaviour modification and are inclined to work with learners displaying symptoms of nonconformist behaviour from their experiences in the past, instead of from well-articulated knowledge developed from formal education (1996:430). This poses a threat to the kind and quality of intervention implemented as a preventative measure.

2.2.3 DIVERSION

For diversion to be considered as an option, the offender must willfully declare that he/she has committed a wrongdoing and is willing to participate in a programme designed to address negative behaviour. The purpose of diversion is to ensure that the transgressor is provided with an opportunity to improve his/her behaviour. The offender will be required to participate in a structured programme that addresses his/her specific problem. Diversion aims to instill a sense of accountability in young offenders and to facilitate the restorative

justice component, which allows the offender to come face-to-face with the person who was affected by his /her offence.

(Child Justice Bill, 2002:20).

According to Putter, Youth Care Centres cater for learners who are at risk or who have come into contact with the law. The Free State Department of Education has two Youth Care Centres: The Jimmy Roos Centre for boys is in Dewetsdorp and the Rosenhof Centre for girls in Bloemfontein (2005:3). Putter contends that the DoE is responsible for the education of learners at Secure Care facilities and learners who are awaiting trial in Correctional Institutions. Tatello in Bloemfontein is a Place of Safety and Matete Matches, situated in Kroonstad in the Free State Province, is a Secure Care facility . Programmes that are offered at the Rosenhof Centre for girls include Primary Care Programmes, Academic Programmes, Cultural Programmes, Life Skills Programmes and Therapeutic Programmes that focus on individual guidance and support. The Jimmmy Roos Centre for boys offers Educational Programmes: Technical Programmes, such as technical training in different workshops; and specific diversion programmes, such as Family Conferencing and Drug Information Programmes. These are a few of the programmes that are offered by Youth Care Centres in Bloemfontein, in the Free State Province of South Africa (Putter, 2005:31).

The National Institute for Crime Prevention and the Reintegration of Offenders (NICRO) is a well-established non-governmental organisation which has proven itself in the implementation and delivery of quality programmes for offenders in South Africa. They were contracted by the Department of Social Development to participate in the development of minimum standards for diversion programmes (Redpath, Ehlers & Muntingh, 2004:2). The development of minimum standards is to ensure that programmes of a high standard are developed and implemented.

Table 2.2.3.1 gives an indication of the distribution of diversion cases per province between 1998 and 2000 in South Africa.

Table 2.2.3.1 Proportional Distribution of diversion cases per province

Province	1998/1999	1999/2000	% change
Western Cape	32,0	24,8	-7,2
Eastern Cape	18,6	16,3	-2,3
Kwazulu-Natal	19,2	22,1	2,9
Free State	6,0	5,8	-0,2
Northern Cape	4,9	5,4	0,5
Gauteng	13,4	19,6	6,2
Mpumalanga	2,6	2,4	-0,2
North West	3,0	2,6	-0,4
Northern Province	0,2	O,9	0,7

Source: Sentenced and Diversion Statistics, 1998-2000.

The table indicates that diversion is present in all nine provinces. There are fluctuations with regard to the frequency of implementation as indicated in Table 2.1. For example, in Gauteng the use of diversion programmes has increased, but in the Western Cape it has decreased. According to Mukwevho, a large number of courts in South Africa still do not practice diversion (2001:2). This is largely owing to the absence of diversion programmes and institutions in many areas, the lack of co-operation among many key role-players, children often not having addresses where they can be contacted and a shortage of

trained individuals who can effectively implement diversion programmes. However, one of the main features of the CJB is diversion. Hence the statistics with regard to diversion have increased positively since 2002 when the CJB was enacted.

According to Mbambo, the CJB proposes three levels of diversion for children between the ages of ten and older. Each level caters for a specific group and focuses on specific problems. Level One addresses problems that are not severe and can be implemented by an order issued by a magistrate. Examples of these orders include compulsory school attendance and placement under the guidance of a mentor. The objective is to encourage positive or good behaviour. Level Two diversion focuses on more intense orders being issued and lasts for a period not exceeding six months. An example of such a programme is a Victim Mediation Programme (VMP) or the performance of duties without receiving remuneration. Level Three diversion accommodates learners with serious transgressions and their progress is monitored more closely than the previous levels. An example of this programme includes a referral to counselling or a therapeutic intervention to address nonconformist behaviour.

(Mbambo, 2000:10)

2.3 THE CONTENT OF SELECTED DIVERSION PROGRAMMES

NICRO is one of the main service providers of diversion programmes in South Africa. Their programmes include: Developmental Life Skills and Life Centre Models, Peer/Youth Mentorship, Wilderness/Adventure Therapy, Skills Training and Entrepreneurship Programmes, Restorative Justice Programmes, Counselling and Therapeutic Programmes, as well as combined programmes. These programmes cater for youth who have been diverted by the courts, but could be used for youth who have been informally diverted as well (Mbambo, 2000:10-11).The aforementioned programmes all have specific objectives and address some or other aspect of nonconformist behaviour.

The Peer/Youth Mentorship Programme involves linking a mentor with an adolescent who is continuously in trouble. The mentor leads by way of example and assists the adolescent to improve his/her conduct. This includes a level of accountability by which the mentor will report to a manager on the progress of the adolescent (Mbambo, 2000:10).

Another example of a diversion programme is the Community-Based Treatment of young offenders. In this instance the level of noncompliance is of a serious nature. This programme necessitates the assistance of many role players and it is better to implement such a programme making use of a multi-disciplinary team. This group should consist of a number of individuals and professionals who work together toward the overall improvement of the behaviour of the learner. The group usually consists of a parent or guardian, educator, social worker, psychologist and a member of a School Governing Body. In more serious cases, a probation officer should or may be included in the team. The main objective of the team is to identify programmes that decrease the likelihood of recidivism, that is, a habitual relapse into crime, but an increase in the personal responsibility of the young offender.
(Matshego, 2001:4).

According to Hopsin and Scally, the **Life Skills Training Programmes** can be classified according to four areas:

> ➢ *skills of learning* (literacy, numeracy, information seeking, learning from experience and study skills);
> ➢ *skills of relating* (maintaining relationships, communication, assertiveness, functioning in a group, conflict management and influencing);
> ➢ *skills of working and playing* (career and time management, recreation, seeking work, setting of objectives and action planning);
> ➢ *skills of developing self and others (*positive self-concept, problem solving, decision making, stress management, managing transition and sexuality, proactivity, helping others and developing the political self (as quoted in Pickworth, 1990:79).

Steyn asserts that within the framework provided by Hopsin and Scally for the classification of the skills that adolescents require, intervention programmes may be developed and adjusted to target a specific group of adolescents (2005:70). One can therefore plan, structure or devise a programme based on the problems experienced at that specific school.

Steyn reviewed several diversion programmes which include Community, Family and Victim-focused Programmes, Life Skills Training Programmes, Expressive Programmes, Outdoor Experiential Programmes, Mentoring Programmes and Reintegration Programmes (2005:1-2). He concluded his review by stating that even though diversion as an approach attempts to prevent youth from entering the CJS, it still has to overcome many hurdles. However, the approach in general is an excellent means of instilling a value system in adolescents that will stand them in good stead in the future. The content of programmes is unique to South Africa and attempts to address the problems experienced by South African youth (Steyn, 2005:290).

A programme entitled, From Scars to Stars, is used by NICRO as both a Community-Based Programme for children in conflict with the law, as well as a diversion programme. The programme is designed to deal with aspects such as problem-solving, drug abuse, sexuality, decision-making and motivation. It aims to instill a positive self image and to assist children in dealing with conflict in a mature manner (Morata, 2002:4-5). This programme may be used at schools because it targets adolescents. The aspects dealt with aim at developing the adolescent holistically in the areas where there might be problems.

Corrective Thinking Training (CTT) includes American-based intervention strategies aimed at assisting individuals to develop a more responsible approach toward thinking and decision-making (Bye & Shillinger, 2005:202). An example of such a cognitive behavioural intervention is the Corrective Thinking Programme developed by Spon. Programmes of this nature have been implemented in a range of settings, such as those including pre-delinquents and as a Community-Based Programme. The statistics reveal that recidivism was reduced by as much as 74 %, ranging from three to fifteen years (as quoted in Bye & Shillinger, 2005:204).

Juvenile Boot Camps may be considered as another form of diversion, but a national evaluation of this form of diversion reveals a number of shortcomings. These include a far too militaristic approach and confrontational nature of the diversion, which does not create an environment that facilitates or encourages positive change in juveniles or adolescents placed in this kind of environment (Styve, Mackenzie, Gover & Mitchell, 2000:297-298).

It is worth mentioning that even though Juvenile Boot Camps are utilised as a form of diversion in some countries, it does not coincide with the current study. The aim of this study is to establish whether diversion has a place in South African schools and how the school can assist in facilitating this process. Non-governmental organisations (NGOs) could also be brought into this equation, since they have the necessary expertise to assist in this difficult, but important process.

The Positive Outreach Programme (POP) has been designed to address misconduct amongst elementary school learners. The programme sets out to achieve the following objectives, which are: to improve student behaviour and achievement, and to assist learners to overcome behavioural, emotional and social problems (Munoz, 2001:6). This intervention will continue until a marked improvement is noted in learner behaviour and

achievement (Munoz, 2001:13). According to Munoz, a significant improvement was observed in students' overall behaviour and academic performance during the POP (2001:20).

Nelson conducted a study with students who demonstrated negative behaviour (1997:1). These students were included in a Multi-Level Programme designed to respond to misconduct. The programme includes different intervention approaches in all areas of the school setting. Nelson asserts that it is imperative that schools develop multi-level intervention approaches to deal with disruptive behaviour because programmes of this nature have a profound impact on learner behaviour and academic achievement (1997:11). He concludes by stating that learner misconduct decreased and academic performance improved amongst learners who were included in Multi-Level Programmes aimed at addressing negative behaviour.

An investigation conducted by Berry, Johnson and McQueen identifies possible causes and solutions for nonconformist behaviour (1996:1). The target audience in this investigation were fifth grade learners, who continuously misbehaved in class. The solutions to problems focus on three important areas that include co-operative learning techniques, conflict resolution techniques and the development of organisational skills. Berry et al. conclude that learners who have been included in Behaviour Modification Programmes to address nonconformist behaviour not only improve their academic performance, but also their behaviour.

2.4 CONCLUSION

A significant part of the chapter has been directed at the core reasons why learners are unwilling to conform to rules and regulations at education institutions. In recent years the spate of violence and crime at many schools is cause for concern. Those who are

passionate about education seek to find ways to counteract violence and engage students in more positive and constructive ways. It is evident that alternative ways to assist learners who are noncompliant can be implemented in schools.

The growing acceptance of the implementation of diversion programmes for youth who are at risk and those who display anti-social behaviour is a step in the right direction. Learners who show signs of noncompliance should be diverted to prevent them from entering the CJS. According to Verlinden, Hersen and Thomas, a number of different ways for combating violence in schools should be made available to schools who are in need of them (as quoted in Vogel, 2002:26). These services include a range of therapies and ways to manage or handle conflict. They stress that emphasis should be placed on primary prevention and that early detection of deviant behaviour is crucial.

Many educators regard discipline and learner misconduct as being a problem at many schools, but the content of diversion programmes is suitable for learners who have not been formally diverted by the courts. However, these programmes should be facilitated by experts in this field. There are already many diversion programmes that can be adapted to suit the needs of a particular institution. These include Life Skills Programmes, Anger Management Programmes, Anti-Bullying Programmes and Youth Offender Programmes (Mbambo, 2000:10-11). The challenge that presents itself is not only the launching of a pilot project of this nature to determine its success, but also to evaluate whether it assists in reducing disciplinary problems at schools.

NICRO has developed a few guiding principles aimed at ensuring that diversion programmes are delivered in an effective manner. It is imperative that every participant has an Individual Intervention Plan (IIP) because every learner has different needs that should be addressed. The programmes should have indicators in place to measure how

successful the intervention strategy is and there should be sufficient aftercare. Feedback should form an important component of the process because it should provide information on the progress of a learner in a specific programme (Brey, 2000: 5).

However, an important consideration is the competence of school staff to implement diversion programmes. Additional factors to be taken into account are the availability of staff, as well as the workload of individual staff members. A recommendation to overcome these stumbling blocks could be to equip educators who teach Life Orientation with the necessary skills, values and attitudes to address nonconformist behaviour in educational institutions.

Moreover, for diversion to be an effective alternative to serving a prison term or as a preventative measure to nonconformist behaviour, all the relevant stakeholders need to be consulted and incorporated into a project of this nature. The respective role players include officials from the South African Police Services, Justice Department, Department of Social Development and Education Department. Where necessary, various community leaders should be incorporated because they can play an important role in the implementation and management of such programmes (Roberts, 2000:3).

The next chapter will focus on communication strategies in schools. The procedures used for suspension, expulsion and referral will receive attention. These processes need to be reviewed if diversion is to be implemented as an option to deal with nonconformist behaviour in selected education institutions.

CHAPTER THREE

THE COMMUNICATION CHANNELS AND REFERRAL PROCESS AT SCHOOLS

3.1 INTRODUCTION

This chapter deals with communication and the communication processes that are used by selected institutions for handling suspension, expulsion, assessment and referral to diversion programmes.

Suspension, expulsion, assessment and referral to diversion programmes function within a specific legal framework. The initiation or implementation of any of these processes should be guided by specific South African legislation such as the SASA of 1996, the Children's Bill (2003), the Constitution of the Republic of South Africa (1996), the Free State School Education Act of 2000 and the White Paper on Special Needs Education of 2001.

3.2 THE COMMUNICATION PROCESS

According to Erasmus-Kritzinger, Swart and Mona, communication is a process of conveying information, thoughts and opinions from one person to another (2005:44). They have identified four basic elements that are part of the communication process, namely, the communicator, the message, the channel and the audience.

The communication process is an interdependent process that requires the basic elements to be present (Cleary, Haran, Luck, Potgieter, Scheckle, Van der Merwe & Van Heerden, 2004:3). The communicator starts the communication process by thinking about something that he wishes to relate to another person. The message is described by Cleary et al. as the information that the sender wishes to convey (2004:5). The channel is the manner in which the message is relayed from the sender to the receiver (Van Staden, Marx & Erasmus-Kritzinger, 2002:14). The audience is the receiver of the message, that is, the person for whom the message is intended. The receiver is responsible for interpreting the

message and is actively engaged in the communication process. He will respond to the message once it has been interpreted and this is known as feedback (Cleary, Haran, Luck, Potgieter, Scheckle, Van der Merwe & Van Heerden, 2004:6). Feedback is a fundamental component of the communication process because it allows the sender of a message to check on how effective the intended meaning that is contained in the transmitted message is transferred to the receiver (Van Schalkwyk, 2002:157). In this way the sender of the message is able to assess whether or not comprehension of the message has been achieved. Similarly, disciplinary proceedings may be regarded as a communication process. During this process a number of individuals interact with each other and it is vital that information is relayed clearly and concisely.

3.3 THE IMPORTANCE OF EFFECTIVE COMMUNICATION

Garside and Kleiner assert that in order for communication to be effective, the process should produce "maximum accuracy with minimum effort" (1991:24). Effective communication is important, because we cannot avoid interacting with each other and we need the assistance of other people to satisfy some of our needs (Garside & Kleiner, 1991:24). Hence the importance of effective communication in ensuring that messages are relayed accurately during disciplinary proceedings. Effective communication during disciplinary proceedings should assist the process and ensure that information is conveyed accurately to all parties concerned.

Garside and Kleiner contend that listening, the verbal message and the non-verbal message are the three most important factors to consider when communicating with other people (1991:24). On the other hand, Price alleges that some people do not consider listening important during the communication process, but he affirms that active listening is very important for effective communication to take place (1991: 2).

According to Price, active listening requires:

➢ clarity as to why the receiver of a message needs to listen attentively;

➢ the setting for the discussion should be appropriate;

➢ the time when interacting takes place should be suitable to both the sender and receiver;

➢ not making assumptions whilst the speaker is conveying a message;

➢ focusing on the speaker while listening to him;

➢ and not responding immediately after the speaker has concluded with what he wanted to say (1991:3).

During disciplinary hearings educators could improve their listening skills by implementing the aforementioned suggestions and in so doing, improve or enhance communication during disciplinary hearings. These suggestions could also be implemented in the classroom. This could assist in ensuring that communication between educators and learners is improved.

3.4 INEFFECTIVE COMMUNICATION COULD LEAD TO DISCIPLINARY PROBLEMS

Saunders posits that in the context of a school situation, students or learners (receivers) are not inclined to carry out instructions of the educator (sender) when the word/s used by the educator (sender) is/are not clearly understood or heard (2001:70). Therefore an inability to understand the message could lead to miscommunication, which could have further implications, such as frustration, becoming demoralised and inefficiency relating to work matters (Saunders, 2001:70.). In a school context this could lead to misunderstanding between learners and educators. A consequence of ineffective communication could result in disciplinary problems at schools. Hence the importance of effective communication in ensuring that messages are relayed concisely and correctly.

3.5 GUIDELINES FOR EFFECTIVE COMMUNICATION

According to Robbins, the following guidelines could assist in ensuring effective communication:

> ➤ the use of multiple channels when conveying the message, for example, oral as well as written communication is more effective than just one of these;

> ➤ taking into account the language profiency of the audience;

> ➤ the sender being sensitive to the views, ideas, perspectives and emotions of the receiver;

> ➤ practising active listening;

> ➤ Face-to-face communication when dealing with change within an organisation (2000: 302-303).

Robbins contends that if the aforementioned factors are borne in mind during communication, it may ensure that the message is effectively conveyed to the receiver/s. With regard to interaction between learners and educators, the aforementioned guidelines could assist in improving communication and enhance working relationships between educators and learners.

3.6 THE LEGAL FRAMEWORK FOR IMPLEMENTING DISCIPLINARY PROCEDURES

Roos posits that stakeholders in education should be able to manage the implementation of disciplinary proceedings (2003:499). This should be done in accordance with the various legal prescriptions when implementing disciplinary proceedings.

Similarly, education institutions need to have clearly defined policies and procedures that explain how acts of noncompliance should be dealt with. Robertson identifies three important components to ensure communication openness in an organisation: information adequacy, information flow and managerial information sharing practices (2005:6). Each

component contributes towards the improvement of communication in an organisation. Information adequacy provides employees with information on topics that is relevant to them. The free flow of information and managerial information sharing practices encourages a free, open and supportive climate for open communication. For this to be achieved the manager should play an important role in the creation of an open climate within the organisation (Robertson, 2005:6).

According to Shaba, Campher, Du Preez, Grobler and Loock (2003:23), the SASA, within the context of the Constitution of the Republic of South Africa, aims at ensuring that a culture of respect for fundamental human rights is maintained. This applies to disciplinary proceedings at educational institutions as well. Section 10 in the Constitution of the Republic of South Africa states that "everyone has inherent dignity and the right to have their dignity respected and protected". This should be borne in mind when disciplinary proceedings are initiated. The Children's Bill clearly states that the best interest of the child should be taken into consideration in all matters that affect the well-being of the child (Children's Bill, 2003:41).

However, extenuating factors in the circumstances of the learners' environment should be considered, such as his/her relationship with family members, age, maturity and developmental stage. The learner's physical and emotional security, as well as his/her intellectual, emotional, social and cultural development, are additional factors to be taken into consideration if the best interest of the child standard is applied (Children's Bill, 2003:39). Priority should thus be given to the well-being of the learner in all situations or circumstances, such as disciplinary hearings.

The SASA number 84 of 1996 in Section 9 explains how acts of noncompliance such as suspension and expulsion should be dealt with within the confines of the law. The Act stipulates that:

9(1) Subject to this Act and any applicable provincial law, the governing body of a public school may, after a fair hearing, suspend a learner from attending school -
a. as a correctional measure for a period not longer than one week; or
b. pending a decision as to whether the learner is to be expelled from the school by the Head of Department.

9(2) Subject to any applicable provincial law, a learner at a public school may be expelled only:
a. by the Head of Department: and
b. if found guilty of serious misconduct after a fair hearing.

9(3) The Member of the Executive Council must determine by notice in the *Provincial Gazette*:
a. the behaviour by a learner at a public school which may constitute serious misconduct;
b. disciplinary proceedings to be followed in such cases;
c. provisions of due process safeguarding the interests of the learner and any other party involved in disciplinary proceedings.

9(4) A learner or the parent of a learner who has been expelled from a public school may appeal against the decision of the Head of Department to the Member of the Executive Council.

9(5) If a learner who is subject to compulsory attendance in terms of section 3(1) is expelled from a public school, the Head of Department must make an alternative arrangement for his or her placement at a public school.

In terms of Subsection 1, a learner must receive a lawful hearing before he/she may be suspended. The suspension should serve as a corrective measure and not exceed a period of more than seven days. The duration of a seven-day suspension may be extended if the School Governing Body has recommended that the learner be expelled. This decision is made by the Director General of the Provincial Department of Education (Botha, Mentz, Roos, Van der Westhuizen & Van Kerken, 2003:82).

In terms of Subsection 2, a learner may only be expelled by the Director General if he/she is found guilty of committing a serious offence such as malicious damage to school property. An expulsion in this situation is only considered to be valid if the learner has been given a fair hearing (Botha, Mentz, Roos, Van der Westhuizen & Van Kerken, 2003:82).

In terms of Subsection 3, the Member of the Executive Council who is responsible for education should determine the level of misconduct that constitutes serious misconduct. He/she should explain the procedure that is followed in disciplinary proceedings which could lead to the expulsion of a learner and ensure that the proceedings are unbiased (Botha et al., 2003:82-83).

In terms of Subsection 4, a learner, parent or guardian may appeal against the decision to expel the learner from a public school. The appeal will be directed to the Member of the Executive Council of the province who is responsible for education (Botha et al., 2003:83).

In terms of Subsection 5, a learner who is expelled from compulsory school attendance should be provided with alternative educational programmes and placement in another public school (Botha et al., 2003:83). The Free State School Education Act of 2000 in Section 27(1), specifically states that children between the ages of 7 and 15 must attend school until he/she either completes Grade 9 or reaches 15 years of age.

In addition, the Draft National Policy Framework for Families includes interim policy recommendations on the transformation of the Child and Youth Care System (2001:11). The policy recommendations are structured to integrate the Child and Youth Care System based on a developmental perspective.

A transformed system should provide the following:

> Prevention and early intervention to guard against children entering the CJS unnecessarily.
> Participation by the young person, family and community.
> Reclaiming the spirit of Ubuntu – the principle of caring for each other's well-being within an attitude of mutual support.
> The effective reunification, reintegration and aftercare in order to return children and young people to communities as soon as this becomes appropriate.
> (Draft National Policy Framework for Families, 2001:11)

Such a legal framework provides a basis from which educational institutions may formulate policies and procedures relating to suspension, expulsion, assessment and referrals to Behaviour Modification Programmes. It should assist schools in the drafting of a Code of Conduct that deals with a section on disciplinary proceedings and their implementation. The communication process when dealing with acts of nonconformist behaviour should always adhere to South African legislation concerning the rights of the learner.

3.7 THE COMMUNICATION PROCESS WHEN DEALING WITH MISCONDUCT

According to Van Schalkwyk, effective communication is the cornerstone of dealing with educators and learners at an institution (2002:163). Van Riel expresses the sentiment that everything in an organisation communicates (as quoted by Down's & Allyson, 2005:81). This has become a popular notion amongst educators, employees in Human Resource departments and those who conduct research in communication. It includes both internal and external communication. Internal communication refers to interaction between members in the organisation to attain organisational goals, whereas external communication is interaction that takes place between different organisations or communication with the outside world (Erasmus-Kritzinger, Swart & Mona, 2005:8-9).

A school is a community-based institution. Many stakeholders have input in the governance of such an institution. School Governing Bodies have numerous powers in the governance of a school such as having to deal with suspension and expulsion (South African Schools Act, 1996:5-6). According to Morrison, Anthony, Storino, Cheng, Furlong and Morrison, public education is faced with the mammoth task of educating learners to achieve high standards, but often resources are not readily available and learners frequently come from communities with diverse needs and challenges (2001:45). Educators therefore have to deal with learners who have varied needs and abilities. This is often compounded by acts of noncompliance, which make the task of achieving and maintaining high standards very difficult. Morrison et al. deal with expulsion as a process and an event, and conclude that complex circumstances before and after such an event need to be taken into consideration by both educators and policymakers.

Figure 3.7.1: A illustrates the Communication process when dealing with misconduct
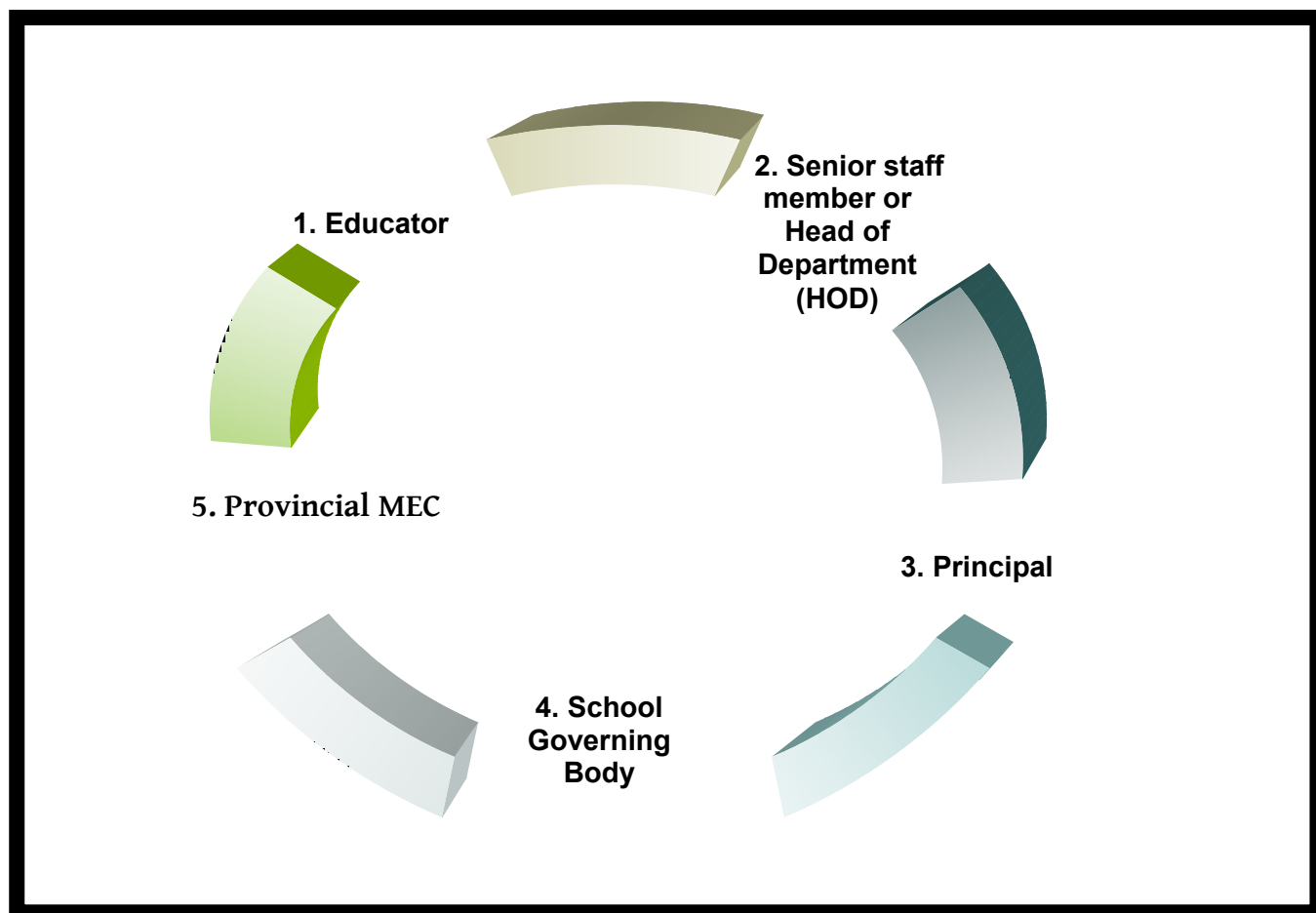
Source: Department of Education, 2001:25 (Adapted version)

Figure 3.7.1: A explains the communication process that may be followed when dealing with misconduct. An educator who is experiencing disciplinary problems with a learner should refer the learner to a more senior member of staff such as a Head of Department (HOD) or Grade Manager. If the HOD is unable to deal with the problem or the transgression is of a serious nature, such as blatantly defying school rules, the HOD should refer the incident to either the Deputy Principal or the Principal of the school. The Principal will in turn refer the problem to the School Governing Body because he/she is unable to make an autonomous decision about the incident. The Provincial Department of Education will only be consulted if suspension or expulsion is recommended for the learner

(Department of Education, 2001:25). Schools may use the suggested communication process or adapt this procedure to suit the needs of their school.

Before a learner is suspended or expelled, the following interventions should be initiated to ensure that every possible avenue is exhausted in an attempt to prevent the learner from being suspended or expelled. The learner should be included in a preventative educational programme for emotional as well as behavioural support. This may be provided by a Site Based Support Team (SBST). This team should consist of staff members at the institution. Learners who are experiencing mild behavioural and emotional barriers to learning will be identified and receive support in the form of specific interventions, which address their specific needs. The interventions that may be used to lend support to the learner should be recorded in an Individual Development Plan (IDP), to monitor the progress of the learner. Learners experiencing severe behavioural and emotional barriers to learning should be identified and included in programmes that may assist in the improvement of their specific problems. To facilitate the monitoring of the learner's progress, a developmental assessment should form part of the programme. This assessment should provide information regarding the learner's progress in a specific programme (Putter, 2005:21-22). The District Based Support Team (DBST) should be informed by the Principal of the school's intention to suspend a learner. This team should consist of staff from the provincial district, regional and head offices, as well as staff from special schools (White Paper on Special Education Needs, 2001:47). A copy of the learner's IDP and documentation containing information about previous interventions should be submitted to the School Governing Body. This should be done to ensure that the School Governing Body makes an informed decision regarding the disciplinary action that should be taken against the learner (Putter, 2005:21).

Nonconformist behaviour modification is not unique to South Africa, but an international concern to many educators. According to Steyn, Wolhuter, Oosthuizen and Van der Walt, there is an increasing concern regarding the decline in learner discipline worldwide (2003:230).

The East Antrim Institute of Further and Higher Education use the following in the disciplinary process. There are clearly defined stages in the disciplinary process and each stage conveys a message to the learner about his/her transgression. The seriousness of the offence determines the course of action that is taken against a learner who transgresses. At each stage copies of the relevant documentation is placed on the learner's file and distributed to all the stakeholders involved in the disciplinary proceedings. Logan identifies five stages in the disciplinary process and describes them as follows:

Stage 1: Oral Warning

During this stage a verbal warning is given to a learner by a subject teacher. This is done if a learner does not comply with the rules of the institution. It is a formal procedure and could lead to expulsion if nonconformist behaviour persists (2004:1).

Stage 2: First Written Warning

In the event that a learner's inappropriate conduct persists, he/she may be asked to attend a formal interview to discuss his/her inappropriate behaviour. At this hearing the learner may be accompanied by a parent or a friend. At the hearing he/she may be informed that his/her conduct should improve with immediate effect. Guidance in this regard will be provided to the learner either by a class teacher or personal tutor (ibid.).

Stage 3: Final Written Warning

If a learner's misconduct persists, he/she may be given notification to attend a disciplinary interview by his/her class teacher or personal tutor. At this hearing a parent must be present if the learner is still a minor. The learner in question will be informed that he/she is approaching the final stage of the disciplinary process (Logan, 2004:2).

Stage 4: Suspension

If nonconformist behaviour persists, the learner will be invited to an interview with the Head of the School and the Director/Deputy Director. At this interview the learner will be issued with a suspension notice. The suspension notice will last for a period of one to ten working days and the learner will not be allowed to attend the institution for the specified period of time. Alternatively, the period of suspension will make provision for the preparation of a disciplinary interview during which the learner will be expelled from the institution. In this instance the learner will not be allowed onto the premises of the institution until the disciplinary interview (Logan, 2004:2.).

Stage 5: Termination

If a learner is guilty of very serious misconduct, his/her studies may be terminated with immediate effect by the Director/Deputy Director. If the learner's conduct does not improve upon returning to class, the learner's studies at the institute may be terminated. Expulsion/suspension is preceded by a disciplinary interview where the learner and either the learner's guardian/parent(s) or a friend (if the learner is older than eighteen), should be present. A termination notice records that the learner's studies have been terminated and copies are sent to all the relevant stakeholders. The termination notice remains in the learner's file and he/she may only be re-admitted to the institute pending a decision from either the Director/Deputy Director of the institution (Logan, 2004:2.).

Stage 1	**Oral warning**

↓

Stage 2	**First written warning**

↓

Stage 3	**Final written warning**

↓

Stage 4	**Suspension**

↓

Stage 5	**Termination / expulsion**
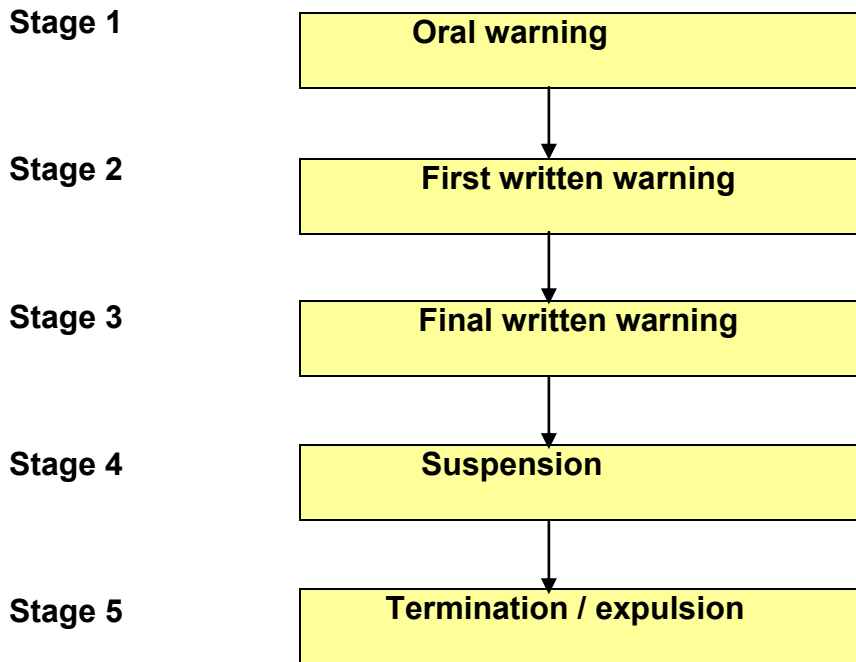
Figure 3.7.1: B provides an illustration of the disciplinary process followed by the East Antrim Institute of Further and Higher Education

3.7.1 SUSPENSION AND EXPULSION

Rosen defines suspension as follows:

> … suspension means the removal of a student from ongoing instruction for adjustment purposes for a specific period of time not to exceed limits imposed by state law. A student can be suspended or expelled for acts related to violations of state law that occur while on school grounds; while going to or coming from school; during lunch period whether on or off campus; or during or while going to or coming from a school sponsored activity (1997: 50).

A learner may only be suspended after a fair hearing on reasonable grounds and as a precautionary measure (South African Schools Act, 1996:5).The SASA determines that suspension should only be implemented for a period not exceeding seven days. If this

period needs to be extended, permission must be obtained from the Provincial Head of the Education Department.

According to Christle, Nelson and Jolivette, suspension is a disciplinary action that requires a learner to be excluded from attending school for a specified period of time (2004:509). They claim that this is common practice in schools dealing with misconduct. However their research findings indicate that this exclusionary approach towards maintaining discipline at schools is not succeeding and that it may contribute even more towards delinquency amongst adolescents.

The overall objective of suspension is that it serves as a correctional measure for learners who transgress. Depending on the nature of the offence and how serious the transgression is, suspension can serve the aforementioned aims, but it is difficult to ascertain how effective it is as a correctional measure. Mendez claims that research suggests that suspension is not an effective means of deterring learners from nonconformist behaviour (2003:31). He emphasises that more should be done to meet the growing needs of those learners who are being suspended continuously.

It is imperative that a distinction be drawn between in-school suspension (ISS) and out-school suspension (OSS). ISS is a programme that learners are referred to because of nonconformist behaviour (Morris & Howard, 2003:156). Problem learners are kept after school or suspended because of their negative behaviour. However, this method is not effective because of school bus schedules and/or parents working a distance from the school.

According to Morris and Howard, ISS programmes may be divided into three models, which are, punitive, academic and therapeutic (2003:157). They reiterate that the punitive

model is based on the assumption that learners misbehave because they want to cause trouble. Their academic model is based on the belief that discipline problems occur when learners have learning difficulties. If these learners are identified and assisted with remedial tuition in basic skills, their academic performance and behaviour should improve. Their third ISS programme is the therapeutic model. Educators should begin talking to learners about the reasons why they are in ISS programmes. The ISS model is designed to assist learners develop problem-solving skills. Research conducted in this field reveals that ISS programmes that do not have a counselling component do not succeed in improving either behaviour or academic performance.

(Morris & Howard, 2003:157)

OSS means that a learner will not be allowed to attend school for a period of one week and hereafter he/she may return if the final decision is not to expel him/her (Mendez, 2003:17). No interventions to improve negative behaviour are implemented and this form of punishment simply serves to remove a learner from the school for a specific time frame.

Expulsion should be viewed in a very serious light because it may affect the future of any learner. According to Rosen, expulsion means that a learner will be permanently removed from an institution because he/she poses a danger to the well-being of other learners (1997:50).

Morrison, Anthony, Storino, Cheng, Furlong and Morrison view expulsion as "the ultimate weapon of zero tolerance" (2001:47) in the policy of any school for specific acts of misconduct such as the possession of any explosive device, robbery, extortion, assault or battery. However, it should be used as a last resort, only if all other interventions have failed to improve the behaviour of the learner.

According to Taras and Howard, suspension and expulsion may worsen a learner's academic abilities (2003:1206). A learner who is suspended or expelled should be provided with educational alternatives. If this does not happen, he/she may be subject to student alienation, that is, the learner may feel as though he/she does not belong and delinquency, crime and even substance abuse can be the end result. Taras and Howard recommend that schools establish relationships with various health and social organisations in their communities so that students who misbehave may be referred to these organisations (2003:1208). They also suggest that open channels of communication exist between schools and these organisations. Schools should explain in their Code of Conduct that learners who continuously misbehave may be referred to primary health care professionals for an assessment. This may be done if there is a pending disciplinary hearing against a learner or the learner is at risk of such action being taken against him. A complete assessment of social, medical and mental health problems of learners by providers of care for learners is recommended for all school-referred learners who have been suspended or expelled (ibid.).

Ncube contends that suspension and expulsion are multi-disciplinary team projects (2002:27-28). The role players involved in this process include educators, learners, the School Governing Bodies and the Provincial Department of Education. The disciplinary process may be a stressful time for all the role players. During this time support should be provided to the learner, especially by including him/her in a Life Skills Programme that may assist him/her to cope with the stressful situation.

Mendez affirms that suspension alone will not improve the behaviour of a learner (2003:31). Higher-quality interventions are needed to improve the behaviour of noncompliant learners. Without such assistance learners may continue experiencing behavioural and emotional problems. This may also include further school exclusion

because problems have not been adequately addressed. Mendez asserts that OSS is ineffective because it fails to address issues that cause learners to misbehave (2003:31). Therefore alternative means of disciplining learners should be investigated, such as Behaviour Modification Programmes.

3.7.2 ASSESSMENT AND REFERRAL

An assessment is conducted to determine whether a learner who is continuously transgressing and not progressing academically should be diverted. The results of the assessment should be used to identify the most suitable programme for the learner. Assessment is crucial in determining the most supportive environment for a learner who is experiencing psychological and behavioural barriers to learning (Putter, 2005:22). Similarly, Steyn claims that assessments are conducted to determine "the nature and level of intervention" that are required to address nonconformist behaviour of learners who are at risk or who may be at risk of entering the CJS (2005:287).

According to Ronen, a number of professionals should be engaged in different strategic interventions to assist the learner who continuously transgresses (2001:94). A strategic approach towards interdisciplinary co-ordination and communication should be implemented. Educators, counsellors, clinical and educational psychologists, social workers, physical and occupational therapists have a role to play in the change process of the learner. All of these specialists in their respective fields should play a role in the process of lending support to the learner, and attention should be given to the role that each professional will play. There should not be a duplication of roles and it is advisable for professionals to stay within the confines of their area of expertise.

Goldman, Eagle, Stein and Guerry contend that the primary methods of child assessment are:

> … based on psychological tests (verbal association) and projective testing (drawing and reflecting), which enquire into the child's internal world (as quoted in Ronen, 2001:103).

A developmental assessment will serve the purpose of identifying whether the learner who is displaying nonconformist behaviour is experiencing both behavioural and emotional barriers to learning and whether he/she can be diverted away from being suspended or expelled. It may also assist if a suitable educational programme is identified so that the learner may be diverted to such a programme (Putter, 2005:22).

According to Putter, assessment and programmes for learners in conflict with the law should focus on meeting the following requirements:

> - meet the particular needs of the learner;
> - encourage the learner to be accountable for the harm caused;
> - promote the reintegration of the learner into the school environment;
> - promote reconciliation between the child and the person or school and community affected;
> - prevent stigmatising the learner;
> - prevent adverse consequences of exposure to suspension and expulsion;
> - prevent the learner from having a criminal record;
> - promote the dignity and well-being of the learner, and the development of his/her sense of self-worth and ability to contribute to society;
> - be appropriate to the age and maturity of the learner and take into consideration the learner's cultural, religious and linguistic background;
> - take into consideration the learner's cultural, religious and linguistic background;
> - take into consideration the learner's educational level, cognitive ability, domestic and environmental circumstances;
> - Include a restorative justice element which aims at healing relationships, including the relationship with the victim (2005:23; bullets my own).

According to Steyn, non-criminal justice structures such as schools, clinics and children's homes may refer learners to programmes that address nonconformist behaviour (2005:117). An example of such a programme is the South African Young Sex Offenders Programme (SAYStop). This may only be done if the learner has committed a sexually related offence because the programme accommodates such learners. In addition, this should only be allowed if the victim or/and his/her family decide not to press criminal charges, but feels that the learner or learner may benefit from a programme that addresses the specific offending behaviour.

On the other hand, formal diversion could recommend that a learner be referred to a programme by either a probation officer or prosecutor. Once the learner has completed the programme, all criminal charges may be withdrawn. However, if the adolescent does not complete the programme, the case will be referred to the CJS for review (Steyn, 2005:17).

3.8 CONCLUSION

In this chapter an overview of the communication process when dealing with misconduct has been investigated. The legal framework for the implementation of disciplinary proceedings has been addressed with special reference to the SASA (1996), the Constitution of the Republic of South Africa (1996), the Children's Bill of Rights (2003) and the Free State School Education Act of 2000. This ensures that disciplinary proceedings are implemented in accordance with relevant legislation and that diversion is implemented within the confines of the law.

In the next chapter the research design will be discussed in detail. The methods that will be used to gather statistical data, that is, quantitative and qualitative research, will be explained.

CHAPTER FOUR

RESEARCH METHODOLGY AND DATA-COLLECTION

4.1 INTRODUCTION

This chapter describes the research methodology and data-collection techniques used in this investigation. It is subdivided into two sections. The first component clarifies the research methodology, whereas the second explains the data-gathering instruments implemented to accumulate data. The research methodology focuses on the quantitative and qualitative aspects of the investigation.

The latter part of the chapter provides information about the target population and sample selection for this study. The data-gathering instruments used in the investigation are discussed in detail, which include the literature review, questionnaire and interview.

4.2 THE RESEARCH DESIGN

According to Durrheim:

> … a research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research (1999:29).
> .

Durrheim posits that a researcher should make a series of decisions based on four dimensions (1999:33). These include the aims of the study, the academic paradigm informing the research, the context in which the research is conducted and the research techniques used to accumulate and interpret the data.

The aims of this investigation are:

➢ To suggest ways in which the communication process can be enhanced, especially at South African institutions where this is a problem.

> ➢ To ascertain what intervention strategies are currently in place at South African schools and how successful these schools are in addressing nonconformist behaviour.

> ➢ To ascertain how much information and expertise currently exist in South African schools regarding the implementation of Behaviour Modification Programmes.

> ➢ To propose a model for Behaviour Modification Programmes to be implemented at selected education institutions in South Africa.

The researcher has selected to draw on more than one paradigm in this investigation, which includes a positivist and an interpretative paradigm. A positivist approach assists in providing concise descriptions of the laws and mechanisms that function in social life (Blanche & Durrheim, 1999:6). Conversely, an interpretative approach assists in clarifying subjective or covert meanings of social interaction. The context of the research is that of schools, where educators are faced with numerous behaviour problems that need to be addressed. The research techniques elucidate the manner in which data are collected and analysed as is the case in this investigation (Durrheim, 1999:33).

4.2.1 DESCRIPTIVE AND EXPLANATORY STUDIES

According to Durrheim, the researcher should elaborate on the type of study he has selected (1999:43). A descriptive study encompasses accurate observations, which suggest that reliability and validity are central to the investigation (Durrheim, 1999:43). Conversely, an explanatory study aims "to provide causal explanations of phenomena" (Durrheim, 1999:39-40). The researcher has opted for a combination of descriptive and explanatory research. The descriptive part should enhance accuracy with regard to observations. The explanatory approach has been selected in order to provide causal explanations of phenomena, such as focusing on detailed descriptions of the reasons for nonconformist behaviour.

4.2.2 BASIC AND APPLIED RESEARCH

Best and Kahn define research as:

> … the systematic and objective analysis and recording of controlled observations that may lead to the development of generalisations, principles or theories, resulting in prediction and possibly ultimate control of events (1998:18).

The difference between basic and applied research refers to their utilisation. Basic research is used to advance knowledge of our social world; applied research focuses on practical issues such as problem solving, decision-making, policy analysis and community development (Durrheim, 1999:40-41). This investigation has characteristics of applied and basic research. On completion, the findings of this research project should provide valuable information with regard to educator knowledge of diversion and behaviour modification. In addition, a behaviour modification model with a communicative approach as its central focus could serve as a guide to schools that are struggling with learner discipline and poor performance of learners. The results of the study will also be made available to the Free State Department of Education.

4.2.3 TRIANGULATION

According to Cohen, Manion and Morrison, triangulation is a process by which two or more methods for collecting data are used to study some feature of human conduct (2004:112). This investigation utilises triangulation because both qualitative and quantitative research methods have been used to collect data. The advantages of using more than one method of investigation are to ensure that the data collected are more objective and unbiased. The use of triangulation helps overcome the problem of being bound to one method of investigation (Cohen et al., 2004:113).

4.2.4 QUANTITATIVE RESEARCH

Quantitative research has been utilised to gather information. According to Niemann:

> … quantitative research methods emphasise the avoidance of distortion and the independence of subjective differences between researchers (2000:284).
> .

Durrheim explains that quantitative research involves the collection of data in the form of numbers and makes use of statistical kinds of data analysis (1999:42). According to Strydom, Fouche, Poggenpoel and Schurinck, the quantitative researcher views himself as removed from the subject that he is investigating and this allows him to be unbiased (1998:242). Quantitative research makes use of deductive reasoning, that is, data are collected to assess preconceived hypotheses, models and theories. The quantitative paradigm is based on positivism, a method of research by which scientific explanation is based on universal laws. The quantitative investigator believes in an objective reality which may be "explained, controlled and predicted by means of natural laws such as cause and effect" (Strydom et al., 1998:241-242).

According to Neuman, quantitative research has the following characteristics:

➢ The assumption or hypothesis that the researcher begins with is investigated.

➢ Ideas are structured in the form of distinct variables, and measures are systematically designed before data-collection.

➢ Data are in numerical form and theory is largely deductive.

➢ The procedures in quantitative research are standard.

➢ The analysis of information or raw data proceeds by using statistics, tables or charts and discussing how deductions relate to the hypotheses (1994:317).

4.2.5 QUALITATIVE RESEARCH

According to Borland, the purpose of qualitative research is to clarify and understand phenomena through the process of intensive data-collection (2001:11). He asserts that qualitative research makes use of inductive reasoning, that is, theory is the modelling construct.

Borland emphasises that the investigator has to consider five important elements in qualitative research:

- ➢ the researcher should know that it is impossible to establish absolute truth;

- ➢ the investigator should seek to observe individuals within systems or organisations;

- ➢ the role of the researcher should be to collect, analyse, interpret and report on processes that occur during an investigation;

- ➢ the investigator should be aware that he/she could influence every aspect of the research process;

- ➢ the researcher endeavours to provide detailed descriptions of a small number of selected individuals (2001:6).

According to Neuman, qualitative research is characterised by:

- ➢ the researcher being able to discover meaning once he/she becomes engrossed in the data;

- ➢ the concepts normally being in the form of main ideas, motifs and taxonomies;

- ➢ the data collected being in the form of words from documents, observations and transcripts.

- ➢ the data being analysed by extracting main ideas from evidence and thereafter ordering data to present a clear picture (1994:317).

4.3 TARGET POPULATION AND SAMPLING

According to Cohen and Manion, a population can be described as a group of individuals who have a number of characteristics in common (1994:8). Educators are the population in this investigation because they are people who teach, educate or train other persons at education institutions; they also assist in rendering education services or education auxiliary services provided by, or in, an education department (as quoted in National Education Policy Act, 1996:3).

Best describes a sample as a small proportion of the population selected for observation and analysis (1981:13). By observing the characteristics of a sample, the researcher has been able to draw certain inferences about the characteristics of the population sample. Best asserts that:

> … the ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalise and small enough to be selected economically, in terms of subject availability, expense in both time and money and the complexity of data analysis (1981:13).

From the above it is clear that the sample selected should be large enough for the researcher to draw inferences regarding communication and disciplinary procedures, intervention strategies, programmes to improve the behaviour of learners, assessment and diversion, and to establish whether there is a correlation between discipline and learner achievement. In this investigation random sampling, also known as probability sampling, has been used. In this kind of sampling the chances of respondents from the wider population being selected for the actual sample, are known. In addition, every member of the wider population has an equal chance of being used in the sample. As such, the inclusion or exclusion from the sample is a matter of chance (Cohen, Manion & Morrison, 2004:99). Eight education institutions have been used as a sample in this investigation.

The schools have been randomly selected from the Motheo District in Bloemfontein. This has provided the researcher with a representative sample from which to obtain information about the population. The sample has been selected in this manner in order to save time, to focus on a specific group and because of financial constraints.

The respondents who participated in the study did so voluntarily. In the event that an educator did not want to participate in the research project, he or she was exempted and the questionnaire was given to an educator who wanted to participate. The questionnaires were completed anonymously by all educators who participated in this study.

4.4 DATA-GATHERING INSTRUMENTS

Phillips defines statistics as a collection of information that is shown in numbers, which is directly related to the sample being studied and indirectly related to the broader population (1992:28). The information that is gathered may focus on a given subject or topic. This study focuses on gathering information from schools, that already have comprehensive Behaviour Management Policies in place, to ascertain whether they are more effective in maintaining discipline than schools that do not have policies in place. In so doing the researcher has endeavoured to ascertain whether educational institutions equipped with programmes are more successful in achieving educational goals than those that are not equipped.

Weiss defines data as, "information obtained by observing values of a variable" (1996:45). There are different methods available to researchers for the collection of data. In this study the literature review, questionnaire and open-ended interview have been used as data-gathering instruments. Each of these instruments will be discussed more comprehensively in the forthcoming paragraphs.

4.4.1 LITERATURE REVIEW

The literature review plays an important role in the contextualisation of a study. Therefore a research topic in relation to the situation in which it happens or exists is paramount, for it provides an opportunity for the researcher to engage critically in his/her topic. It lays the foundation for researching the chosen topic and is useful in explaining information through the evaluation of statistics (Henning, 2004:27). In this study attention is focused on the learner who displays nonconformist behaviour and how the school manages these acts of defiance.

A study of the literature has indicated that schools with Behaviour Management Policies and clearly outlined procedures experience fewer disciplinary problems than schools where Behaviour Management Policies and procedures are non-existent. The implication is that intervention strategies aimed at improving behaviour and learner achievement could be successful.

4.4.2 QUESTIONNAIRE

A questionnaire has been used as a data-gathering instrument and has been administered to educators in a group setting at selected educational institutions. Feasibility, validity and reliability are important factors to consider when designing a questionnaire (Van Laerhoven, Van der Zaag-Loonen & Derkx, 2004:834). The ease with which a questionnaire is completed is a good indicator of the feasibility of the instrument as a data-gathering tool. The educators who participated in this study completed the questionnaire with ease and 94% of completed questionnaires could be used in the data analysis. The remaining 6% of the completed questionnaires could not be used in the data analysis.

A questionnaire is a practical method of collecting data and determining opinions (Gradwell, 2000:1). The questionnaire used in this investigation includes a Likert Scale to

measure knowledge and opinions of educators regarding communication, intervention strategies, Behaviour Modification Programmes, assessment, diversion, discipline and learner achievement.

The questionnaire consists of six sections. Section 1 is concerned with demographic variables such as gender, age, teaching experience and formal qualifications of educators. It has provided the researcher with valuable information about the educators who participated in the study. Section 2 deals with communication and disciplinary procedures that are utilised at selected schools. The aim is to establish whether effective communication is able to reduce the number of disciplinary problems at schools or not. Section 3 focuses on intervention strategies that are used to combat or deal with misconduct. It is imperative that one understands the different intervention strategies that are used in schools, for they have provided the researcher with the necessary information regarding the approach that schools in this survey use in order to reduce disciplinary problems. Section 4 draws attention to the programmes that could be used to improve the behaviour of learners. It investigates educator knowledge about Behaviour Modification Programmes and opinions of educators regarding these interventions. Section 5 assesses the importance of trained, positive educators and whether they are able to assess learners and divert them to correctional programmes. This section seeks to determine whether educators are able to manage the progress of learners who are included in a programme. Section 6 of the questionnaire concentrates on discipline and learner achievement, by focusing on the educators' perception thereof in particular.

The predominant type of questioning technique is the Likert Scale. According to Wikepedia:

> … a Likert Scale is a type of psychometric scale often used in questionnaires, and is the most widely used scale in survey research. It asks respondents to specify their level of agreement to each of a list of statements (2006:1).

From the aforementioned, one may deduce that a Likert Scale measures the strength of agreement by means of a clear statement. Likert scaling is a scaling method that has two extreme points, each measuring either a positive or negative response to a statement. The principle of the Likert technique is to present respondents with a set of attitude statements. The subjects are then requested to indicate their level of agreement or disagreement on a five-point scale.   The level of agreement is given a numerical value from one to five and thereafter a total value can be determined from all the answers that have been given.

According to Guy and Norvell, if the neutral point on a Likert Scale is excluded, it will not influence the composite score on the Likert-type scale (1977:199). In this investigation the neutral point was not included on the Likert Scale. This was done so that respondents could be coerced into making a choice from each item measured.

The second type of question on the questionnaire is the open-ended question. According to Kanjee, open-ended questions provide respondents with an opportunity to relay their opinions about a problem, without any limits being placed on them (1999:295). Hence they are able to express their feelings about an issue in their own words and without any restrictions.

The third type of question included in the questionnaire is multiple choice. Kanjee explains that multiple choice questions consist of a statement or question which is followed by a number of alternatives from which the participant must choose (1999:297). In most instances the respondent is allowed to select only one alternative. Multiple choice questions are frequently used for acquiring information concerning individuals' knowledge

and attitudes about specific subjects, but may also be used for obtaining factual information (Kanjee, 1999:297). The multiple choice question has been used to obtain information about the views of educators on *how* effective communication is and *why* they regard communication as being effective at their respective schools. It has been used to ascertain whether educators are familiar with the procedure that is used for handling disciplinary problems at their specific institutions.

4.4.3 INTERVIEWS

An interview is a process whereby one person poses questions to another individual to acquire information on a particular topic (Baker, 1998:181-182). The standardised open-ended interview has been used in this investigation. According to Patton, this kind of interview consists of a collection of questions that are thoughtfully phrased with the aim of taking all respondents through the same set of questions (1990:295).

Patton contends that there are three important reasons for using the standardised open-ended interview for gathering information:

➢ Firstly, the instrument used is available for inspection should it be deemed necessary.

➢ Secondly, the variation amongst interviewers may be reduced where a number of interviewers are used.

➢ Thirdly, the interview is focused so that the interviewee's time is used constructively and not wasted in any way (1999:285).

The researcher has used the open-ended interview to reduce variation in the questions posed to interviewees. Patton asserts that by standardising the open-ended interview, the appraiser should obtain feedback that is consistent and thorough for each of the

participants, even though the process could reduce adaptability and impulsiveness (Patton, 1990:281).

According to Erasmus-Kritzinger, Swart and Mona, an interview is an ideal interpersonal situation that includes both a verbal and non-verbal exchange of information between two parties (2005:413). In order to achieve maximum results, the interviewer should create a positive climate. This could be achieved if the interviewer uses a warm tone of voice in his/her opening remarks, engages in small talk before the interview begins, makes use of simple language and, from time to time, probes for more information should it be deemed necessary (Erasmus et al., 2005:414-415). These techniques have been implemented to ensure sufficient responses from interviewees.

A number of interviews were conducted with educators and Behaviour Managers not only to ascertain how effective communication is at their schools, but also to establish whether the specific school is able to address nonconformist behaviour in a preventative way. The interview serves as an additional instrument to compare findings from the interview with the responses of educators through the questionnaire.

4.4.4 THE PILOT STUDY

According to Oppenheim, a pilot study serves to test the explicitness of a questionnaire, to identify questions that may be too long, to identify questions that are repetitive and to determine whether the layout, numbering and itemisation on the questionnaire are suitable for the study (as quoted in Cohen, Manion & Morrison, 2004:260). It may also be used to test the coding system used for the data analysis, as is the case in this study.[2]

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[2] A preventative way refers to encouraging learners to behave in a positive manner and in so doing prevent them from wanting to breach school rules.

A pilot study was conducted in this investigation to identify problem areas in the questionnaire, so that they could be corrected. The questionnaire was administered to a group of 7 respondents to identify any problems that may have occurred in the interpretation of the items on the questionnaire. The pilot study revealed that there were problems with the interpretation of item 24 on the questionnaire. This question requires respondents to provide a simple diagram of the intervention strategy followed at their school. This item was clarified by including an example of a diagram to illustrate an intervention strategy. In addition, some of the questions that appeared to be repetitive were corrected and terms that needed clarification on the questionnaire were explained. In some items terms were followed by an explanation of a concept to make it easier for the respondent to understand. For example, in item number 12 of the questionnaire, the term "in-school suspension" is followed by an explanation.

4.5 RELIABILITY

Reliability refers to the extent to which the results of a study produce similar findings if the test is repeated. There are three types of reliability: stability, internal consistency and equivalence. Reliability as stability means that similar results should be obtained over a period of time using a similar sample to conduct the investigation (Cohen, Manion & Morrison, 2004:117). Internal consistency requires the test to be administered only once, using the split-half method. This approach divides the items being tested in half, ensuring that each half contains items of similar difficulty and content. The test demonstrates split-half reliability if the results on each half correlate with the results of the other (Cohen et al., 2004:118). Reliability can also be ensured by using the equivalent form approach. This approach requires a data-gathering instrument to be measured twice, but the questions are rephrased. This means that the researcher administers two questionnaires. If there is a strong correlation between the results of the two tests, one may deduce that the results of

the study are reliable (Cohen, Manion & Morrison, 2004:118). This approach has not been used in this research project, but the reliability of this investigation is addressed in the next paragraph.

According to Denzin and Lincoln, reliability may be addressed as follows:

> ➢ through stable observations, which should focus on whether the researcher would have made the same observations at a different time or in a different place;
>
> ➢ parallel forms, which should determine whether the researcher would have drawn the same conclusions if he/she had focused on other factors or aspects;
>
> ➢ inter-rater reliability, that is able to ascertain whether another researcher would have interpreted the observations in the same way.

(as quoted by Cohen et al., 2004:119)

The reliability of the quantitative part of the research project has been established by implementing the aforementioned. According to Silverman, reliability of an investigation may be ensured by conducting an interview using the same format and set of questions for all respondents because this enhances reliability (as quoted in Cohen et al., 2004: 121). Silverman's advice was adhered to in the qualitative part of this investigation.

4.6 VALIDITY

Validity refers to an instrument accurately measuring the concept in question (Strydom, Fouche, Poggenpoel & Schurinck, 1998:83). In this investigation the researcher has endeavoured to enhance the validity of the research findings by using content and concurrent validity. Content validity focuses on sampling adequacy of the content of an

instrument to ensure that the main elements of the investigation have been dealt with and that a representative sample of the wider population has been selected (Strydom, Fouche, Poggenpoel & Schurinck, 1998:83). Concurrent validity is a method of collecting data using more than one instrument. If the results from the different instruments are similar, the researcher has ensured concurrent validity (Cohen, Manion & Morrison, 2004:132). In this investigation the researcher has used the questionnaire and the interview as data-gathering instruments.

The validity of this investigation has been optimised by choosing appropriate time scales for conducting interviews and by distributing the questionnaires at the different schools. The availability of resources as well as the selection of appropriate instrumentation for data-gathering has optimised the validity of this study.

4.7 THE PROCEDURE FOLLOWED DURING THE RESEARCH PROCESS

Firstly, permission was obtained from the FSDoE (cf. p.183) to conduct research in selected educational institutions in the Free State Province. A literature study was conducted to contextualise the study. Thereafter, questions for the interview were formulated and a first draft of the questionnaire was designed. The services of a statistician were obtained to ensure that the items on the questionnaire could be measured. Upon completion of this process, a covering letter requesting permission to conduct research at eight randomly selected educational institutions was compiled and taken to the selected Principals of schools.

A pilot study was conducted to ensure that all the items on the questionnaire were clear, concise and understandable (cf. 4.4.4 pp.65-66). The questionnaire was administered to the selected group of educators at each institution. An interview was conducted with the

educator responsible for Behaviour Management at each school in order to involve the educator directly responsible. In so doing, reliability and validity have been enhanced.

4.8 CONCLUSION

This chapter has dealt with the research methodology and data-collection techniques of this investigation. Quantitative and qualitative research have been defined and the characteristics of each method have been listed. The target population and selection of a sample have been explained and discussed in the context of the research project. The data-collection instruments, namely, the literature review, questionnaire and interview have been explained and the procedure followed to collect the data has been outlined. Lastly, the researcher's effort to ensure the validity and reliability of this project has been explained in full.

In the next chapter, the interpretation of the research results from the quantitative part of the investigation will receive attention, as well as careful analysis and explanation thereof.

CHAPTER FIVE

THE QUANTITATIVE RESEARCH APPROACH

5.1 INTRODUCTION

In the preceding chapter detail was given regarding the research methodology and data-collecting strategies used in this investigation. This chapter deals with the quantitative analysis of the data obtained from the questionnaire. The findings obtained from this data are carefully explained and graphic illustrations of the information are provided.

5.2 THE RESEARCH DESIGN

The quantitative approach included the handing out of questionnaires for completion by educators at eight randomly selected schools. Three secondary schools, two primary schools, one Adult Learning Centre, one combined school consisting of a primary and secondary school, and one school catering for learners with special educational needs formed part of this investigation.

These schools differ in size, student composition, location and expendable budget. The average response rate per school was 80% and varied between 60% and 86.7%. Ninety-four percent of all completed questionnaires could be used in the analysis.

5.2.1 METHODOLOGY USED TO ANALYSE DATA FROM THE QUESTIONNAIRES

According to Cohen, Manion and Morrison, data analysis is a process whereby data is organised, accounted for and explained logically (2004:147). This process is undertaken to attach meaning to the information that has been collected and to identify trends, patterns and important ideas. The quantitative analysis in this investigation is based on frequency, in concurrence with the idea of a "number of pieces of data in a specific class" (Weiss, 1996:52) being grouped together.

The statistical data derived from the questionnaires were transferred to a Standard Microsoft Excel Worksheet. To enable data analysis, all responses, comments and notes were individually read and considered. The percentage of each response was calculated to determine whether the respondents were in agreement or disagreement with the statement given to them on the questionnaire. In the discussion the percentages have been rounded off to the nearest decimal. The main objective of the Likert Scale (*Strongly Agree, Slightly Agree, Slightly Disagree and Strongly Disagree*) used in the questionnaire was to determine either agreement or disagreement.

The analyses of the completed questionnaires have been presented according to the different sections as they appear on the questionnaire, namely:

➢ Personal Information

➢ Communication and Disciplinary Procedures

➢ Intervention Strategies/Dealing with Misconduct

➢ Programmes to improve the Behaviour of Learners

➢ Assessment and Diversion

➢ Discipline and Learner Achievement

5.2.1.1 FINDINGS OF SECTION 1 OF THE QUESTIONNAIRE (See Appendix 5, p.196 for Questions 1-4)

Section 1 of the questionnaire captured personal information of the educators to determine their gender, age, teaching experience and formal qualifications. This was done in order to compile a profile of the educators who participated in the study.

Question 1 requested educators[3] to indicate whether they were male or female. The findings indicate that the majority of educators who participated in this study are female (67%) and 33% are male.

Figure 1: Findings to Question 1

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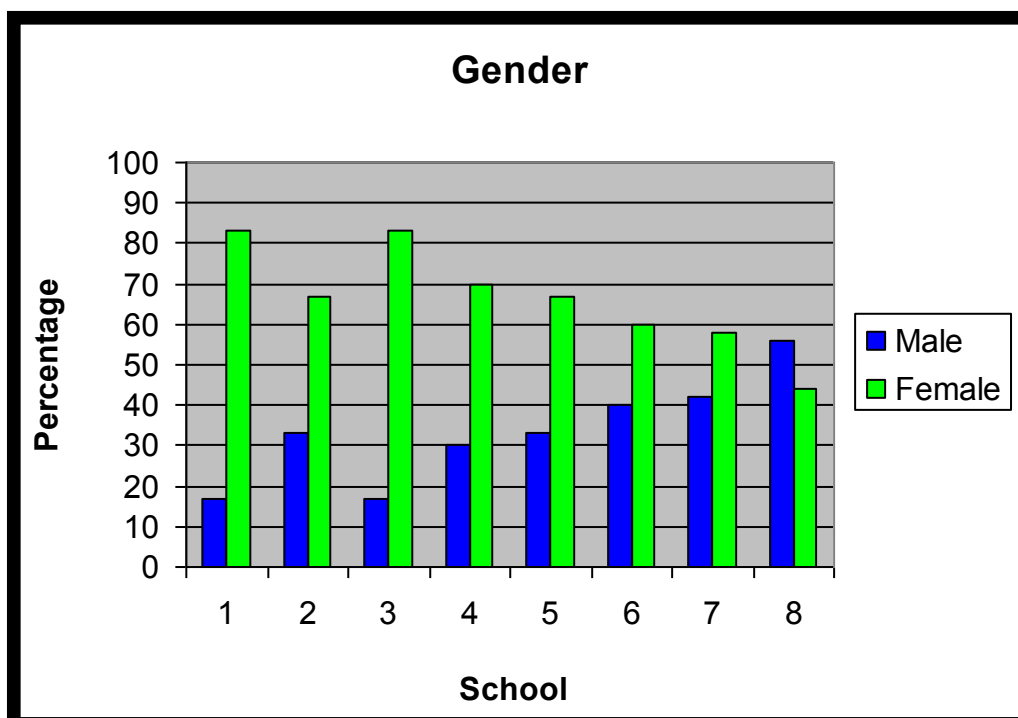
[3] The respondents in this investigation are educators and are referred to as such throughout this chapter.

The responses to **Question 2** indicate that 8% of the educators are between the ages of 22 and 30 years, 51% between the ages of 31 and 40 years, 27% between the ages of 41 and 50 years and 15% are older than 50 years.

Figure 2: Findings to Question 2
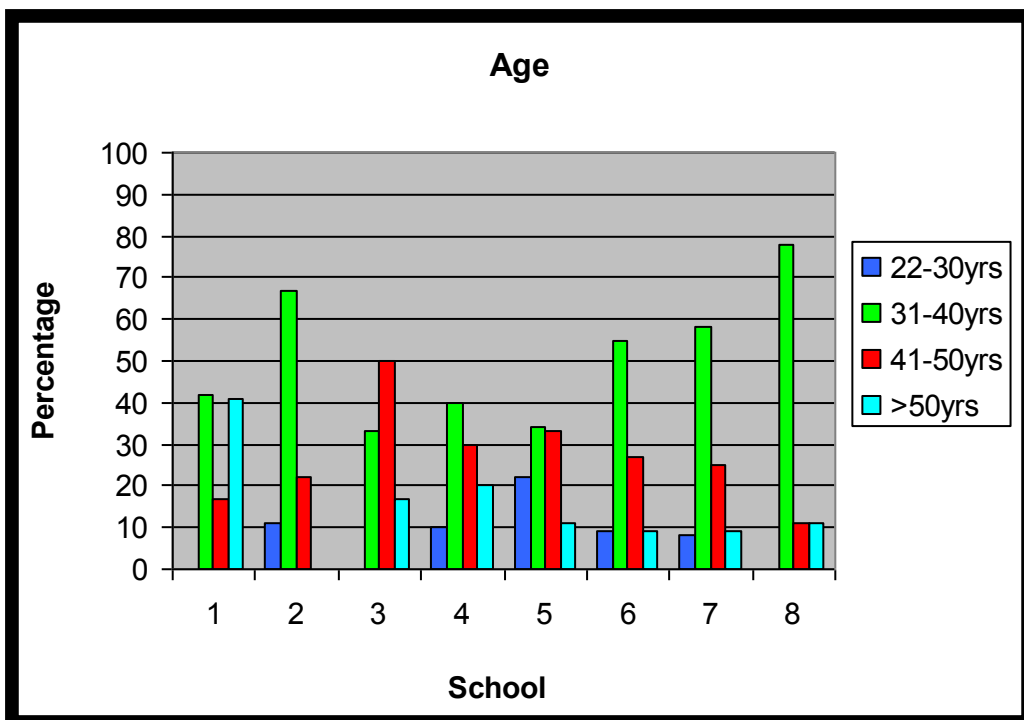
In **Question 3** educators were requested to indicate their years' of teaching experience. The results indicate that 9% of the educators have between 0 and 5 years' teaching experience, 20% between 6 and 10 years' experience, 33% between 11 and 16 years' and 38% of the educators have more than 17 years' teaching experience.

Figure 3: Findings to Question 3
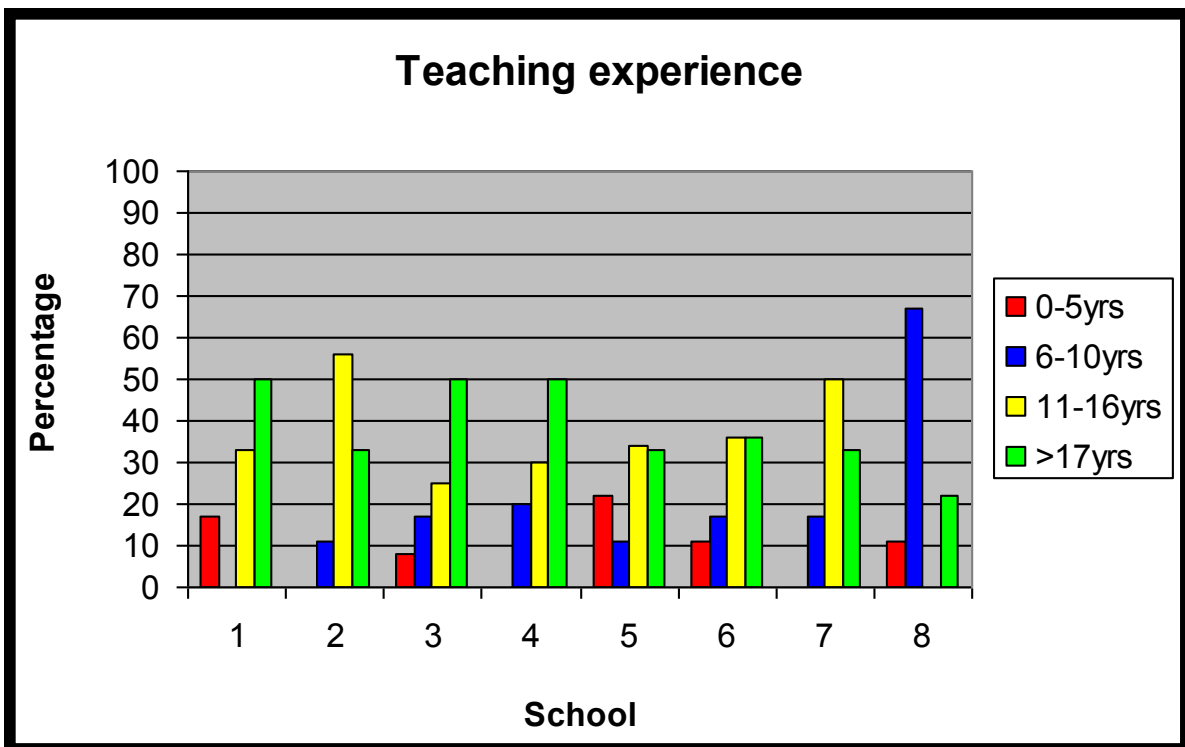
In **Question 4** educators were requested to state their highest qualification. Thirty-nine percent of the educators are in possession of a Certificate or equivalent thereof, 48% are in possession of a Diploma or equivalent thereof, and 13% are in possession of a degree or some other teaching qualification.

Figure 4: Findings to Question 4
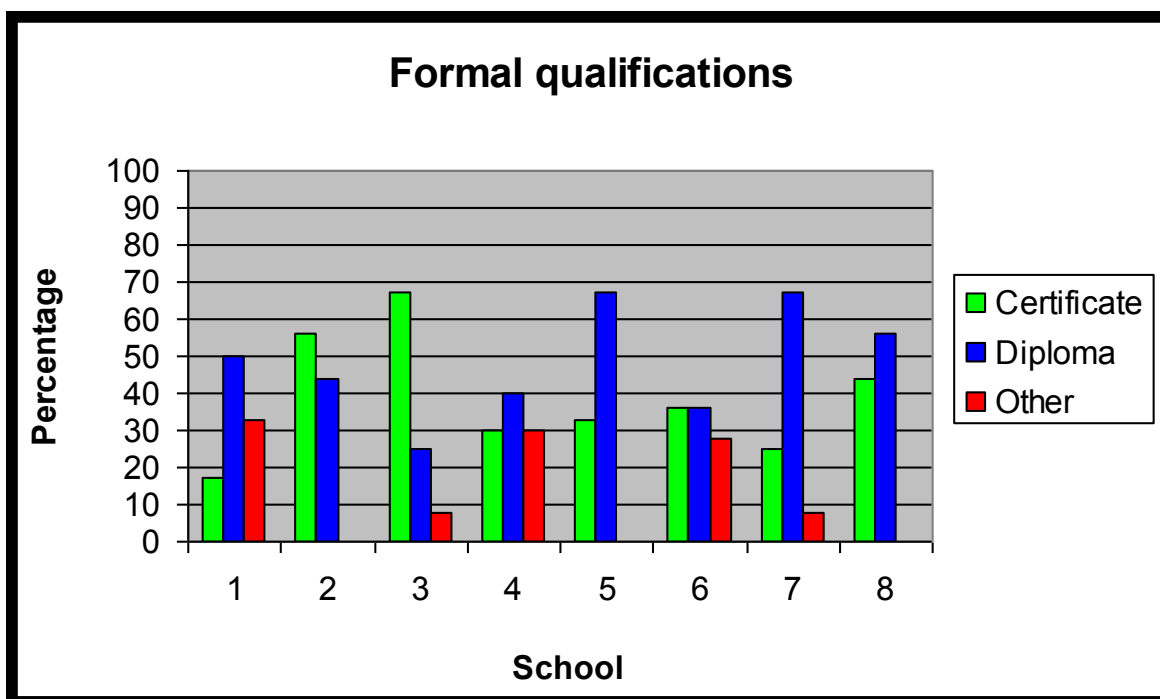
The educator profile is as follows:

  ➢ Sixty-seven percent of the educators are female and 33% are male.

  ➢ Fifty-one percent of the educators are between 31 and 40 years of age.

  ➢ Thirty-eight percent of the educators have more than 17 years' teaching experience.

  ➢ All the educators have a minimum teaching qualification.

5.2.1.2 FINDINGS OF SECTION 2 OF THE QUESTIONNAIRE (See Appendix 6A, p.197 for Questions 5-14)

Section 2 of the questionnaire was designed to obtain information regarding the effectiveness of communication and the disciplinary procedures used in schools participating in the survey.

Question 5 was aimed at ascertaining whether educators regard the communication flow of information at their respective schools as being effective or not. The majority of educators feel that communication is effective (80%), with the exception of School 5, where 50% of the educators indicated that communication is effective and 50% indicated that communication is not effective.

Figure 5: Findings to Question 5

Communication is effective
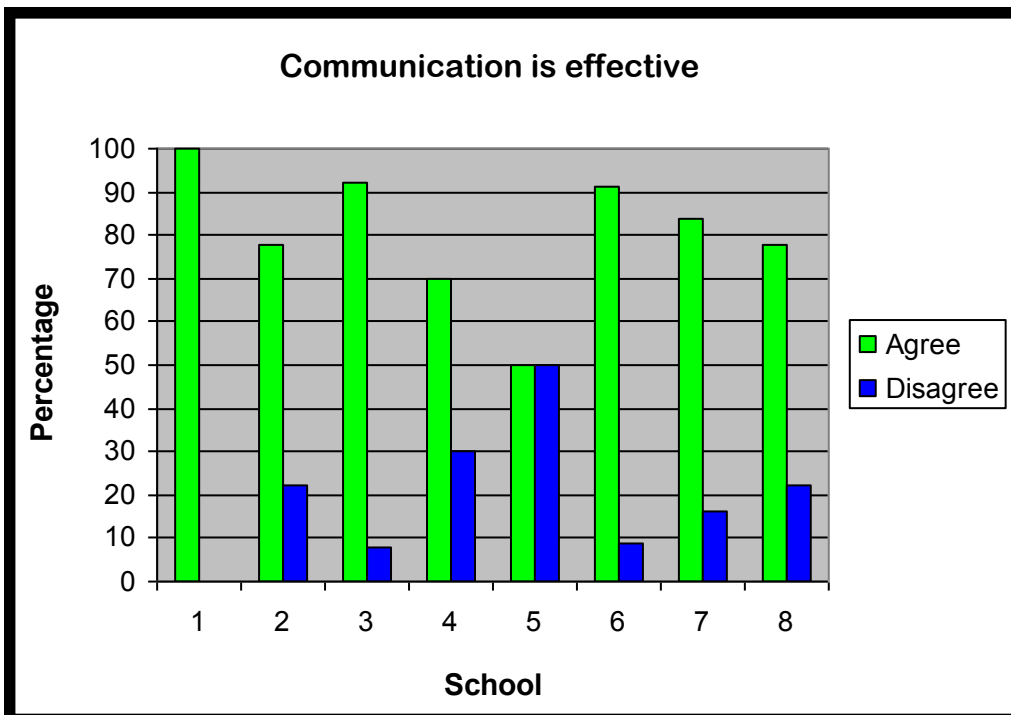
Question 6 was aimed at establishing whether information is regularly disseminated to educators. Fifty-eight percent of the educators indicated that they are satisfied with the information that is given to them by either the Principal or Senior Management Team and that they are regularly informed about important matters relating to their work environment, with the exception of educators at School 1 and School 7 where the majority of educators indicated that information is seldom given to educators.

Figure 6: Findings to Question 6

Information is seldom given to educators
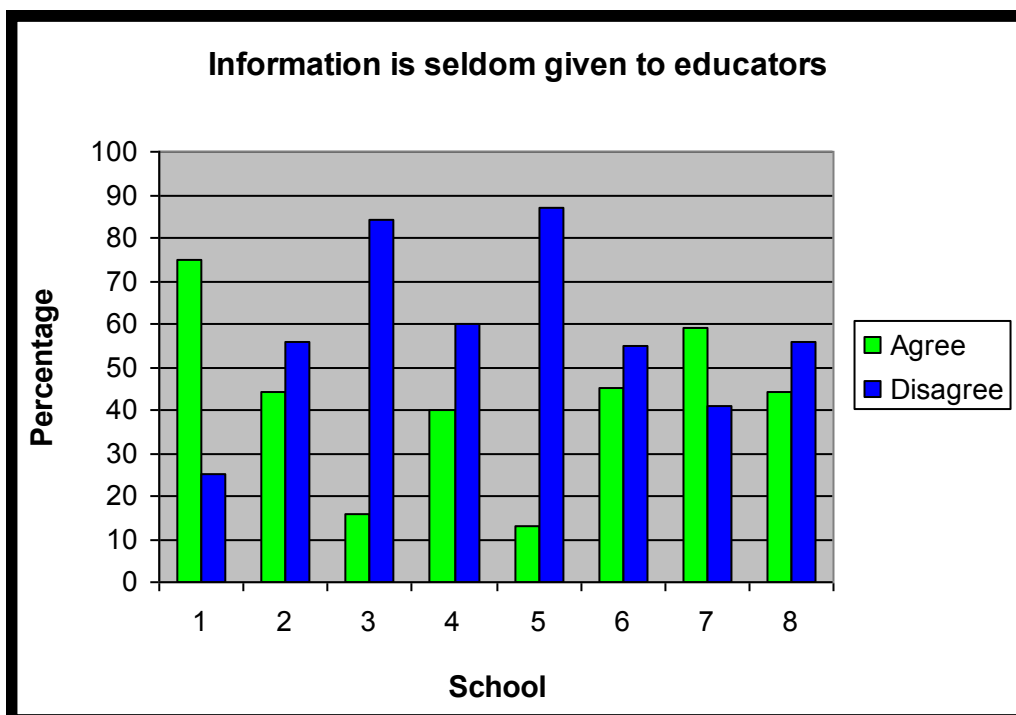
Question 7 was a probing question to elicit response regarding important information being conveyed to educators timeously. At Schools 1, 6 and 8 the majority of educators indicated that this is the case at their schools. At School 4, 50% percent of the educators feel that they receive information too late and 50% feel that they receive information on time. Fifty-eight percent of the educators are in agreement that they receive work related information timeously.

Figure 7: Findings to Question 7
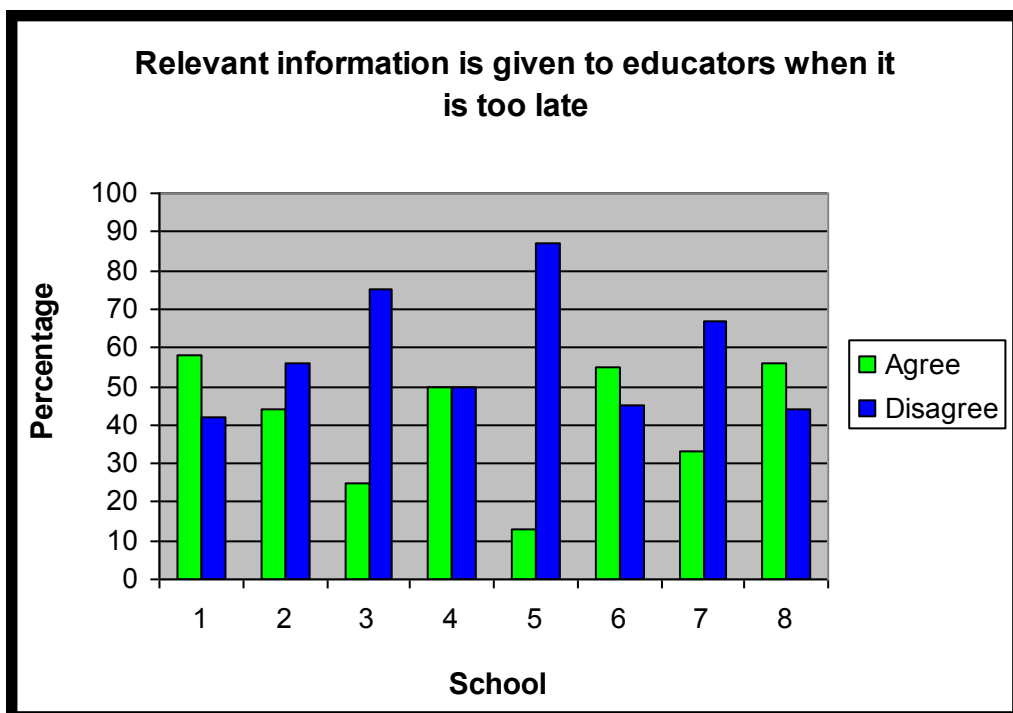
Question 8 was posed to ascertain whether senior management is selective regarding the information that they give to educators at their schools. The findings indicate that the selectivity of information provided by senior management (53%) is one of the main reasons why communication fails at schools. Responses from Schools 1, 3, 7 and 8 all indicate that senior management is selective with the information that they provide to educators. Responses from the remaining four schools (2, 4, 5 and 6) indicate that senior management is not selective with the information that they provide to staff members.

Figure 8: Findings to Question 8
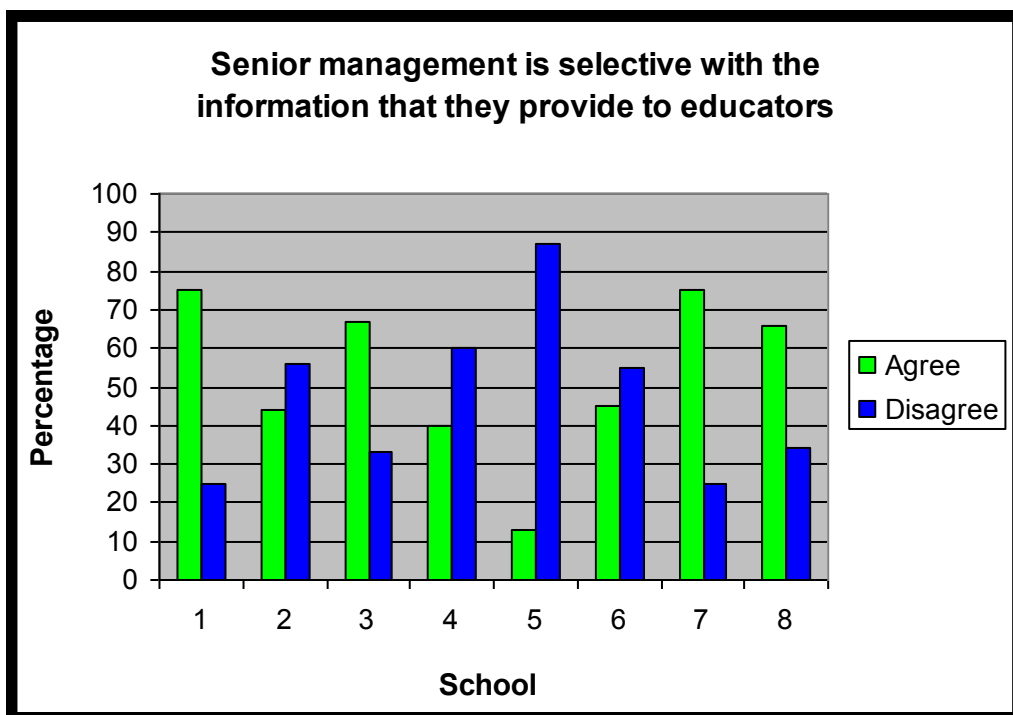
Question 9 focused on establishing whether a breakdown in communication was indicated between senior members of staff and educators. Sixty-four percent of the educators indicated that a breakdown in communication between senior staff and educators does not exist. Only at School 6 and School 8 did the majority of educators indicate that a breakdown in communication between the two groups exists. At the other schools the majority of educators are satisfied with the flow of information between senior staff and educators.

Figure 9: Findings to Question 9
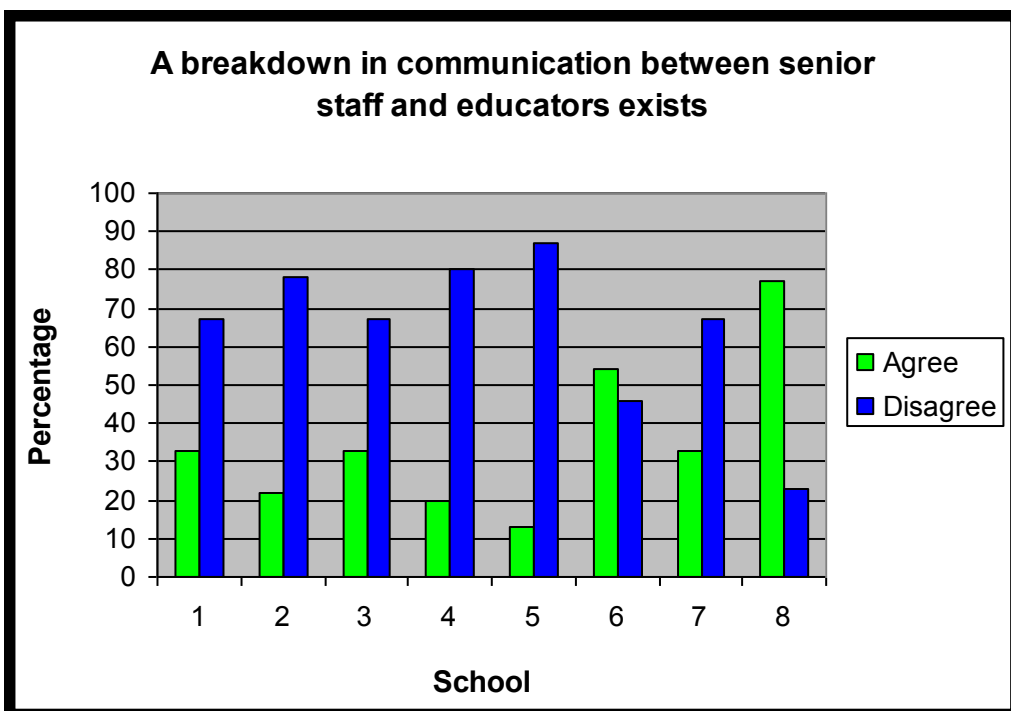
Question 10 was posed to determine whether schools have policies for handling disciplinary problems. The majority of educators (76%) agree that their schools have a policy for handling disciplinary problems, with the exception of School 5 where 50% of the educators agree and 50% of the educators disagree that their school has a policy to deal with disciplinary problems.

Figure 10: Findings to Question 10

A policy for handling disciplinary problems exists
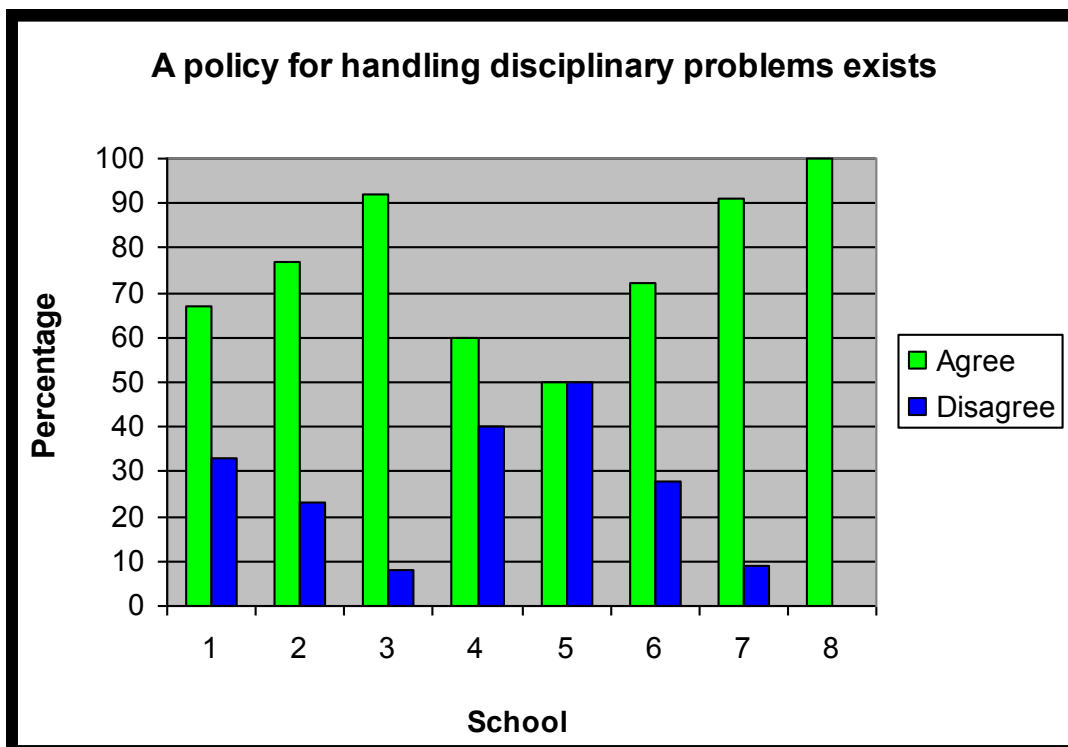
Question 11 was posed to test whether educators know the procedure that has to be followed when dealing with disciplinary action against learners. Fifty-nine percent of all the educators indicated that they know the procedure for handling disciplinary problems. At five schools (Schools 1, 2, 3, 7 and 8) the majority of educators indicated that they know the policy for handling disciplinary problems. At School 4, 50% of the educators indicated that they are familiar with the procedure and 50% indicated that they are not familiar with the procedure that should be followed. At Schools 5 and 6 the majority of educators indicated that they do not know the procedure that has to be followed when dealing with disciplinary action against learners.

Figure 11: Findings to Question 11
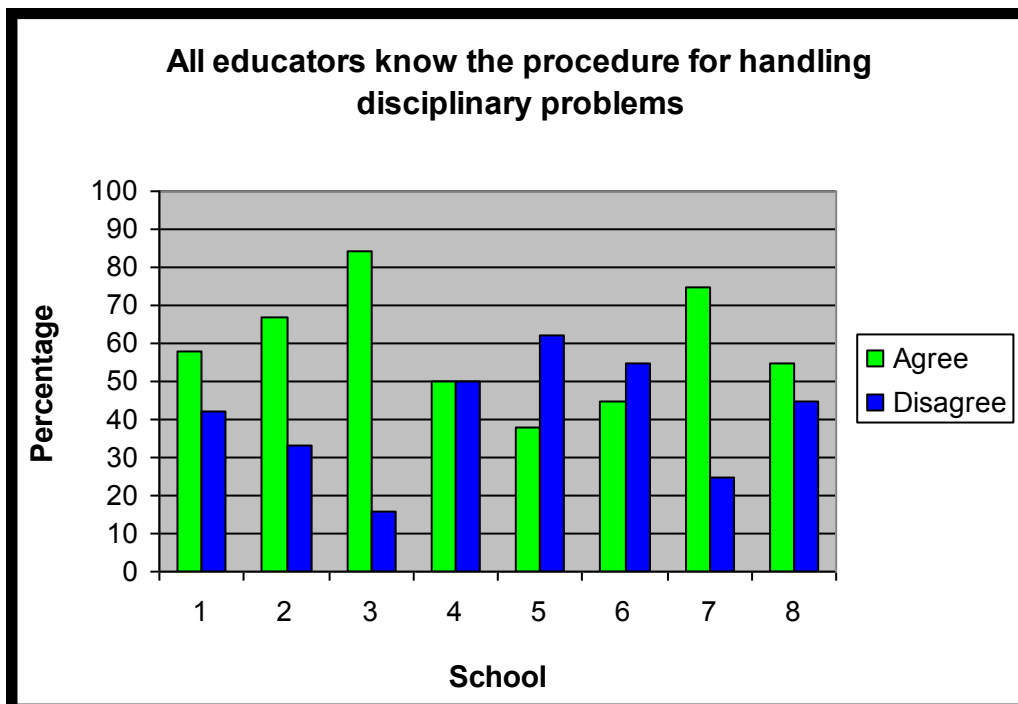
Question 12 was included to ascertain whether there is uniformity in the implementation of disciplinary procedures. At three schools (Schools 2, 3, 7) the majority of educators agree that all educators implement the procedure. At School 1, 50% of educators agree and 50% disagree. At the remaining four schools (Schools 4, 5, 6 and 8) the majority of educators disagree that all educators follow the procedure for handling disciplinary problems. The answers to Question 12 indicate that 40% of educators follow the procedure for handling disciplinary problems, whereas 60% do not follow the correct procedure.

Figure 12: Findings to Question 12
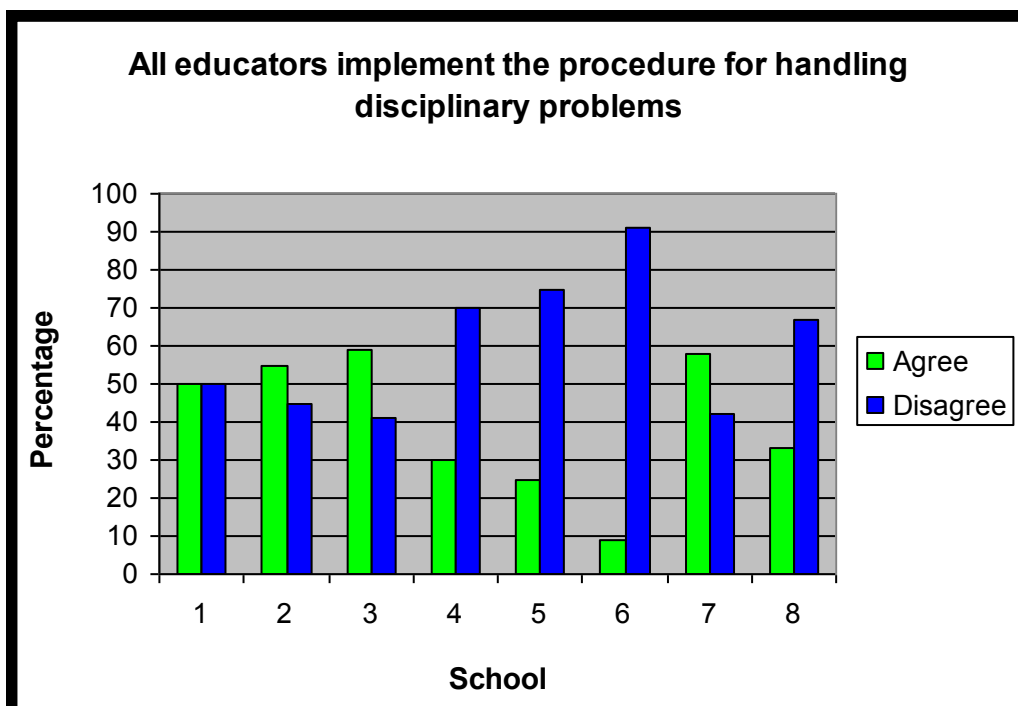
Question 13 required educators to indicate whether disciplinary problems occurring at their school are minimal or not. Sixty-five percent of the educators did not agree that only a minimal number of disciplinary problems occur at their schools. At five schools (Schools 2, 4, 5, 6 and 7) the majority of educators indicated that they experience a large number of disciplinary problems and at two schools the majority of educators (1 and 8) indicated that they experience a minimum of disciplinary problems. At School 3, 50% of the educators indicated that a large number of disciplinary problems occur; whereas the other 50% indicated that the number of disciplinary problems at their school is minimal.

Figure 13: Findings to Question 13
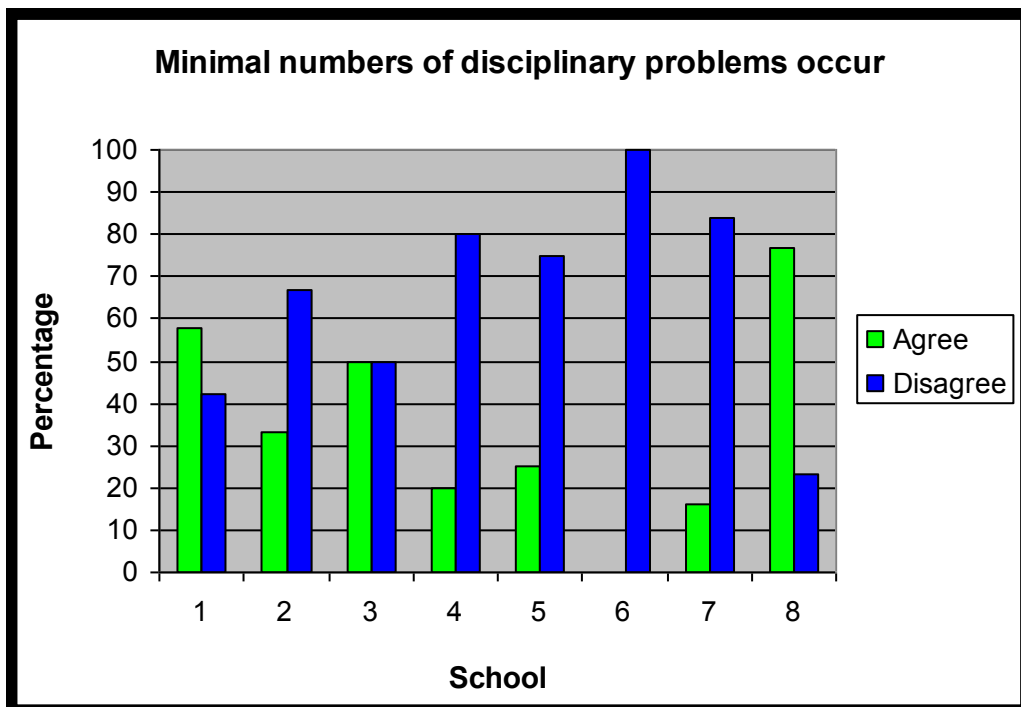
Question 14 addressed the problem of whether educators are regularly informed about learners who transgress school rules. The majority of educators (63%) indicated that this is indeed the case, with the exception of School 5 where educators disagreed with the statement. At School 4, 50% expressed agreement and 50% expressed disagreement.

Figure 14: Findings to Question 14
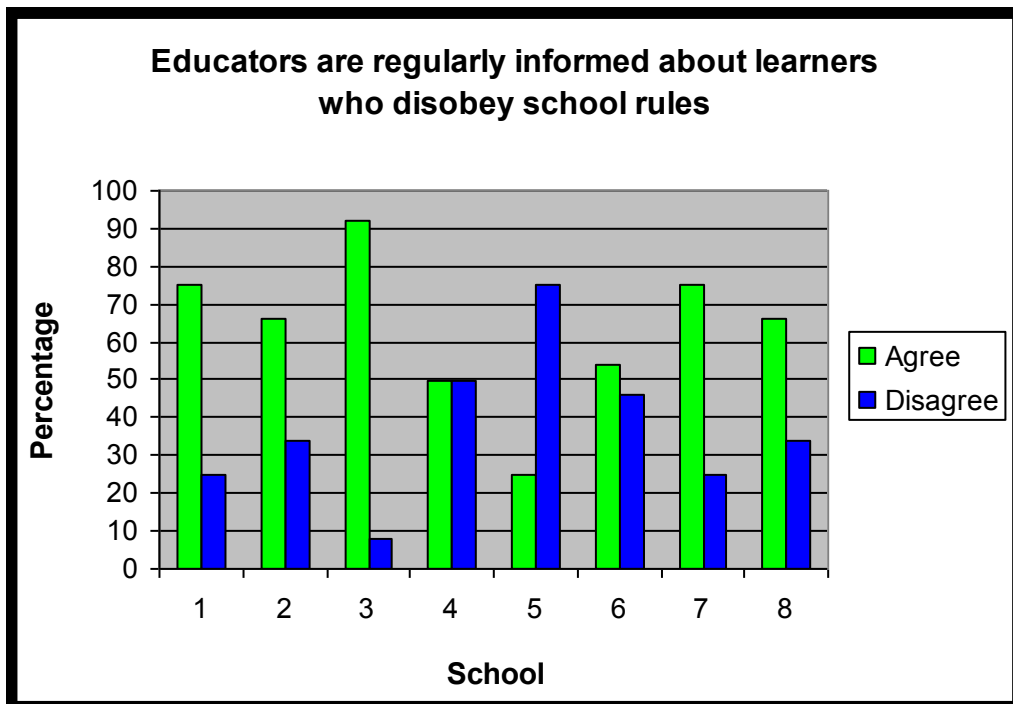
Questions 15 and 16 are Multiple Choice. **Question 15 (see Appendix 6B, p. 198)** was asked to determine why educators view communication as effective at their respective schools. Ten percent feel that the information that they are given is relevant, 7% believe that the message or the manner in which information is relayed is clear and 21% understand what is expected of them. A further 43% indicated that the reasons already mentioned such as: the relevancy of information, the clarity of the message conveyed and educators' understanding of what is expected of them, etcetera, are why they consider communication effective at their respective schools. Nineteen percent of educators chose the fifth option which suggests that none of the aforementioned reasons are responsible for effective communication. However, the same question requested educators to provide reasons for their answer. The educators who answered this part of the question indicated that communication is effective because their school Principals have regular briefing sessions and meetings with staff to inform them about matters that are important to them, which impact both directly and positively on their working environment.

Figure 15: Findings to Question 15
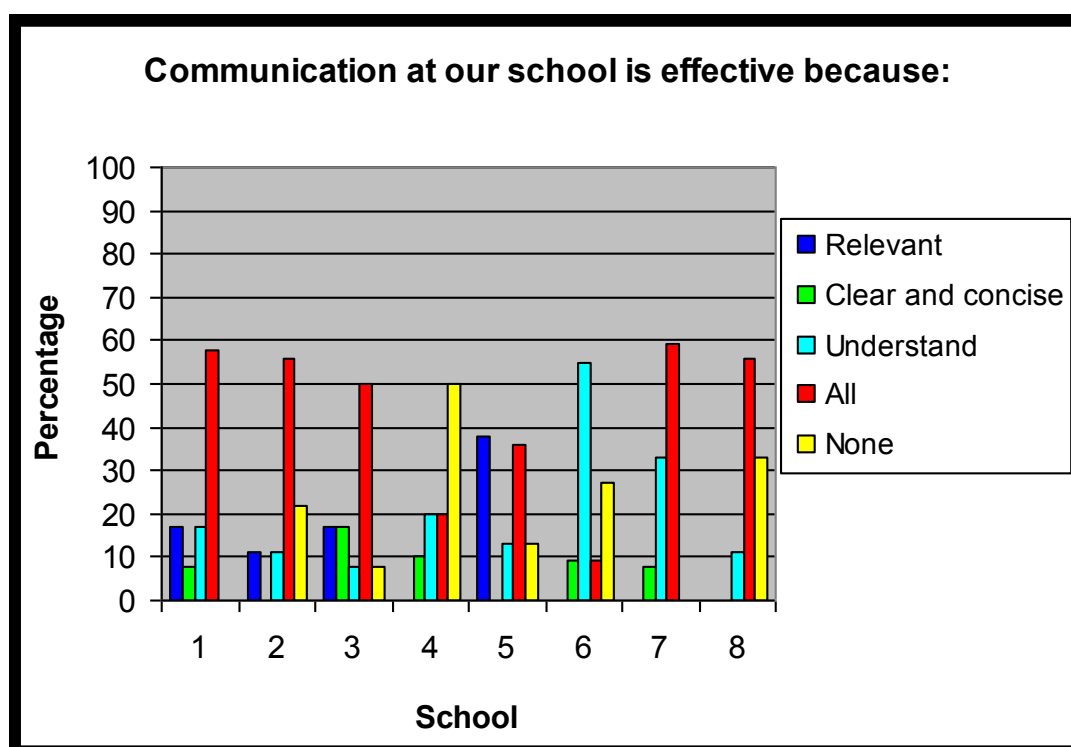
Question 16 (see Appendix 6B, p. 198) was aimed at determining whether educators know the procedure for handling disciplinary problems. Answers indicate that 33% of the educators know the procedure for handling disciplinary problems because all of them have been trained to do so. Thirty-two percent of the educators do not know the procedure for handling disciplinary problems because problems are normally handled by senior members of staff. Eighteen percent of the educators are not interested in handling disciplinary problems. No school indicated that they never experience any disciplinary problems. Only 1% of the educators chose the fifth option which indicates that the aforementioned reasons are why the majority of educators know the procedure for handling disciplinary problems. A further 17% responded inter alia as follows:

"The Behaviour Manager handles disciplinary problems."

"There is no disciplinary committee at our school, therefore correct procedures are not followed, not implemented."

"Educators handle these problems the way they think best."

"Few individuals are interested, because of the negative responses from senior staff."

"There is no policy on handling disciplinary problems."

"Code of Conduct for learners not known to me / non-existent."

"We have definite measures in place that are clearly communicated."

"We have not been trained."

Figure 16: Findings to Question 16

Educators know the procedure for handling disciplinary problems because:
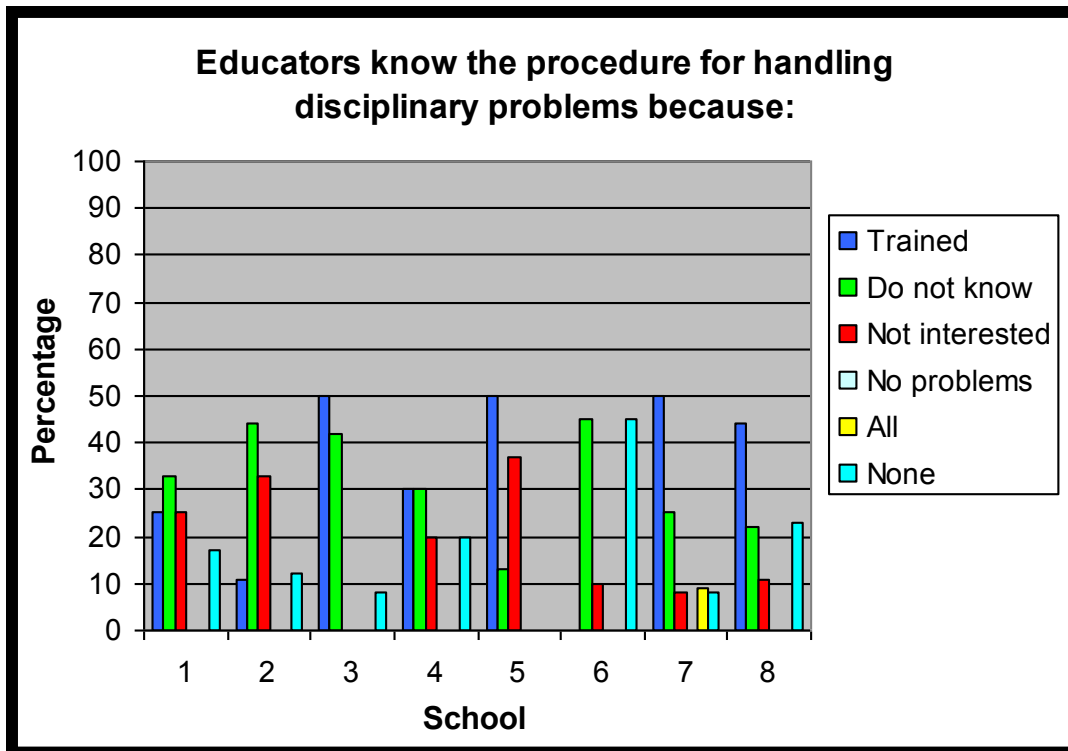
Overall, **Section 2** of the questionnaire has indicated that communication is effective (80%) with the slight possibility that senior management might be selective regarding information that they provide to educators (53%), but not to the detriment of the specific school. A policy for handling disciplinary problems does exist at most schools (76%) and the majority of educators (59%) seem to know the procedure for handling disciplinary problems. Educators are regularly informed about learners who transgress school rules (63%).

5.2.1.3 FINDINGS OF SECTION 3 OF THE QUESTIONNAIRE (See Appendix 7, p.199 for Questions 17-24)

Section 3 of the questionnaire required educators to comment on how disciplinary procedures are implemented at their schools.

Question 17 was asked to ascertain whether schools use detention to discipline learners. Sixty-two percent of the educators indicated that they use detention as a method to alleviate disciplinary problems, with the exception of Schools 6 and 7 where the majority of educators disagree. Findings of School 1 and 4 indicate that 50% are in agreement and 50% are in disagreement that detention can be used as a means to curb disciplinary problems.

Figure 17: Findings to Question 17
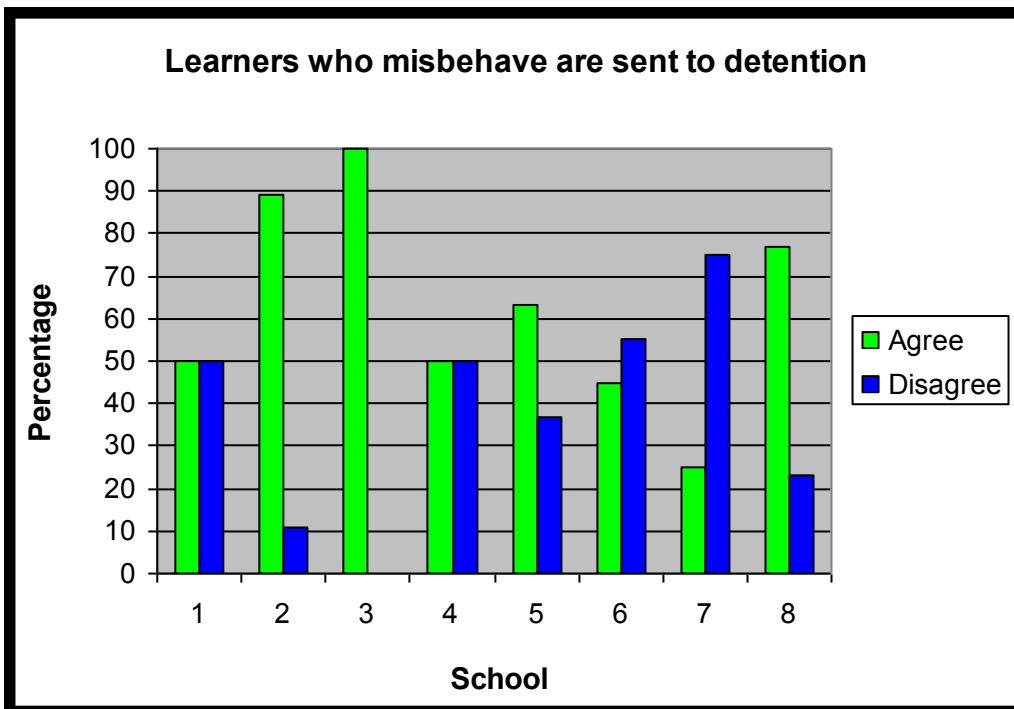
Question 18 requested educators to indicate whether parents of learners who misbehave are informed about their children's behaviour. Sixty-eight percent of the educators indicated that parents are informed about their children's behaviour. At seven of the schools the majority of the educators indicated that this indeed is the case with the exception of School 8 where educators do not inform parents.

Figure 18: Findings to Question 18
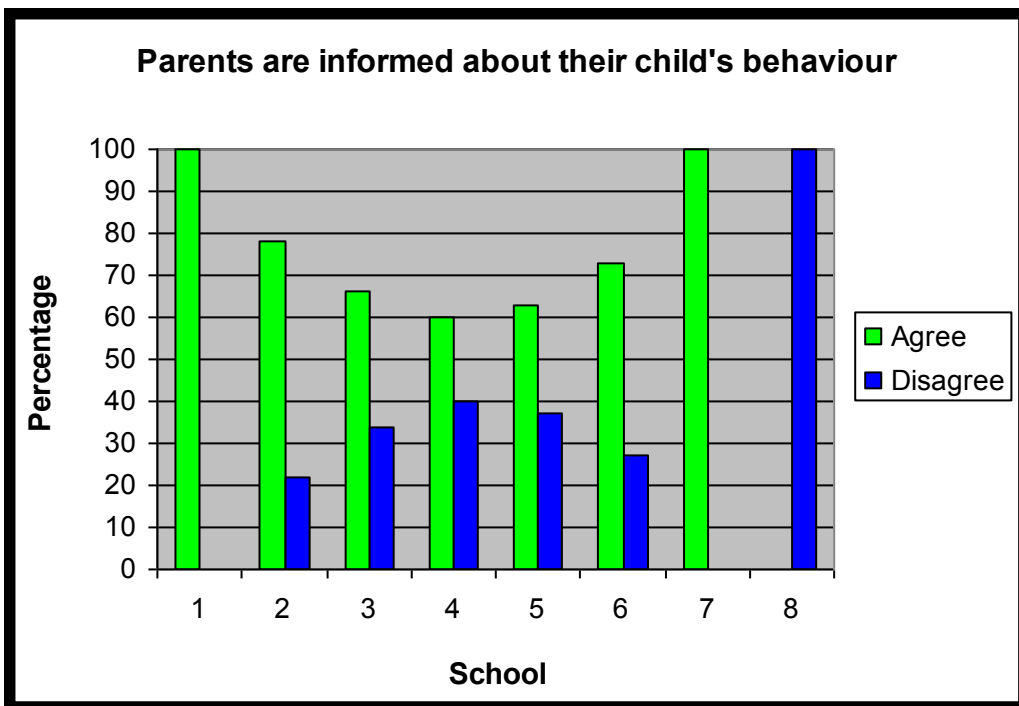
Question 19 was aimed at determining whether negative behaviour is addressed by referring a learner to a programme that deals with noncompliance and nonconformist behaviour. Programmes addressing nonconformist behaviour are not common practice at four schools, with the exception of Schools 3 and 8 where negative behaviour of learners is dealt with by referring them to a suitable readjustment programme. At Schools 1 and 5, 50% of the educators indicated that programmes are used to address negative behaviour and 50% indicated that programmes are not available to address negative behaviour. Overall, responses indicate that 54% of the educators do not use programmes to address negative behaviour.

Figure 19: Findings to Question 19
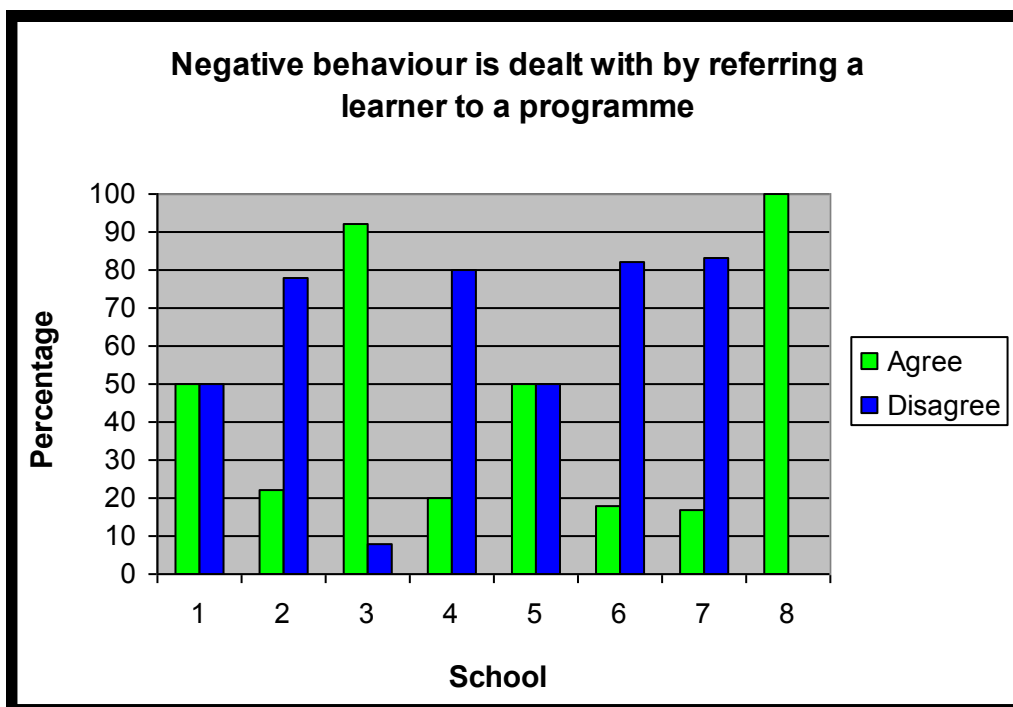
Question 20 was posed to establish whether schools make use of the Demerit System to prevent learners from misbehaving. Sixty-four percent of the educators do not make use of the Demerit System. At six schools (Schools 1, 2, 4, 5, 6 and 8) the majority of educators indicated that the Demerit System is not in use, one school (School 3) makes use of the Demerit System and at School 7, findings indicate that 50% of educators make use of the Demerit System whereas 50% do not.

Figure 20: Findings to Question 20
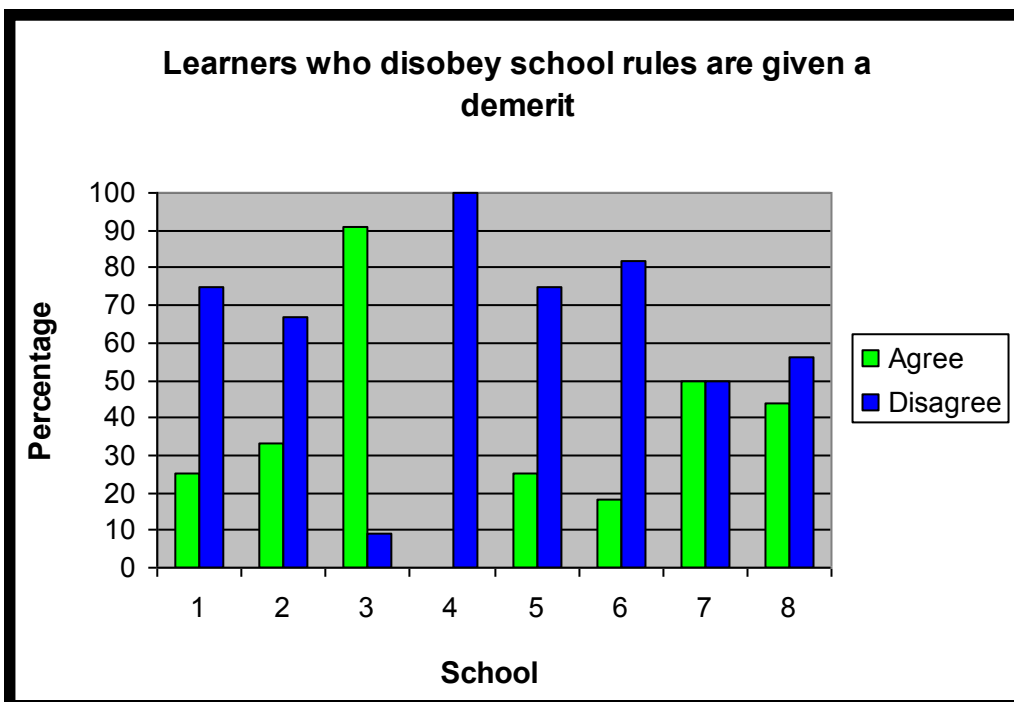
Question 21 focused on whether serious misbehaviour such as malicious damage to property is dealt with by referring a learner to a programme to alleviate the problem. Forty-seven percent of the educators indicated that learners are supported by including them in programmes when they are guilty of serious misbehaviour, but 53% indicated that this is not the case. At three schools (Schools 1, 3 and 8) the majority of educators deal with the problem by referring learners to a programme, at four schools (Schools 2, 4, 6 and 7) the majority of educators do not have any intervention strategy to limit the problem and at one school (School 5), 50% of the educators indicated that learners are referred to a programme, while 50% indicated that learners are not referred to a programme.

Figure 21: Findings to Question 21
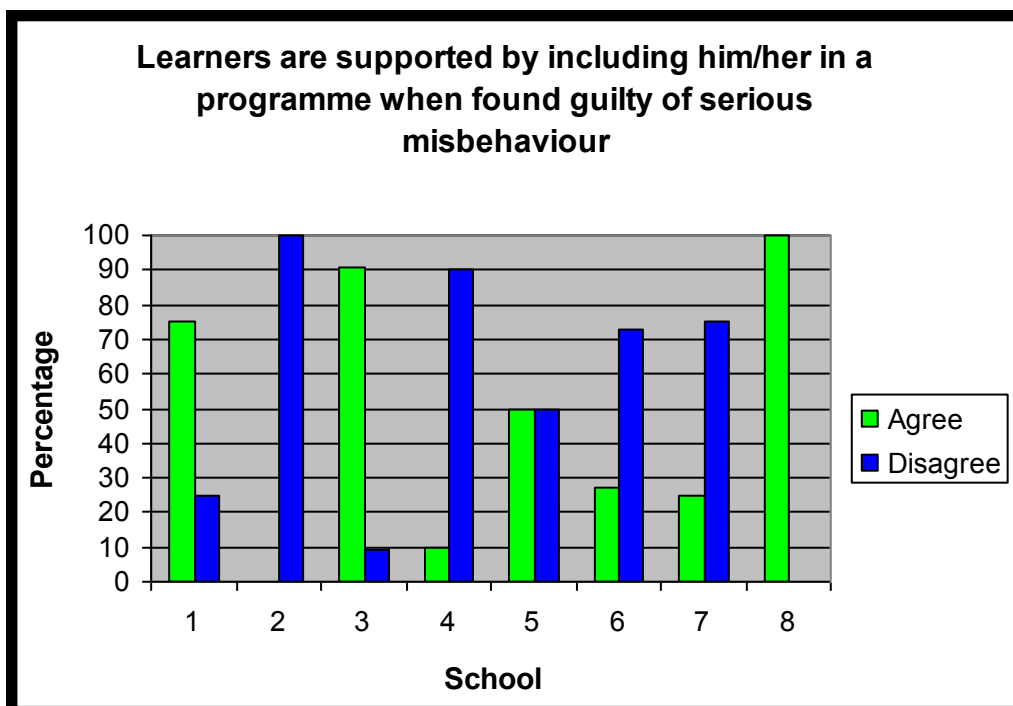
Question 22 was posed to determine whether learners are suspended if they are suspected of committing a serious misdemeanour pending a disciplinary hearing. Sixty percent of the educators agree that learners are suspended pending a disciplinary hearing if found guilty of a serious misdemeanour and 40% do not agree. At Schools 2, 4, 7 and 8 the majority of educators indicated that this is the case. At Schools 1 and 5, 50% of educators agree and 50% disagree that suspension is used. At School 3 the majority of educators indicated that learners at their school are not suspended if they are suspected of committing a serious misdemeanour pending disciplinary proceedings.

Figure 22: Findings to Question 22

Learners are suspended pending a disciplinary hearing if found guilty of a serious misdemeanour
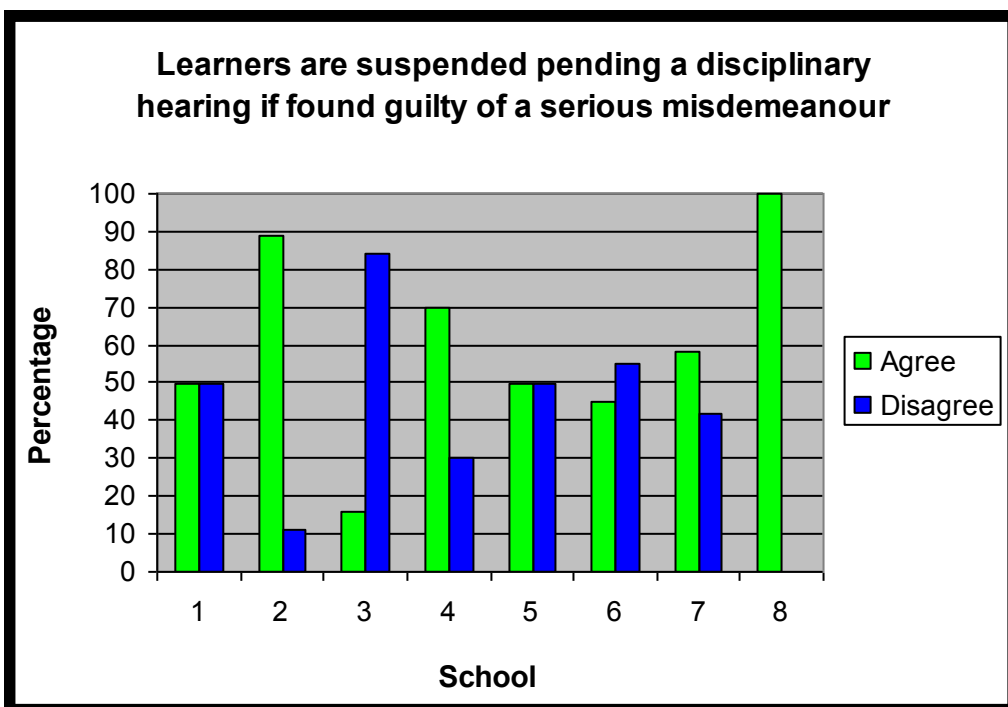
Question 23 aimed to determine whether learners who have been found guilty of serious misbehaviour are given any form of support to discourage nonconformist behaviour. Sixty-six percent of the educators indicated that learners who are guilty of serious misbehaviour are not given any form of support. At five of the schools (3, 5, 6, 7 and 8) the majority of educators indicated that learners are supported. At School 2 the majority of educators indicated that learners who are found guilty of serious misconduct are given no support by educational staff. At Schools 1 and 4, 50% of the educators agree that learners are given support and 50% disagree that learners are given any form of support.

Figure 23: Findings to Question 23
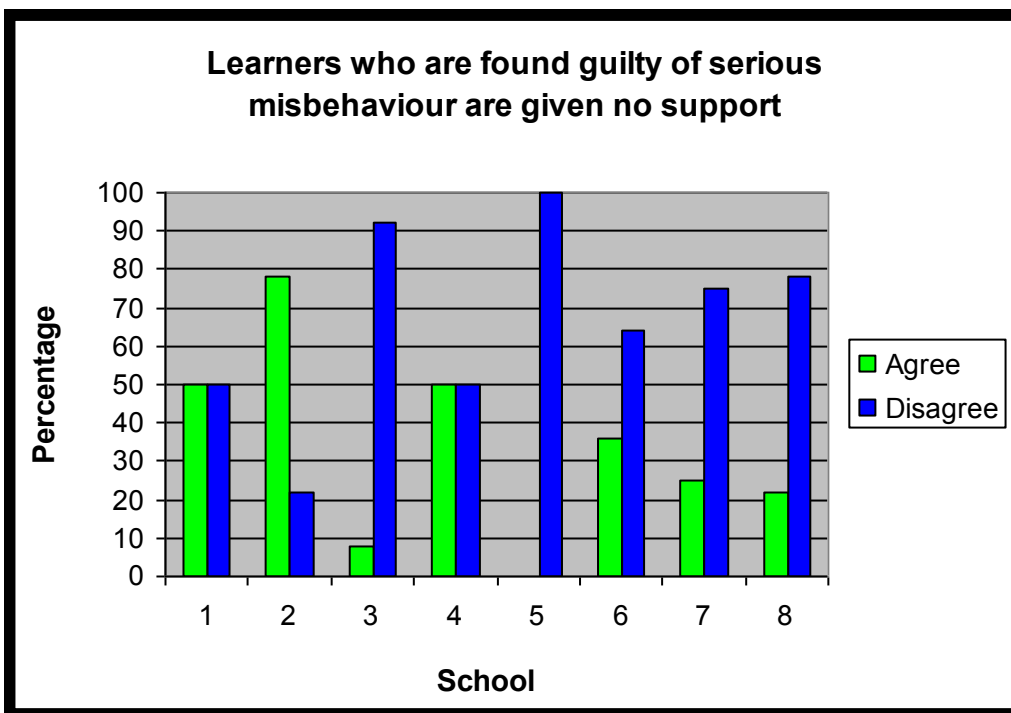
Question 24 focuses on whether effective measures are in place to deal with disciplinary problems. Sixty percent of all educators agree that effective measures are in place to deal with disciplinary problems. At five schools (2, 3, 6, 7 and 8) the majority of educators agree that they have effective measures in place to deal with disruptive behaviour; one school (School 1) indicated that no measures are in place. At two schools (4 and 5), 50% of educators agree that effective measures are in place and 50% of educators disagree with the statement posed in this question.

Figure 24: Findings to Question 24
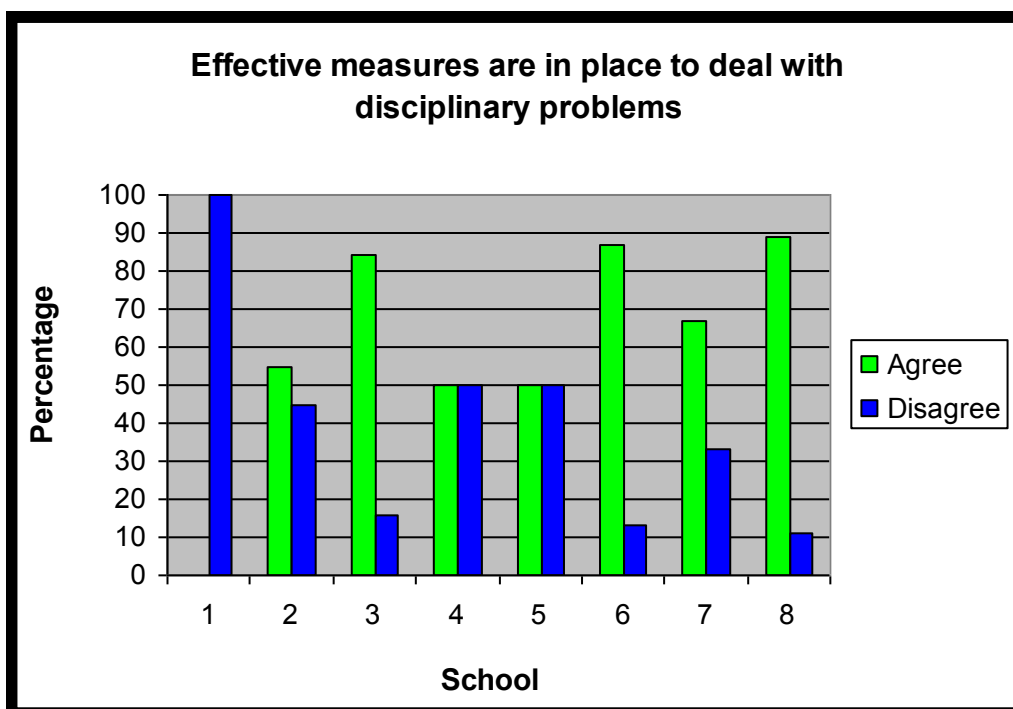
Question 25 (see Question 25, p.189) was aimed at determining the exact intervention strategy followed by schools when dealing with disciplinary proceedings. Diagrams provided by educators in response to Question 25 illustrate that the communication process followed by schools when dealing with disciplinary proceedings is similar to Figure 25 below:

Figure 25: Intervention Strategy followed by schools

1. Learner guilty of repeated misconduct

2. Learner referred to Behaviour Manager

3. If transgression of a very serious nature, learner suspended pending a disciplinary hearing
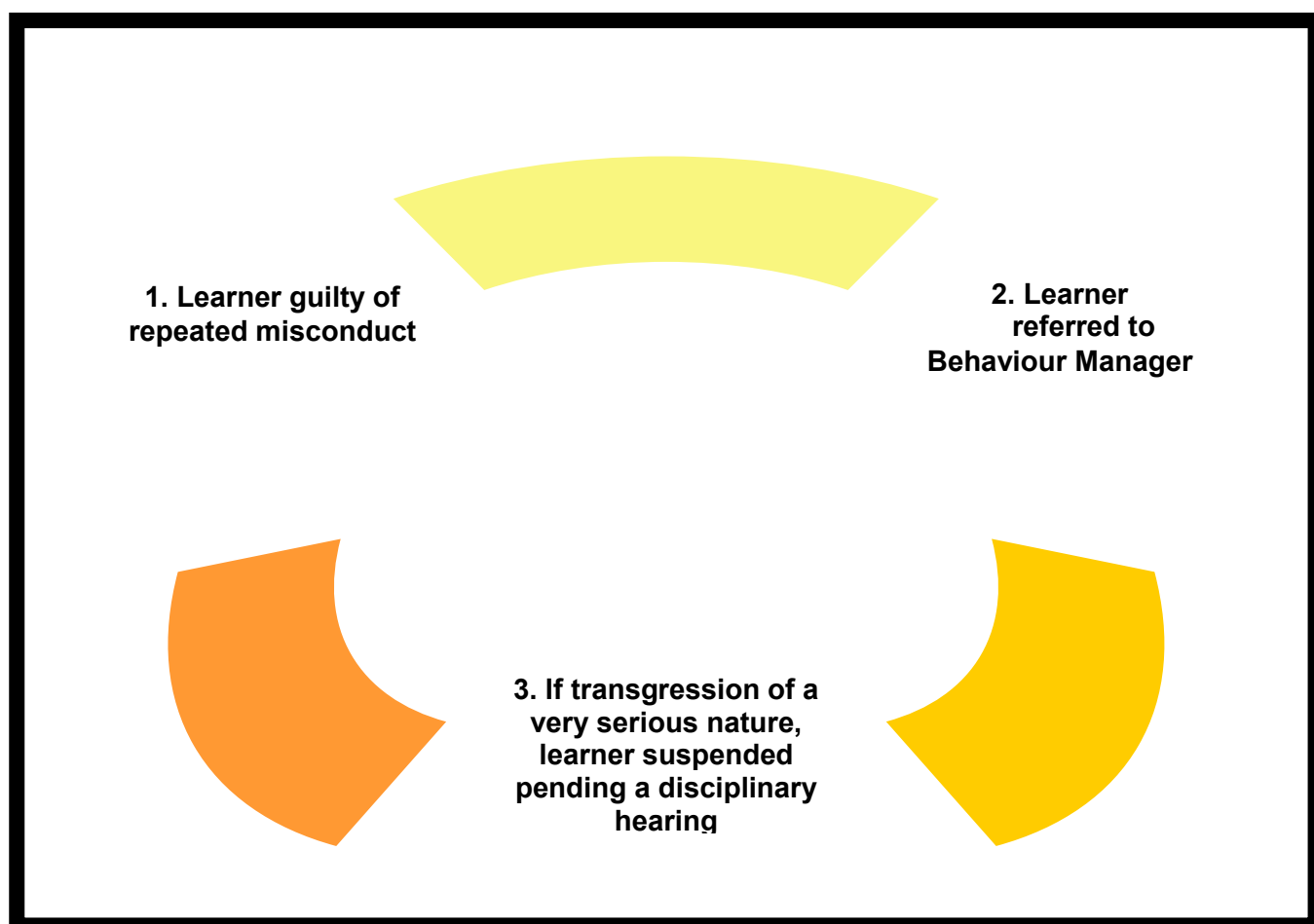
In Section 3, most of the educators indicated that learners who misbehave are sent to detention (62%) and that their parents are informed about their misconduct (68%). Learners who are guilty of serious misdemeanours are suspended (60%) and in some cases support is given to learners. The majority of educators (60%) believe that effective measures are in place to combat disciplinary problems, whereas 54% of the educators indicated that their schools do not implement programmes to deal with misbehaviour.

5.2.1.4 FINDINGS OF SECTION 4 OF THE QUESTIONNAIRE (See Appendix 8, p. 200 for Questions 26-31)

Section 4 of the questionnaire was designed to establish whether educators have knowledge of Behaviour Modification Programmes that could improve the behaviour of learners who regularly transgress. It deals with the opinions of educators regarding intervention strategies that could be used to improve discipline at schools.

Question 26 was posed to establish whether educators have knowledge of the different kinds of Behaviour Modification Programmes that can be used to address negative behaviour among learners. In this question 56% of the educators indicated that they have knowledge of programmes that can be used to reduce the number of disciplinary problems at their schools. At three schools (2, 5 and 6) the majority of educators indicated that they do not have knowledge of Behaviour Modification Programmes. At four schools (1, 3, 7 and 8) the majority of educators indicated that they are familiar with programmes to assist learners who regularly misbehave. At School 4 educators indicated that 50% of them are familiar with programmes to assist learners who regularly misbehave and 50% have no knowledge of programmes that assist learners to improve their behaviour.

Figure 26: Findings to Question 26
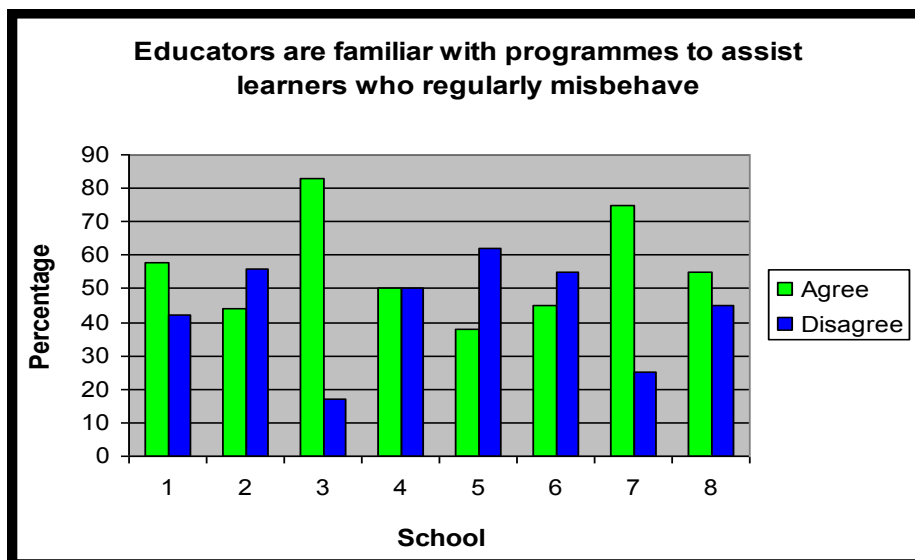
Question 27 was aimed at determining whether there are programmes available at the different schools to improve the behaviour of learners. Forty-six percent of the educators indicated that programmes are currently in use at their schools. At three schools (3, 5 and 7) the majority of educators indicated that Behaviour Modification Programmes are used. At four schools (2, 4, 6 and 8) the majority of educators indicated that programmes are not in use at their schools. At School 1, 50% of the educators agree and 50% disagree that programmes are available for use at their schools.

Figure 27: Findings to Question 27

Programmes to support learners who frequently misbehave are available at our school
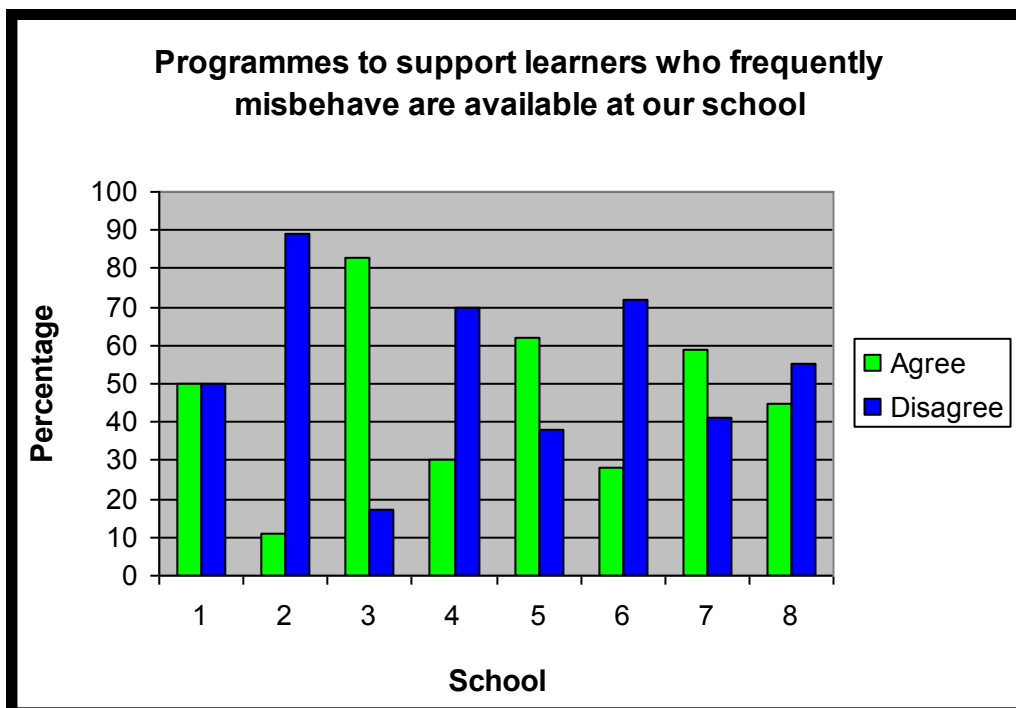
Question 28 focused on determining whether educators possess the necessary knowledge and skills to effectively implement Behaviour Modification Programmes. Sixty-six percent of the educators indicated that they are not experts in the field of behaviour modification. At six of the schools educators indicated that they do not possess the expertise to implement programmes effectively. It was only at School 3 that the majority of educators indicated that they should be able to implement Behaviour Modification Programmes effectively. At School 4 educators were indecisive since 50% agreed that they are equipped to implement programmes successfully, but the other 50% indicated that they are not in possession of the necessary skills to implement programmes effectively.

Figure 28: Findings to Question 28
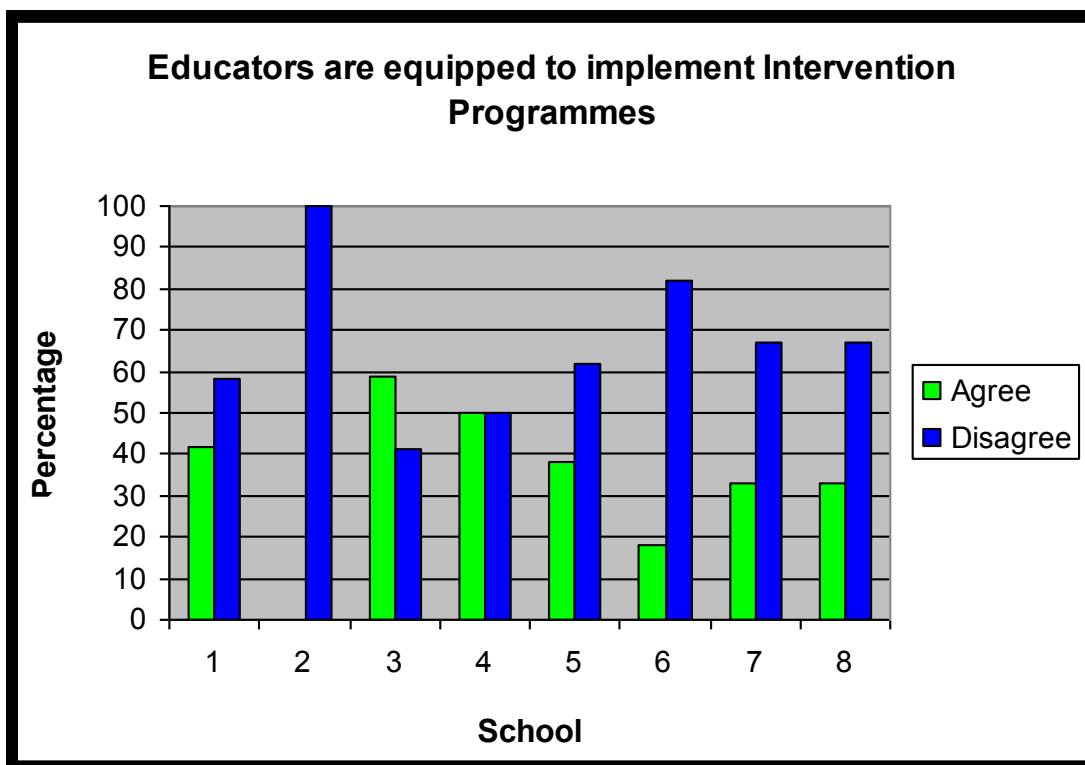
Question 29 is a probing question to determine how educators feel about having to implement Behaviour Modification Programmes. Thirty-eight percent of the educators indicated that the implementation of Behaviour Modification Programmes is not part of their duty. The staff at five schools (1, 3, 5, 6 and 8) indicated that it is their duty to implement programmes of this nature. At three schools (2, 4 and 7) the majority of educators view the implementation of Behaviour Modification Programmes as not being part of their educational duty.

Figure 29: Findings to Question 29
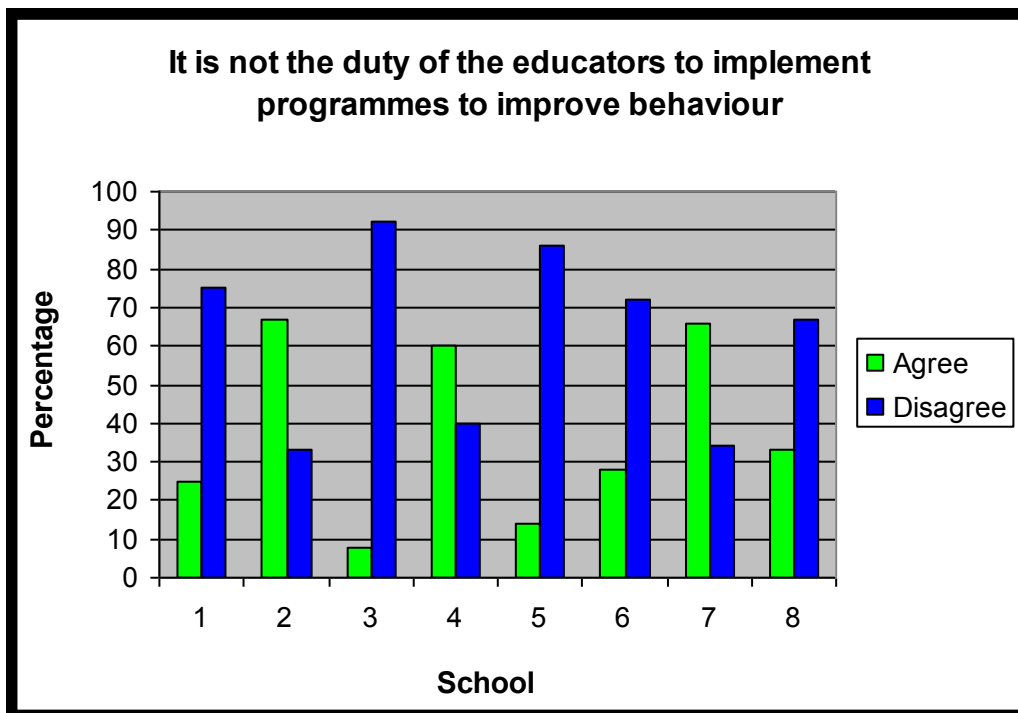
Questions 30 and 31 were included to determine whether in-school suspension and out-school suspension are used to address nonconformist behaviour.

Question 30 focused on whether in-school suspension is used to address nonconformist behaviour. Fifty-two percent of the educators indicated that in-school suspension is used to address negative behaviour. At Schools 3, 5 and 7 the majority of educators indicated that in-school suspension is used to address negative behaviour. At School 4, 50% of the educators indicated that in-school suspension is used and 50% indicated that it is not used. At Schools 1, 2 and 6 the majority of educators do not use in-school suspension to address nonconformist behaviour. At School 8, 44% of the educators expressed agreement and 56% disagreement, that in-school suspension is used at their school.

Figure 30: Findings to Question 30
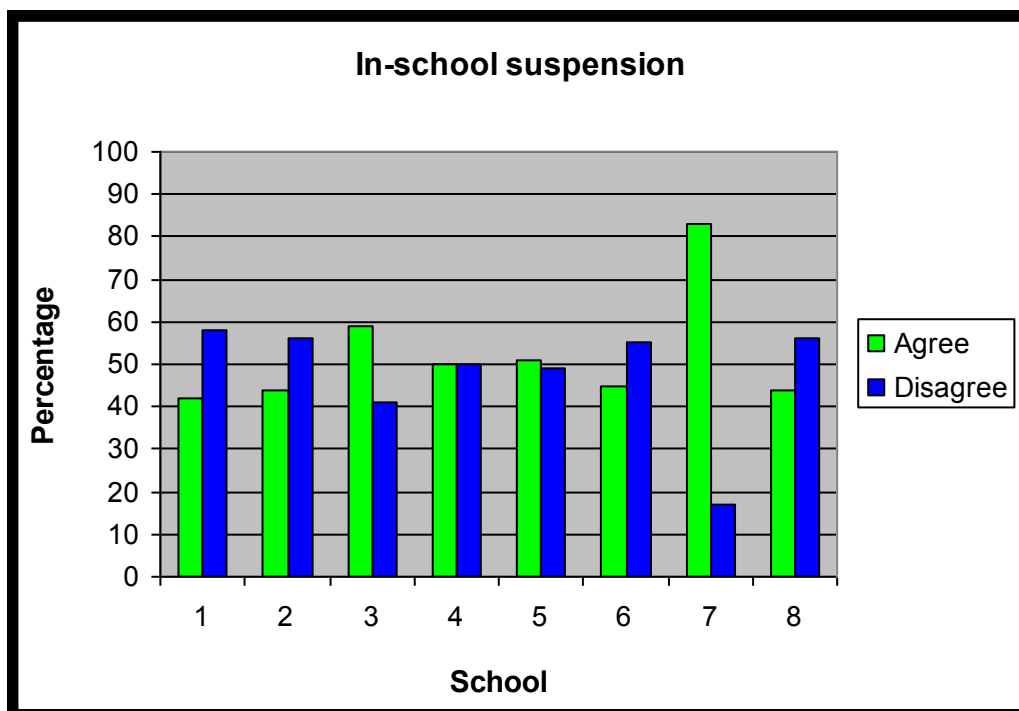
Question 31 probed to determine whether out-school suspension is used to limit disciplinary problems. Fifty-nine percent of the educators indicated that out-school suspension is used to alleviate disciplinary problems. At Schools 2, 4, 5, 6 and 7, the majority of educators indicated that out-school suspension is used; at Schools 1, 3 and 8, the majority of educators do not use out-school suspension as a means of reducing disciplinary problems.

Figure 31: Findings to Question 31
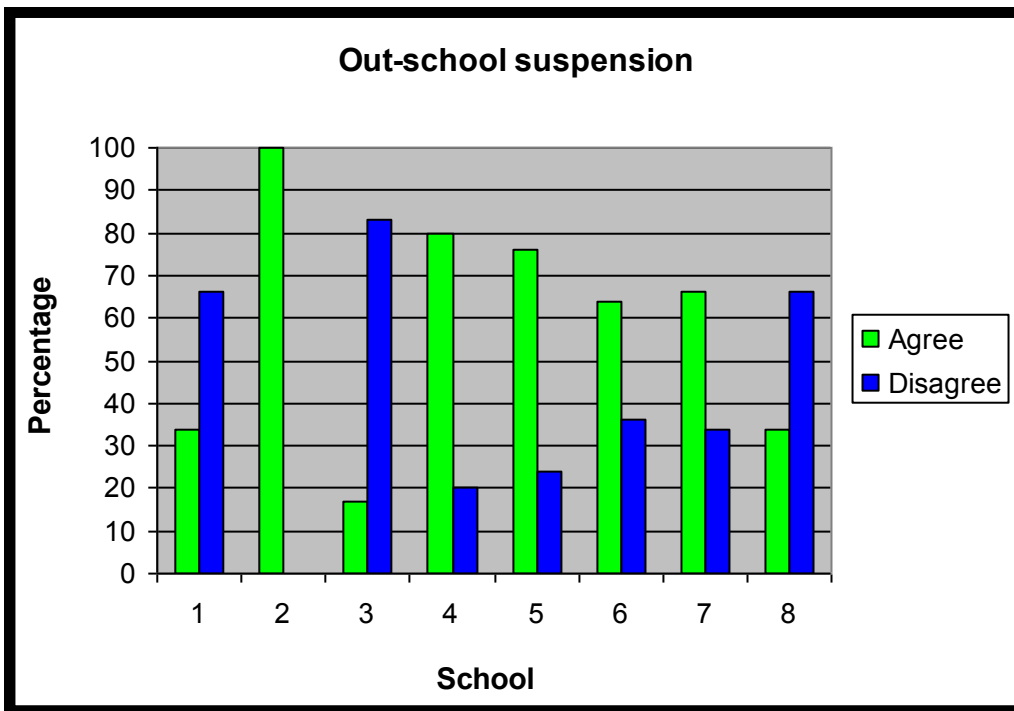
The findings in **Section 4** of the questionnaire indicate that 56% of the educators are familiar with programmes to address negative behaviour. Results indicate that a minimal number of educators (38%) feel that it is not their duty to implement Behaviour Modification Programmes. Furthermore it is clear that both in-school suspension (52%) and out-school suspension (59%) are used by the majority of educators to address nonconformist behaviour.

5.2.1.5 FINDINGS OF SECTION 5 OF THE QUESTIONNAIRE (See Appendix 9, p.201 for Questions 32-39)

Section 5 of the questionnaire has assessed the importance of trained, positive educators and the level of expertise in the area of Behaviour Modification Programmes among educators who participated in this investigation.

Question 32 aimed at determining whether educators have been trained by the FSDoE to assess learners who transgress. The majority of educators (77%) indicated that they do not receive any formal training from the FSDoE. At Schools 1, 2, 4, 5, 6, 7 and 8 the majority of educators indicated that they do not receive training. At School 3, 50% of the educators indicated that they have been trained and are in a position to assess learners who regularly transgress school rules and 50% indicated that they are not.

Figure 32: Findings to Question 32
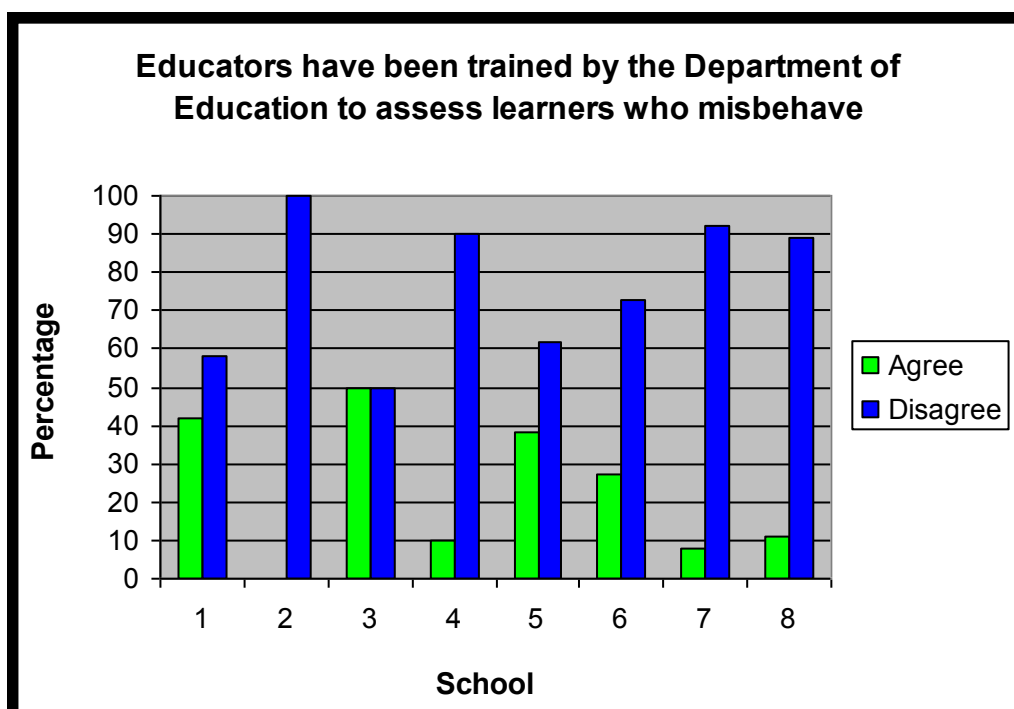
Question 33 aimed at determining how educators feel about having to assess learners and divert them to appropriate programmes. Eighty-five percent of the responses indicate that there is a need for educators to be able to assess and divert learners to appropriate programmes in order to reduce disciplinary problems at schools.

Figure 33: Findings to Question 33
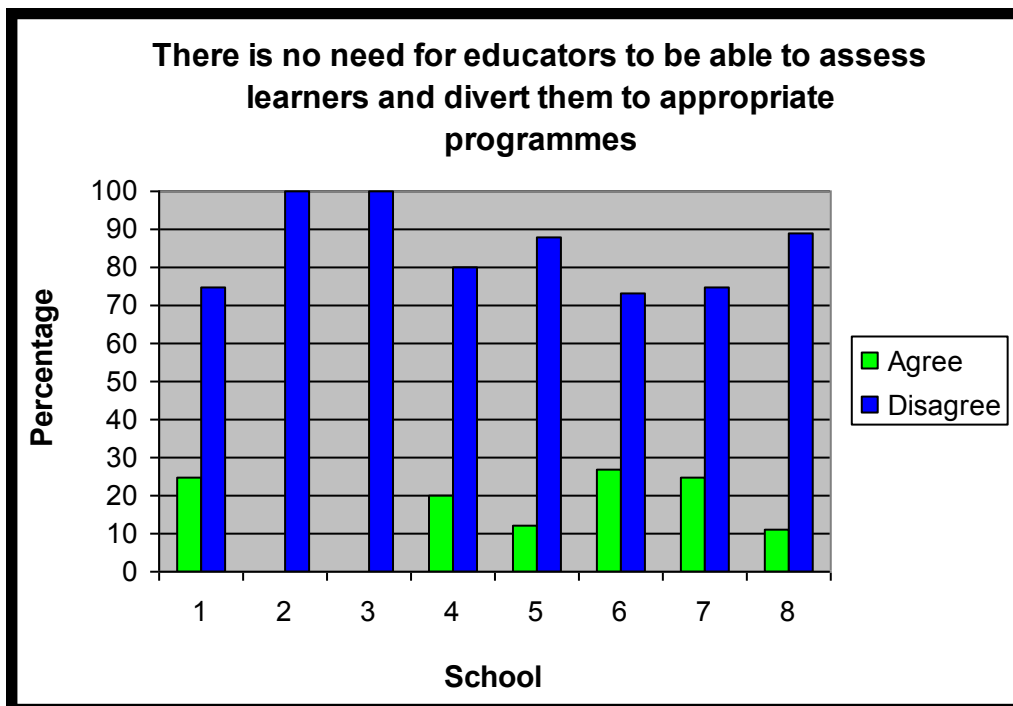
Question 34 was posed to establish whether educators have knowledge of diversion and diversion programmes. Sixty-nine percent of the educators indicated that they do not have any knowledge of diversion and diversion programmes. At School 2 none of the educators have knowledge of diversion and diversion programmes. Educators at School 1 and 3 indicated that 50% do have some knowledge of diversion and diversion programmes and 50% do not.

Figure 34: Findings to Question 34

Educators have knowledge about diversion programmes
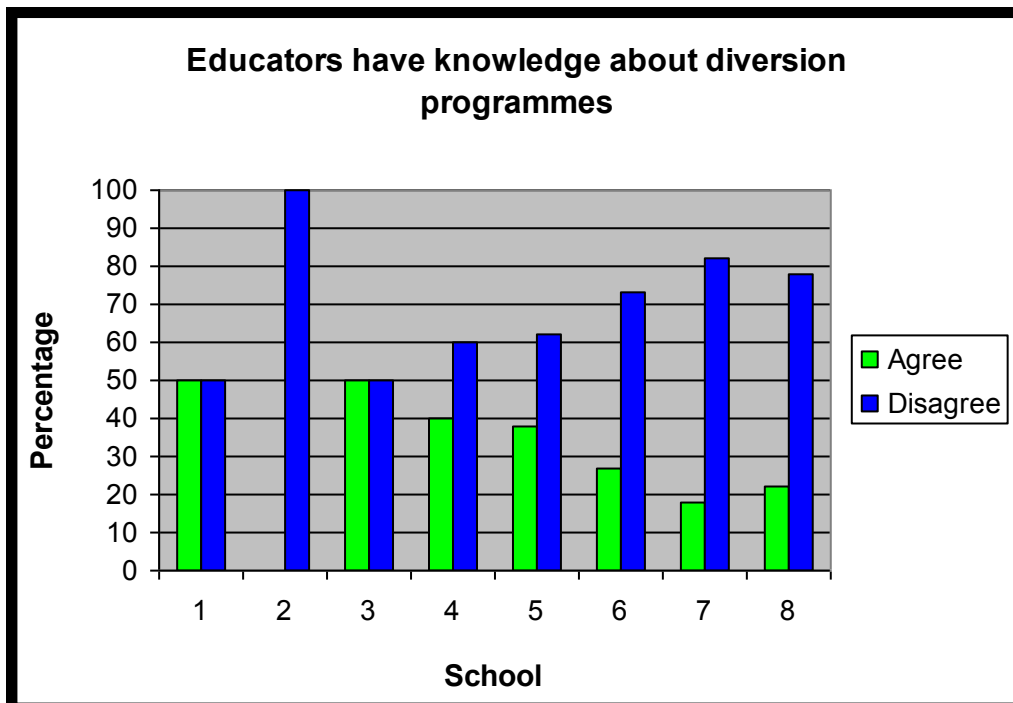
Question 35 was posed to determine whether communication between the school and the CJS does take place, especially in cases where learners are included in programmes either after school or over weekends. Forty-seven percent of the educators agree that either the Principal or class teacher is informed about a learner who has been diverted by the CJS. From the findings it is clear that in three schools (1, 2, and 3) the majority of educators are informed and that in four schools (4, 6, 7 and 8) the majority of educators indicated that neither the class teacher nor the Principal is informed. At School 5, 50% of the educators indicated that they are informed and 50% that they are not.

Figure 35: Findings to Question 35
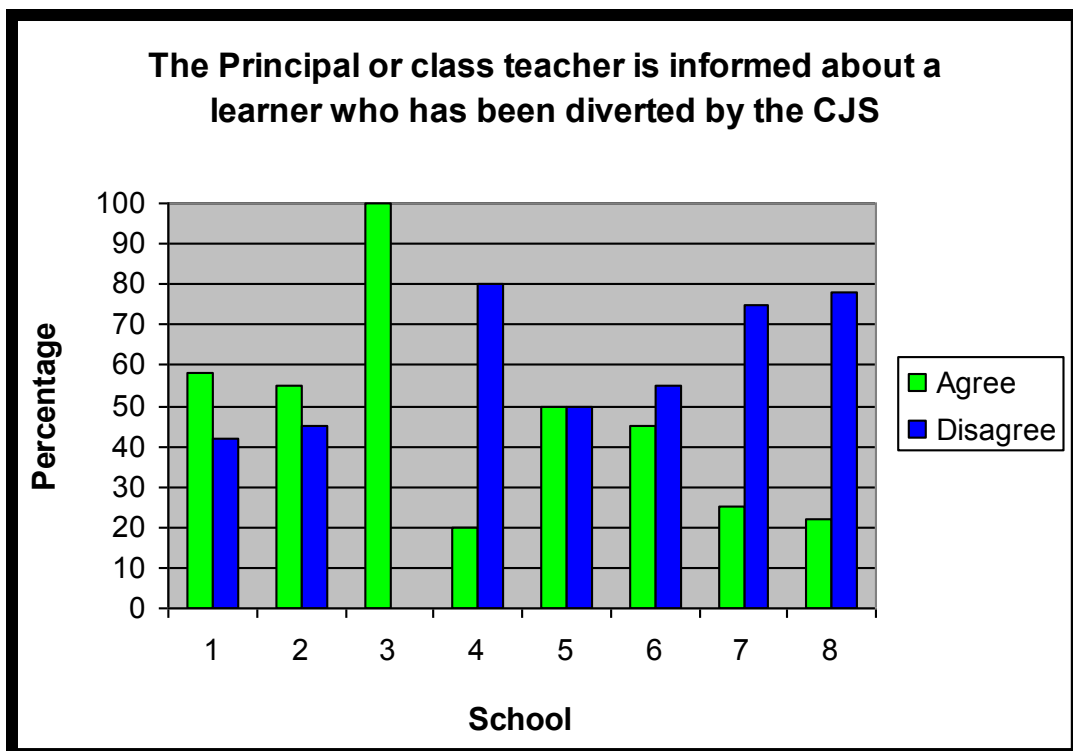
Question 36 aimed at determining how educators feel about diversion programmes that could address negative behaviour and assist in reducing the number of disciplinary problems at schools. Even though the majority of educators indicated that they do not have much knowledge of diversion programmes, the majority (83%) are in agreement that diversion programmes should be able to reduce the number of disciplinary problems at schools. At School 5, 50% of the educators agree and 50% disagree with the statement that diversion programmes are able to reduce the number of disciplinary problems.

Figure 36: Findings to Question 36
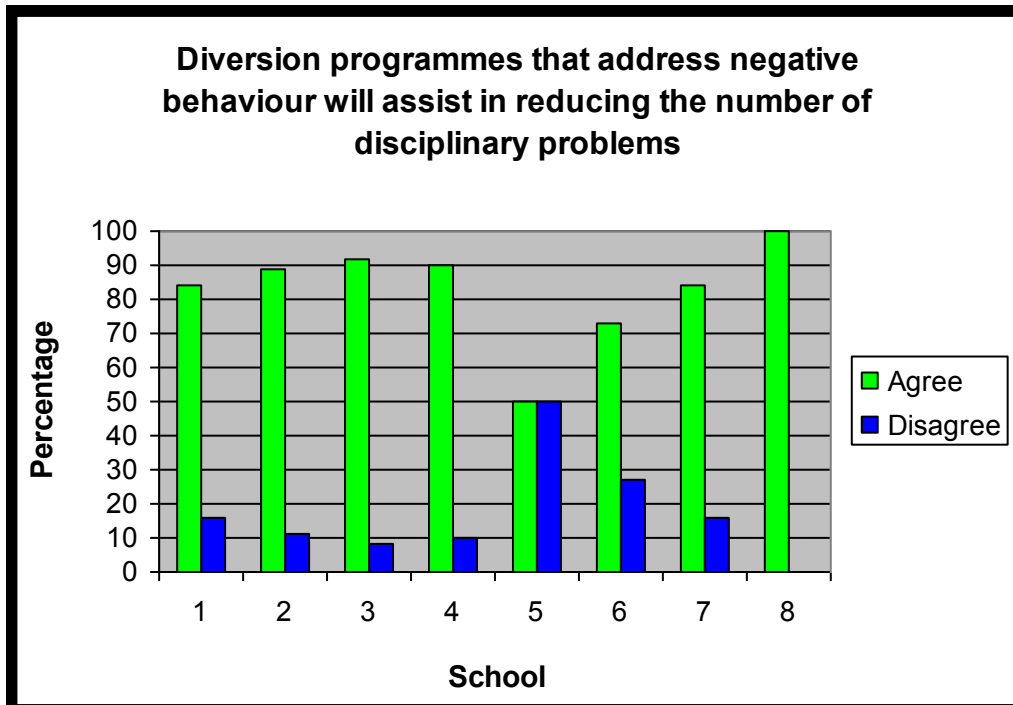
Question 37 was posed to establish whether educators view diversion as a solution to disciplinary procedures. Ninety-one percent of the educators agree that diversion can be a solution to the increasing number of disciplinary problems that they are experiencing in their schools. At Schools 1, 2, 3 and 8 all the educators indicated that diversion can be a solution to disciplinary problems.

Figure 37: Findings to Question 37
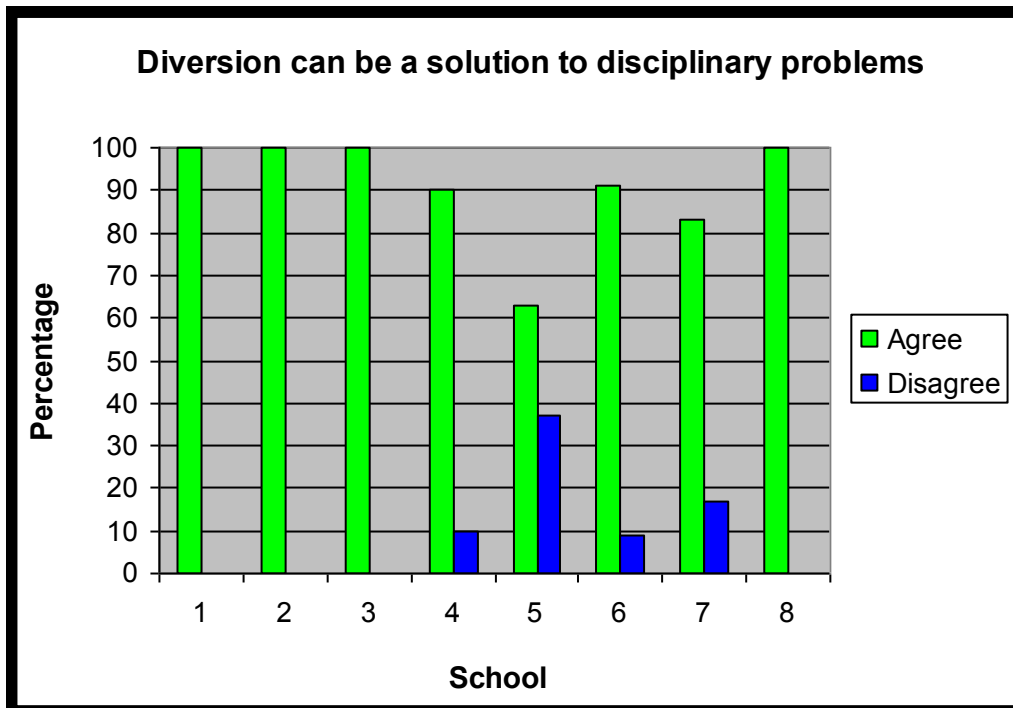
Question 38 was posed to verify whether educators know about organisations that are able to assist in the implementation of diversion programmes. Forty-one percent of the educators indicated that they know about organisations that are able to assist with the implementation of diversion programmes. At five schools (2, 5, 6, 7 and 8) the majority of educators indicated that they do not know about any organisations that are able to assist in implementing diversion programmes. At three schools (1, 3 and 4) the majority of educators indicated that they know about organisations such as NICRO that are able to assist in implementing programmes to address negative behaviour.

Figure 38: Findings to Question 38
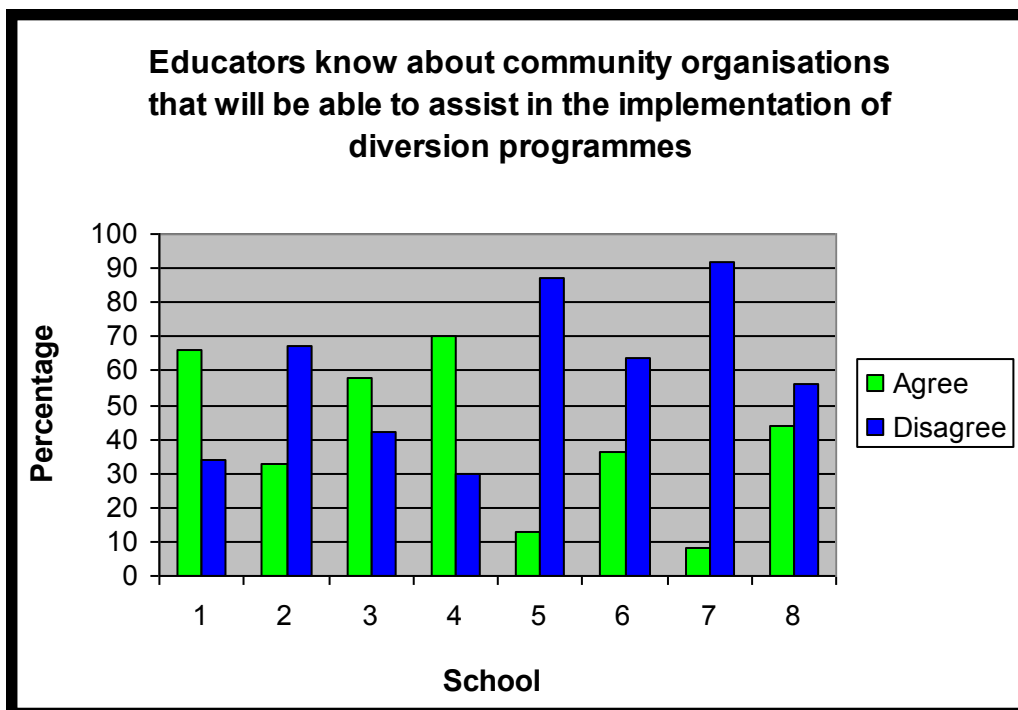
Question 39 was included to determine whether educators are interested in receiving training, to equip them with competencies to implement Behaviour Modification Programmes. Eighty-four percent of the educators indicated that they are interested in receiving training to enable them to implement programmes to address nonconformist behaviour.

Figure 39: Findings to Question 39
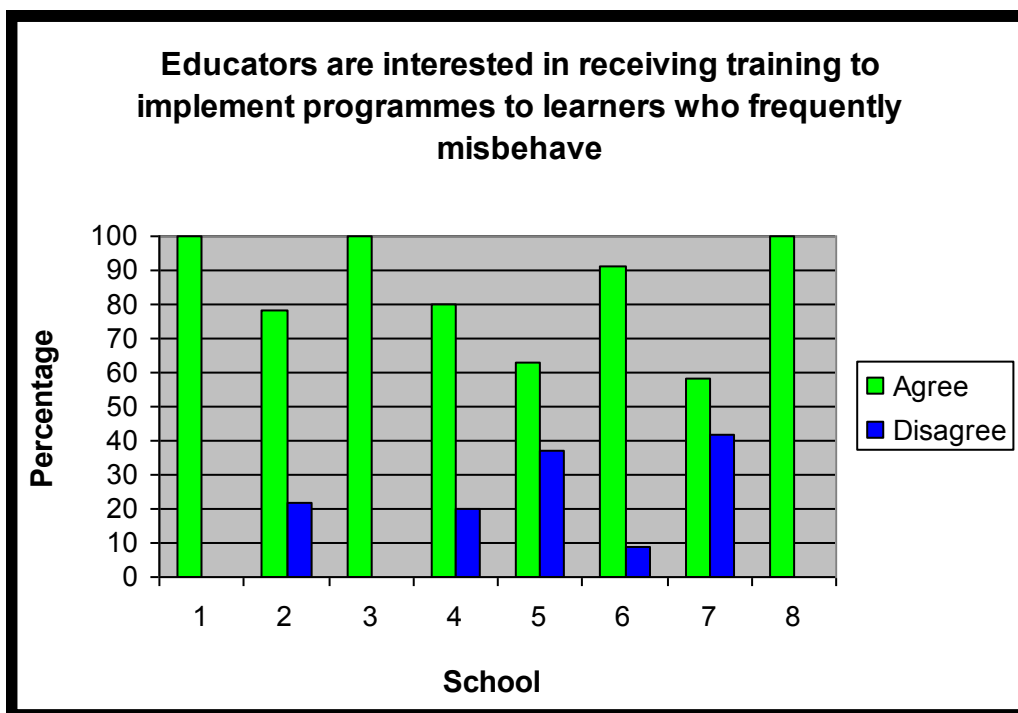
From **Section 5** of the questionnaire it is clear that the majority of educators (77%) receive no formal training from the FSDoE regarding the implementation of diversion programmes. Educators (85%) overall are of the opinion that it is necessary for them to be able to assess learners and divert them to appropriate programmes. There is only limited communication between the CJS and schools about learners who have been included in diversion programmes. The majority of educators (91%) feel that diversion as an approach to dealing with nonconformist behaviour could reduce the number of disciplinary problems that they are experiencing. Very few educators (41%) know about organisations able to

assist in the implementation of diversion programmes. Thirty-one percent of the educators do have some knowledge of diversion programmes. In addition, the majority of educators (84%) are interested in receiving training to enable them to implement programmes and introduce diversion programmes to learners who frequently misbehave.

5.2.1.6 FINDINGS OF SECTION 6 OF THE QUESTIONNAIRE (See Appendix 10, p.202 for Questions 40-47)

Section 6 of the questionnaire concentrates on discipline and learner achievement, focusing in particular on the educators' perception thereof.

Question 40 was posed to ascertain whether educators experience disciplinary problems at their schools. Seventy-eight percent of the educators indicated that discipline is a problem at their schools. At Schools 1, 2, 3, 4, 5, 6 and 7 the majority of educators indicated that discipline is a problem at their schools with the exception of School 8 where the majority of educators indicated that discipline is not a problem at their school.

Figure 40: Findings to Question 40
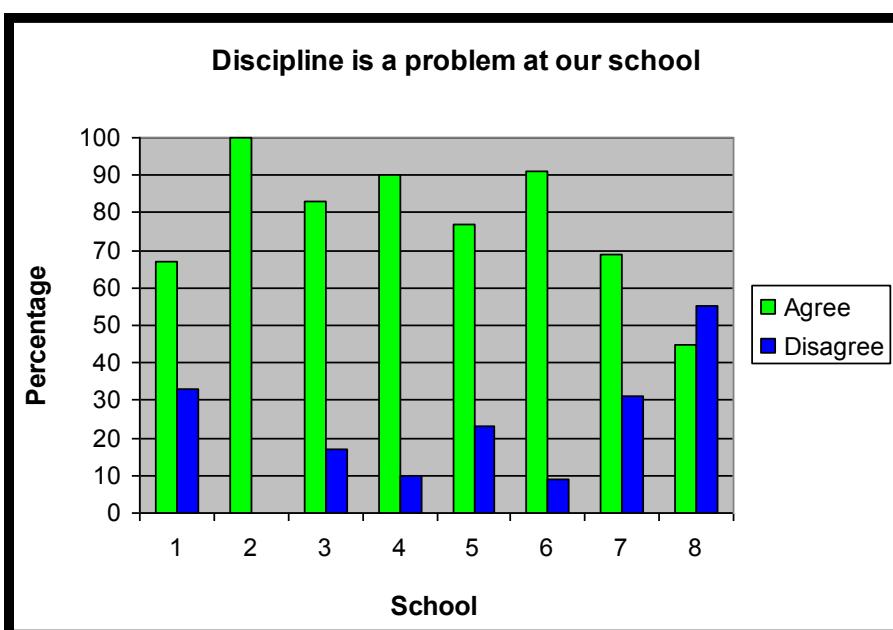
Question 41 was aimed at determining whether there is a correlation between learners who do not fare well in examinations and their lack of discipline. Seventy-two percent of the educators agreed that learners who do not obtain good results are not disciplined. At Schools 1, 2, 3, 4, 5, 6 and 7 the majority of educators agreed that learners do not fare well academically because they are not disciplined. At School 8 the majority of educators disagreed that learners do not fare well because they are not disciplined.

Figure 41: Findings to Question 41
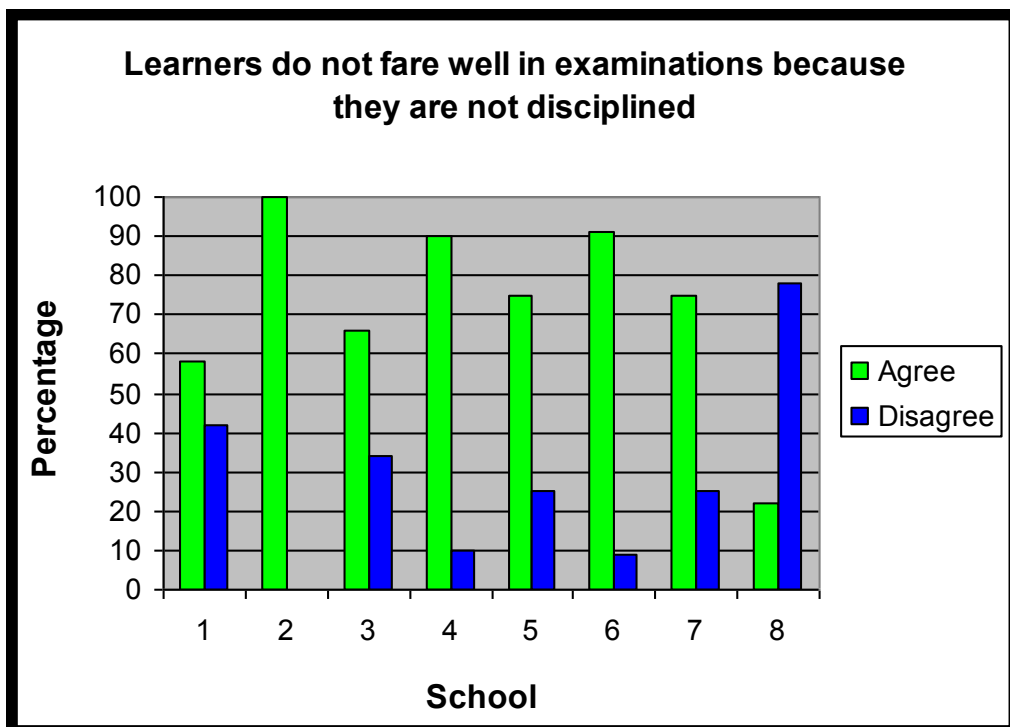
Question 42 focused on whether learner achievement might be low at schools because educators spend too much time disciplining learners. At six of the schools (1, 2, 4, 5, 6 and 7) the majority of educators (66%) feel that learner achievement is low because they spend too much of their time disciplining learners. At the remaining two schools (Schools 3 and 8) the majority of educators disagree that learner achievement is low because educators spend too much of their time disciplining learners.

Figure 42: Findings to Question 42
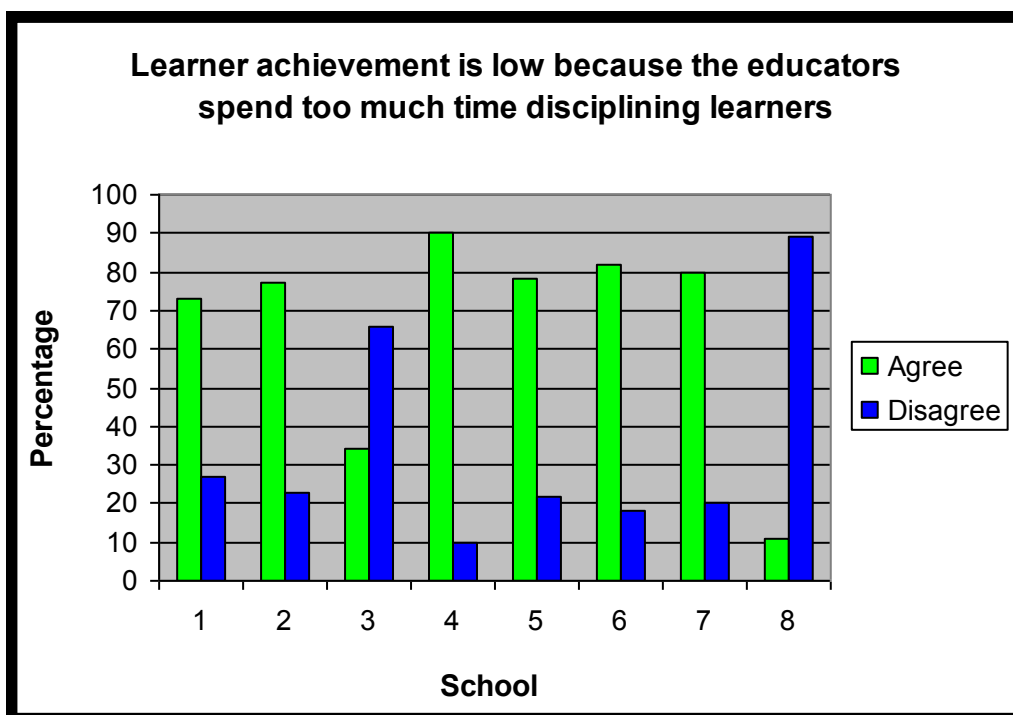
Question 43 was aimed at determining whether learners are not disciplined because the school does not have a Behaviour Management Policy in place. Forty-three percent of the educators indicated that learners are not disciplined because the school does not have a Behaviour Management Policy. At four schools (2, 4, 5 and 6) the majority of educators agree that the discipline problem at their schools is because there is not a policy for managing disciplinary problems. At the remaining four schools (1, 3, 7 and 8) the majority of educators disagree that discipline is a problem because the school does not have a Behaviour Management Policy.

Figure 43: Findings to Question 43

Learners are not disciplined because the school does not have a Behaviour Management Policy in place
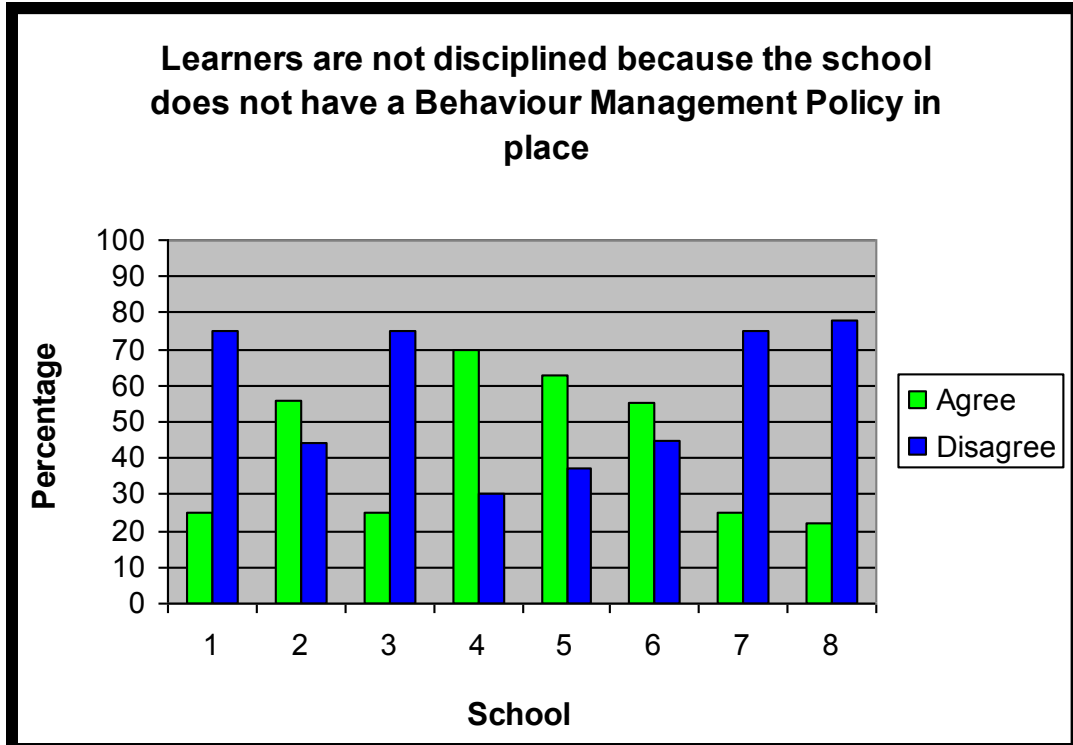
Question 44 probed whether Behaviour Management Policies exist. Forty-one percent of educators indicated that Behaviour Management Policies exist, but not all educators know about the existence of these policies. Responses indicate that educators are not informed about the existence of such policies. At six schools the majority of educators (1, 3, 4, 5, 6 and 7) disagree with the statement. They all indicated that their respective schools do not have Behaviour Management Policies and that the staff is unaware of such policies. At two schools (Schools 2 and 8) the majority of educators agree that their school has a Behaviour Management Policy, but not all educators know about the existence of such a policy.

Figure 44: Findings to Question 44

Our school does have a Behaviour Management Policy, but not everyone knows about it
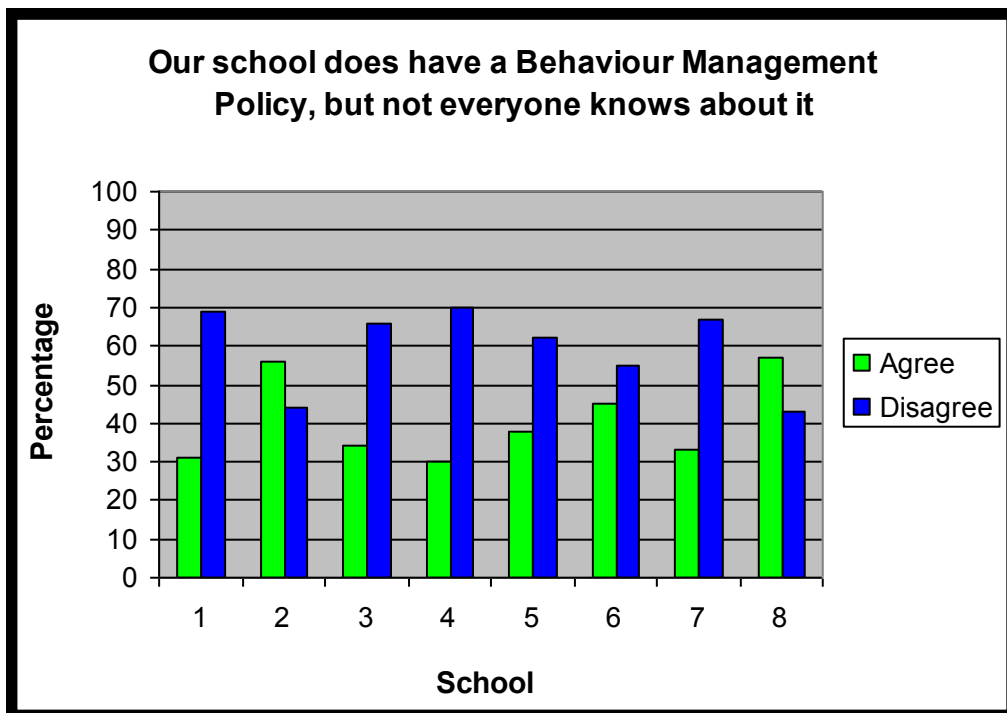
Question 45 was posed to determine whether educators are familiar with the content of Behaviour Management Policies at schools where such policies are in place. Forty-eight percent of the educators indicated that Behaviour Management Policies exist, but that many educators do not know the content of these policies. At four schools (2, 5, 6 and 8) the majority of educators agree that a policy for handling disciplinary problems does exist, but many of the educators at the schools do not know the content of these policies. At the remaining four schools (1, 3, 4 and 7) the majority of educators disagree that their schools have Behaviour Management Policies in place and that educators are familiar with the content of the policy.

Figure 45: Findings to Question 45

Our school does have a Behaviour Management Policy, but many educators are not familiar with the content of this document
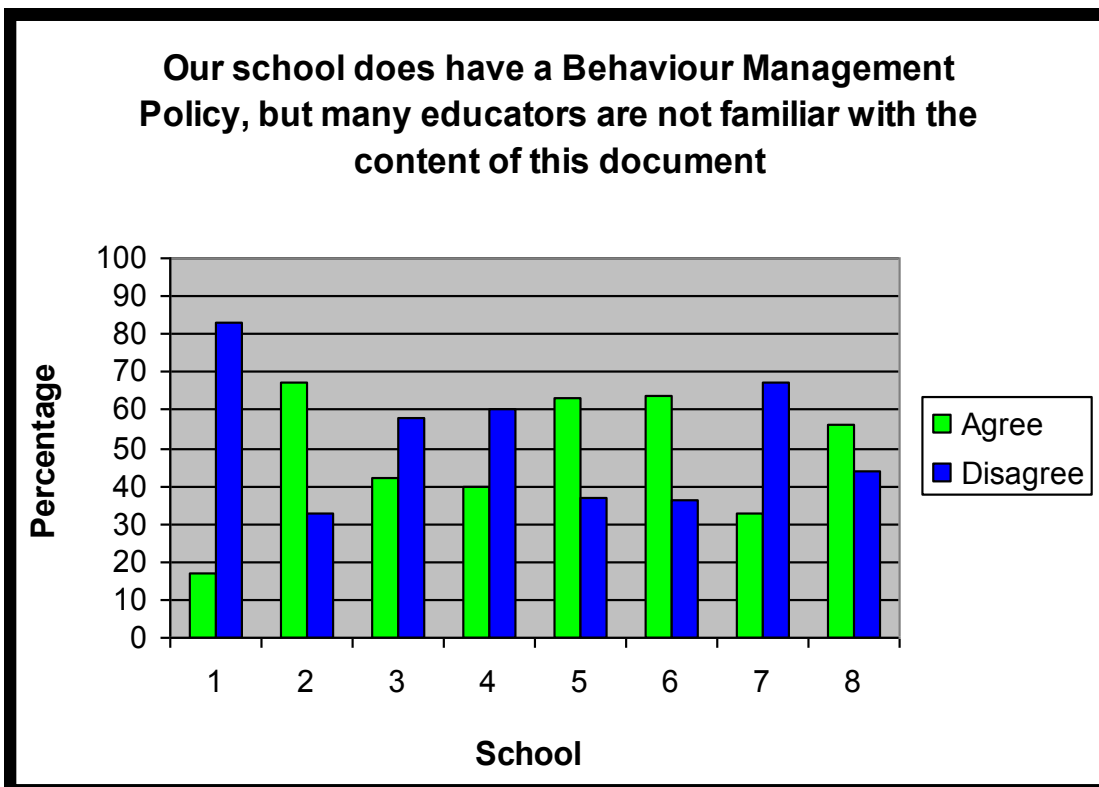
Question 46 focused on establishing whether educators are interested in playing a greater role in disciplining learners. The majority of educators (81%) are of the opinion that they should play a more substantial role in disciplining learners at their respective schools.

Figure 46: Findings to Question 46

Educators should play a greater role in disciplining learners at school
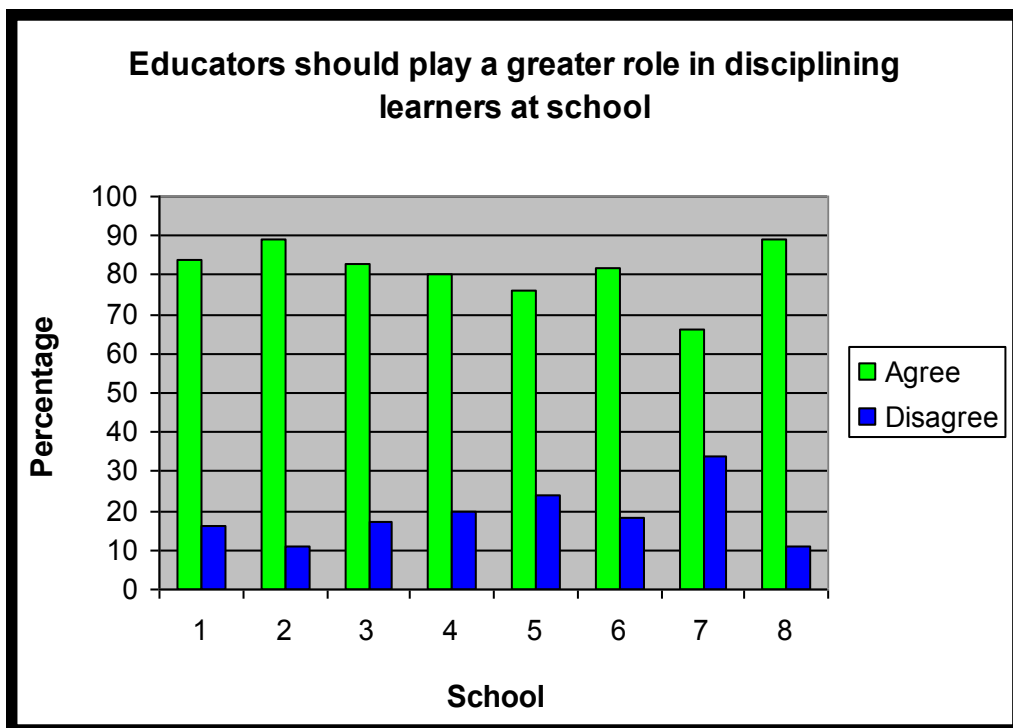
Question 47 was posed to ascertain whether discipline is the only problem that hinders the performance of learners. Ninety percent of educators indicated that discipline is one of the many problems that contribute to learners' poor academic performance.

Figure 47: Findings to Question 47

Discipline is only one of a number of problems resulting in poor performance
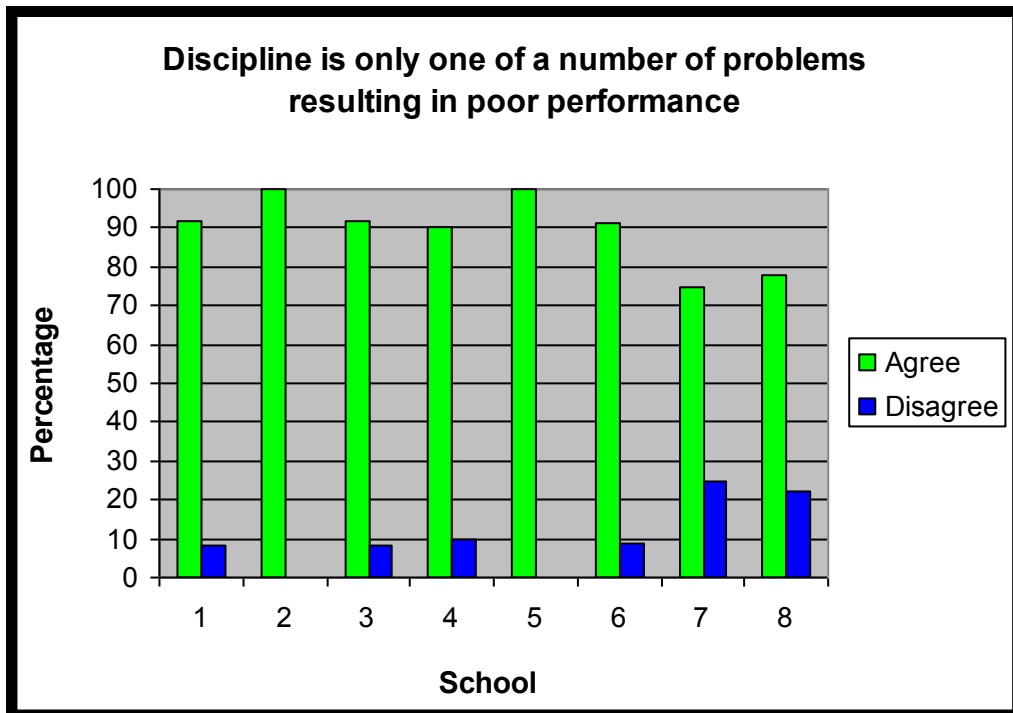
Section 6 of the questionnaire focused on learner discipline and achievement. The majority of educators (78%) indicated that discipline is a problem at their schools. Many learners do not fare well in assessments because they are not disciplined (72%) and learner achievement is low because educators spend too much time disciplining learners (66%). Educators disagreed (57%) that learners are not disciplined because the school does not have a Behaviour Management Policy. The majority of educators (59%) indicated that their school does have a Behaviour Management Policy and that educators know the content of this policy. Educators (81%) feel strongly that they should play a more

substantial role in disciplining learners and that discipline is but one of a number of problems contributing to poor learner achievement.

5.3 CONCLUSION

This concludes the findings of the quantitative investigation. The results from this part of the investigation indicate that communication is effective at school level, but that communication between the DoE and the school should be improved regarding disciplinary problems. This includes both upward and downward communication between the school and the DoE.

Educators in general do not have a sound knowledge of Behaviour Modification Programmes, but are interested in receiving training to implement Behaviour Modification Programmes. Educators feel that disciplinary problems could be reduced if they receive relevant training in the implementation of Behaviour Modification Programmes. The majority of educators indicated that discipline is a problem at their schools and this results in poor academic achievement.

The findings of the qualitative investigation will be discussed in the next chapter.

CHAPTER SIX

THE QUALITATIVE RESEARCH APPROACH

6.1 INTRODUCTION

This chapter deals with the qualitative analysis of the data obtained from the interviews

that were conducted with educators at the schools included in this investigation.

6.2 THE RESEARCH DESIGN

The qualitative investigation focuses on the questions that were posed during the

individual interviews with educators at the various schools. Data analysis is described by

Hatch as a process in which one searches for meaning (2002:148). In this investigation the

process entailed reading the transcripts of the interviews. The texts were further divided

into sections that could be grouped together. The information was then paraphrased to

illustrate the findings. This was done to support the findings from the quantitative

investigation and to highlight any differences that were forthcoming. The educator or

Deputy Principal responsible for Behaviour Management at each school in the

investigation was interviewed.

6.3 FINDINGS OF THE QUALITATIVE INVESTIGATION (See Appendix 4, pp. 193-195)

The findings of the qualitative investigation will be discussed in this section. Each question

that was posed to the interviewees will be discussed and analysed.

6.3.1 THE RESPONSES TO THE INTERVIEW QUESTIONS

QUESTION 1

How effective is communication at your school to ensure that disciplinary problems are minimised?

At most of the schools the interviewees indicated that communication at their schools is effective. Information is usually given to staff members during meetings and briefing sessions during the morning before the school day commences. Two of the educators feel that communication is satisfactory, but could be improved.

QUESTION 2

What is the medium of instruction at your school?

The medium of instruction at the various schools includes all of the following languages: English, Afrikaans, Sesotho and Setswana. At one of the primary schools, Setswana is the language taught in the Foundation Phase and thereafter, from Grades 4 to 7, English is the medium of instruction. The Behaviour Manager at this school indicated that the transition from mother tongue instruction to English as medium of instruction is problematic. Firstly, English is not the mother tongue of many of the educators. Secondly, it impacts negatively on the quality of instruction and communication is often hindered because learners have to adapt to the new medium of instruction. The medium of instruction at most schools is not the same as the mother tongue of teachers and learners. For example, the mother tongue of the educator is Afrikaans, but the mother tongue of the learner is Sesotho and the medium of instruction is English.

QUESTION 3

What is the predominant language spoken by the learners at your school?

The predominant languages spoken by most of the learners at the schools are Sesotho, Setswana, Afrikaans and English.

Table 6.3.1.1 illustrates the **languages spoken by learners** at the different schools:

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Sesotho	Afrikaans	Sesotho	Afrikaans	Afrikaans	Afrikaans	Afrikaans	Afrikaans
Setswana	Sesotho	Setswana	Sesotho	Sesotho	Sesotho	Sesotho	Sesotho
isiXhosa	English	Afrikaans	Setswana	Setswana	Setswana	Setswana	Setswana
English		English	English	English	English	English	English
					isiXhosa	isiXhosa	isiXhosa

QUESTION 4

What is the predominant language spoken by the teachers/educators at your school?

The languages most frequently used by educators are Sesotho, Setswana, Afrikaans and English. It is worth noting that English is not the mother tongue of the majority of educators and learners.

Table 6.3.1.2 illustrates the **languages spoken by educators** at the different schools:

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Sesotho	Afrikaans	Sesotho	Afrikaans	Afrikaans	Afrikaans	Afrikaans	Afrikaans
Setswana	Sesotho	Setswana	Sesotho	Sesotho	Sesotho	Sesotho	Sesotho
isiXhosa	English	Afrikaans	Setswana	Setswana	Setswana	Setswana	Setswana
English		English	English	English	English	English	English
					isiXhosa	isiXhosa	isiXhosa

QUESTION 5

Does the use of a specific language, for example, English, hinder the communication between learners and teachers at your school?

The educators have mixed feelings regarding this question. Some educators feel that the use of English hinders communication between educators and learners. They said that because English is not the mother tongue of the majority of learners and teachers, it affects interaction between learners and teachers in a negative way.

QUESTION 6

Do you think the language used could have an effect on the number of disciplinary problems experienced at your school?

The majority of educators responded by saying, "Yes". They agree that the language used during communication could increase or decrease the number of disciplinary problems.

Some educators said that when they speak to learners in their mother tongue, the learners are more responsive and easily understand what is expected of them. This is only the case where the educator is able to speak the mother tongue of the learner.

QUESTION 7

How important do you rate communication as contributing to either decreasing or increasing disciplinary problems at your school?

Most of the educators said that communication is very important and could reduce disciplinary problems, especially if a clear message is conveyed to learners concerning discipline at the school. If careful explanations are given to learners regarding what is required of them, they are more than likely to carry out instructions effectively. Educators feel that this reduces the number of disciplinary problems because interaction between educators and learners is effective.

QUESTION 8

Do educators at your school know the procedure for handling disciplinary problems? How did they get to know about the procedure?

This question evoked various responses. At some schools the Deputy Principals indicated that they are sure that all educators know the procedure for handling disciplinary problems. Educators receive training, but are also made aware of disciplinary procedures during meetings. Educators believe that not many staff members at their schools know the exact procedure for handling disciplinary problems. In one instance the Deputy Principal provided written proof that educators undergo relevant training regarding disciplinary procedures, but in spite of this, educators are still not sure of what procedure to follow. This is an area of concern to many Deputy Principals because discipline is regarded as a problem at the majority of schools included in this investigation.

QUESTION 9a

Does your school have an effective Behaviour Management Policy in place to deal with disciplinary problems?

At four of the schools educators indicated that they have an effective Behaviour Management Policy to deal with disciplinary problems. The other schools indicated that there are no Behaviour Management Policies in place, but that they are working towards formulating a policy because it will assist in reducing the number of disciplinary problems that they are experiencing.

QUESTION 9b

If so, who was responsible for compiling such a policy?

The schools at which Behaviour Management Policies are in place said that the Senior Management Team, together with the School Governing Body, are responsible for compiling such a policy to manage all forms of misconduct at their respective schools.

QUESTION 9c

Is the policy included in the Code of Conduct of your school?

Educators affirmed that the Behaviour Management Policy is included in the Code of Conduct where such a policy exists at their schools. In cases where the Behaviour Management Policy does not exist, it is not included in the Code of Conduct of the school. The remaining schools indicated that a task team would be established to formulate a policy and thereafter to implement it, to determine whether the number of disciplinary problems at their schools could be reduced.

QUESTION 10a

Is learner discipline a problem at your school?

At six of the eight schools the interviewees said that learner discipline is a problem. These educators are concerned and disillusioned, and many feel that they spend more time disciplining learners than focusing on the attainment of educational goals.

QUESTION 10b

If so, what kinds of learner discipline problems do you experience at your school?

There are a number of disciplinary problems that educators are experiencing at their respective schools. The problems range from minor disciplinary problems to more serious problems. At the secondary schools educators are faced with many problems that are very serious, which need to be addressed urgently, tactfully and decisively. The minor problems include truancy, disrespect of educators and fellow learners, learners being disruptive during classes and point-blank refusal to co-operate during group work sessions. The more serious problems include gang activities, fighting, assault, stabbing, threatening educators with physical violence and alcohol abuse during school hours. Alcohol abuse and fighting amongst learners also occur at primary schools.

QUESTION 11

How are disciplinary problems dealt with at your school?

At the schools where there are Behaviour Management Policies in place, learners are referred to the Grade Manager who deals with the problems. If the problem is of a very serious nature, the incident is referred to the School Management Team and the Disciplinary Committee. Together they decide on the kind of action that should be taken

against a learner. At the schools where there are no Behaviour Management Policies, the educator in some instances chooses to ignore the problem because he/she believes that nothing will be done about the problem. In other instances, the educator simply refers the incidents involving discipline to the office for further handling by either the Principal or Deputy Principal. When asked whether any follow up is done, the educators all said that they seldom follow up on the course of action that was taken against learners because they are not interested. There are a number of educators who said that they prefer to handle their own disciplinary problems in class because it is the most effective way of dealing with disciplinary matters.

QUESTION 12

Are the methods/ways of dealing with disciplinary problems effective at your school? Provide a reason for your response.

At the schools where there are Behaviour Management Policies in place, the educators feel that the methods used to reduce the number of disciplinary problems are effective. At these schools the educators admit to experiencing only a few disciplinary problems and that more serious problems are dealt with in a professional manner. Educators at most of the schools indicated that communication is effective, which reduces the number of disciplinary problems they have to cope with substantially. Their counterparts, by comparison, where Behaviour Management Policies are non-existent, also do not have effective communication channels. A number of educators said that in order to be effective and to keep the number of disciplinary problems to a minimum, there should be consistency regarding the implementation of any forms of disciplinary action.

QUESTION 13

Do educators at your school have knowledge of the different kinds of Behaviour Modification Programmes that could assist in improving learner behaviour?

The majority of educators who were interviewed indicated that they have no knowledge of Behaviour Modification Programmes. At only two of the schools was there an indication that educators are working with Behaviour Modification Programmes and that they know about the existence of these programmes: one is a school that caters for learners with special educational needs and the other school is an Adult Learning Centre.

QUESTION 14a

Would educators be able to assess and refer learners to corrective programmes at your school?

The educators at two schools indicated that they would be able to assess learners and refer them to corrective programmes to address nonconformist behaviour. The rest of the educators who were interviewed indicated that they would not be able to assess learners nor refer problem learners to the correct programmes. Approximately 50% of the educators feel that it is neither in their line of expertise nor part of their job description to be involved in these kinds of assessments. They prefer the provincial DoE to play a more significant role in implementing programmes for learners who repeatedly transgress at school.

QUESTION 14b

Are there any Behaviour Modification Programmes already in use to deal with disruptive behaviour at your school?

Only two schools indicated that Behaviour Modification Programmes exist to deal with disruptive behaviour. The rest of the educators admitted that there are no constructive

programmes worth mentioning that are aimed at addressing nonconformist behaviour specifically.

QUESTION 15

Which programmes are currently in use?

At one school they have a *Soul Buddies* programme, which focuses on learners who are disruptive during classes and a programme that addresses substance abuse. At another school the following programmes are offered to assist learners to address negative behaviour: Primary Care Programmes, Academic Programmes, Cultural Programmes, Life Skills Programmes and Therapeutic Programmes, all aimed at addressing nonconformist behaviour.   The other schools indicated that no programmes are available except detention, where learners are supervised while they are doing their homework or occupying themselves without being disruptive in the classroom.

QUESTION 16

Did the Provincial Department in any way assist in helping schools to devise a plan of action to deal with disciplinary problems at your school?

All the schools indicated that the DoE does not assist in dealing with the ever-increasing disciplinary problems at schools in any way. The educators believe that the DoE should play a more supportive role in helping educators who have to deal with disciplinary problems on a daily basis.

QUESTION 17

Who is ultimately responsible for handling disciplinary problems at your school?

All the educators said that the Principal of the school and the School Governing Body are ultimately responsible for dealing with disciplinary problems.

QUESTION 18

Is there a correlation between disciplinary problems and learner achievement? Provide a reason for your response.

The majority of educators indicated that from their experience in the field of education, there is a strong correlation between disciplinary problems and learner achievement. Learners who are not disciplined usually do not fare well academically and learners who are disciplined normally fare well academically.

6.4 CONCLUSION

This concludes the findings of the qualitative investigation. The results indicate that communication at school level is generally effective. The predominant languages spoken and most frequently used by educators include English, Afrikaans, Sesotho and Setswana. Educators agree that the language used during communication predisposes learners to an increase or a decrease in disciplinary problems. It is clear that learner discipline is a problem at most of the schools included in this investigation. In addition, educators do not seem to have the necessary skills or competencies for the implementation of Behaviour Modification Programmes. To solve these problems training could (and should) be provided by the DoE to equip educators with the necessary competencies to effectively manage and implement programmes aimed at addressing nonconformist behaviour.

The overall conclusions and recommendations arising from the findings of both the quantitative and qualitative investigations will be discussed in the next chapter.

CHAPTER SEVEN

OVERALL CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

This chapter provides an overall discussion of the conclusions reached by the researcher from the quantitative and qualitative investigations, through inductive and deductive reasoning. Based on the conclusions, recommendations regarding Behaviour Management, communication strategies, Behaviour Modification Programmes and learner achievement will be presented.

7.2 OVERALL CONCLUSIONS FROM THE QUANTITATIVE AND QUALITATIVE INVESTIGATION

- The majority of educators are female.

- The majority of educators are between the ages of 31- 40 years.

- All educators have a teaching qualification.

- The majority of educators have been part of the education environment for more than ten years and, as such, should be in a position to comment on communication and disciplinary procedures.

- Communication is effective at the schools included in this investigation.

- The selectivity of information provided by senior management is one of the main reasons why communication at schools fails.

- The majority of schools have a policy for handling disciplinary problems.

- Uniformity at schools regarding the implementation of disciplinary procedures is a problem.

- Detention is used at the majority of schools as a means of deterring learners from disruptive behaviour.

- Parents are regularly informed about learners who misbehave.

- Programmes and demerits are not common practice at the majority of schools.

- Learners are suspended, pending a disciplinary hearing, if suspected of committing a serious offence.

- The majority of educators feel that effective measures are in place to deal with disciplinary problems.

- Only 35% of the educators are familiar with programmes to assist learners who regularly transgress.

- Most educators are not equipped with the necessary skills and competencies to implement Behaviour Modification Programmes.

- Educators feel that it is their duty to implement Behaviour Modification Programmes.

- In-school suspension and out-school suspension are used by educators to reduce the number of disciplinary problems.

- Among educators out-school suspension is more popular than in-school suspension to address negative behaviour.

- The majority of educators do not receive any formal training from the DoE regarding the implementation of Behaviour Modification Programmes.

- The majority of educators do not have knowledge of diversion and diversion programmes.

- Forty-seven percent of the educators are informed about learners who have been diverted by the CJS.

- Most educators believe that diversion could be a solution to disciplinary problems.

- The majority of educators do not know about community organisations that are able to assist in the implementation of diversion programmes.

- Most educators are interested in receiving training to implement programmes for learners who frequently misbehave.

- The majority of educators admit that discipline is a problem at their schools.

- Learners do not fare well in examinations because they are not disciplined.

➢ Learner achievement is low because educators spend too much time disciplining learners.

➢ Educators disagree that learners are not disciplined because the school does not have a Behaviour Management Policy.

➢ Educators admit that their schools do have Behaviour Management Policies, but many educators do not know the content of these policies.

➢ Discipline is one of a number of problems resulting in poor performance by learners.

➢ The media of instruction at the schools include English, Afrikaans, Sesotho, Setswana and, to a lesser degree, isiXhosa.

➢ The predominant languages spoken by the learners are English, Afrikaans, Sesotho and Setswana.

➢ The predominant languages spoken by the educators are English, Afrikaans, Sesotho and Setswana.

➢ The language of communication is able to impact on the effectiveness of the information that is conveyed.

➢ Effective communication is able to reduce the number of disciplinary problems at schools.

7.3 OVERALL RECOMMENDATIONS

The following recommendations are derived from the conclusions in this investigation. Only recommendations deemed necessary are listed:

➢ Senior members of staff should not be selective with the information that they provide to educators.

➢ Uniformity regarding the implementation of disciplinary procedures at schools should be encouraged.

➢ Behaviour Modification Programmes and the Demerit System should be implemented at schools to reduce the number of disciplinary problems.

➢ Learners who are found guilty of serious offences should be supported by educational staff.

➢ Educators should receive training in the implementation of Behaviour Modification Programmes.

➢ A concerted effort should be made to equip educators with skills and competencies to address nonconformist behaviour.

➢ A positive attitude should be instilled in educators with regard to addressing negative behaviour.

➢ In-school suspension coupled with the implementation of structured programmes to prevent recidivism should be implemented at schools.

➢ Communication with the provincial DoE should be improved.

➢ The provincial DoE should implement training programmes to equip educators with competencies in behaviour modification.

➢ The knowledge base with regard to behaviour modification should be expanded, so that educators may be confident in implementing programmes of this nature.

➢ Improved communication should be encouraged between educational institutions and the CJS.

➢ The implementation of the multi-disciplinary team approach should be introduced and encouraged in all schools.

➢ Educators should be introduced to community organisations, such as NICRO, who have specialists able to assist with behaviour modification.

➢ The disciplinary problems that exist in schools should be addressed as a matter of urgency.

> All other problems which impede the learning process and the attainment of educational goals should be identified and addressed through the implementation of Behaviour Modification Programmes.

7.4 THE HYPOTHESES

The following hypotheses have been tested in this research project.

7.4.1 Educational institutions with comprehensive Behaviour Management Policies will be more successful in maintaining discipline than those institutions without intervention strategies.

It is apparent from the findings in this investigation that schools with comprehensive Behaviour Management Policies are more successful in maintaining discipline than those schools where there are no policies and intervention strategies. At schools where a policy for dealing with disciplinary problems exists, educators experience fewer disciplinary problems. There are disciplinary problems, but educators are in a better position to handle these problems because they have a policy outlining the process for dealing with disruptive behaviour.

7.4.2 Educational institutions that are equipped with programmes for noncompliant behaviour will be more successful in achieving educational goals than those institutions where Behaviour Modification Programmes are non-existent.

At schools where negative behaviour is addressed using a specific programme to alleviate the problem behaviour/s, educators have indicated that their learners are more successful

in achieving educational outcomes than at those schools where Behaviour Modification Programmes are non-existent.

From the above it is clear and should be reiterated that both these hypotheses are valid and reliable in terms of the chosen market segment from the population selected, and can therefore be related to the present South African landscape put forward in this investigation.

7.5 CONCLUSION

Chapters 5-7 were devoted to the analysis of the data collected for this investigation. A detailed analysis of the data has been systematically presented.

Firstly, a brief explanation of the method used to analyse the data was given. The findings from both the quantitative and qualitative investigations were discussed. Thereafter, the conclusions and recommendations arising from the findings were presented.

A comparison of the findings from the quantitative and qualitative investigation does not reveal any substantial differences. There are, however, a few striking **similarities**. These include:

> ➢ the fact that educators regard communication at school level as being effective;
>
> ➢ that educators know the procedure for handling disciplinary problems;
>
> ➢ that discipline is considered to be a problem at the schools included in this investigation;
>
> ➢ that educators are in agreement that they spend too much time disciplining learners;
>
> ➢ that very few educators have any knowledge of diversion and diversion programmes;

➢ that educators are sceptical about the presentation of Behaviour Modification Programmes, but are interested in receiving training to be able to address negative behaviour using programmes to reduce disciplinary problems;

➢ that educators agree that the more discipline one has at a school, the greater the level of achievement of the learners is.

Hence, from the aforementioned one is able to conclude that if there is a reduction in nonconformist behaviour at schools, learners should fare better in assessments and improve their overall performance.

In the next chapter, the researcher will present a model for the implementation of programmes using a communicative approach to address negative behaviour among learners. The suggested model is based on the findings of the data collected during this investigation as well as information obtained from the literature reviewed.

CHAPTER EIGHT

A PROPOSED MODEL FOR DIVERSION: A COMMUNICATIVE APPROACH

8.1 INTRODUCTION

In this chapter, the researcher proposes a model for the implementation of Behaviour Modification Programmes to improve discipline and learner achievement at selected institutions. The model is aimed at addressing nonconformist behaviour of learners at schools experiencing disciplinary problems. A requisite for the implementation of this model is an effective communicative approach in dealing with nonconformist behaviour.

In view of the research results (cf. Chapter 5), a number of factors need to be considered before a new model can be proposed. These factors include improved communication between schools and the DoE, and policies/procedures that need to be developed and included in the Behaviour Management Plan of the school in question. Educators require training in the implementation of Behaviour Modification Programmes. The school community, including educators, non-teaching staff and representatives from the School Governing Body, should be informed about the approach that will be used for dealing with disciplinary problems in future. Multi-disciplinary teams, similar to DBST, should be established to support the process of dealing with nonconformist behaviour.

The proposed model for the implementation of Behaviour Modification Programmes to improve discipline and learner achievement consists of two phases. It outlines the communication channels that should be followed when implementing this model. This communicative approach ensures that all stakeholders in the school community are abreast of developments concerning Behaviour Management at a particular school.

8.2 A COMMUNICATION STRATEGY

According to Te„eni, all organisations rely on an effective communication strategy to achieve the goals that have been set by the organisations (2006:65). He asserts that communication within the organisation can be difficult at times. This often results in people becoming disheartened about their working environment and employees occasionally not completing all their tasks. Similarly, Moroney and Knowles agree that teamwork and effective communication are essential components for an organisation to achieve the goals and objectives that it has set out to achieve (2006:28).

Throughout this investigation communication has been a focal point. The findings (cf. Chapter 5) have indicated that communication at school level is effective, but upward and downward communication between the school and the DoE should improve, especially in the area where excessive disciplinary problems at schools impede the learning process.

Te„eni agrees with Jason that:

> … communication, of course, is far more than choosing the right words or forming grammatical sentences. Communication involves making a meaningful connection with one or more other people for the exchange of ideas, information, feelings, or influence. Optimal communication is a reflection of what people know, how they think, how internally comfortable they are, what skills they have and, in a word, *who* they are. Full communication involves earning and sustaining trust, listening actively, mastering timing, conveying a sincere sense of caring, formulating ideas clearly and succinctly transmitting sympathy or empathy as needed, and much more.
> (Jason, 2000:157)

Jason summarises the essence of effective communication. He claims that communication requires an individual to make a meaningful connection with the person/s that he/she is/are interacting with (2000:157). This holds true for disciplinary proceedings as well.

When one communicates with another person during a disciplinary hearing, it is important to make a meaningful connection with the person/s that one is/are conveying information to. This type of relationship should exist between the learner and the team who will be assisting him to deal with his problem. Once a meaningful connection between the parties has been established, communication should improve and a sound working relationship should ensue (Jason, 2000:157).

The research findings (cf. Chapter 5) have indicated that communication is effective at school level because the information that is given to educators is relevant, the manner in which messages are relayed is clear and easy to understand. Once instructions have been given to educators, they understand what is required of them. However, the majority of respondents indicated that communication with the provincial DoE regarding behavioural problems at schools should be improved. Therefore the DoE should be informed about disciplinary problems and provide assistance to educators dealing with such problems on a regular basis.

Figure 8.2.1 shows how communication could take place between the DoE and the school. It is a two-way process as indicated by the arrows in the illustration. It is recommended that the parties involved should work at improving the flow of information regarding disciplinary problems between the school and the DoE. In addition, the provincial educational authorities should render a service by assisting in the training of educators who will be implementing Behaviour Modification Programmes to learners at their schools.

Figure 8.2.1 illustrates that communication between the school and DoE is a two-way process:

Training & development offered by DoE

Reporting on disruptive behaviour
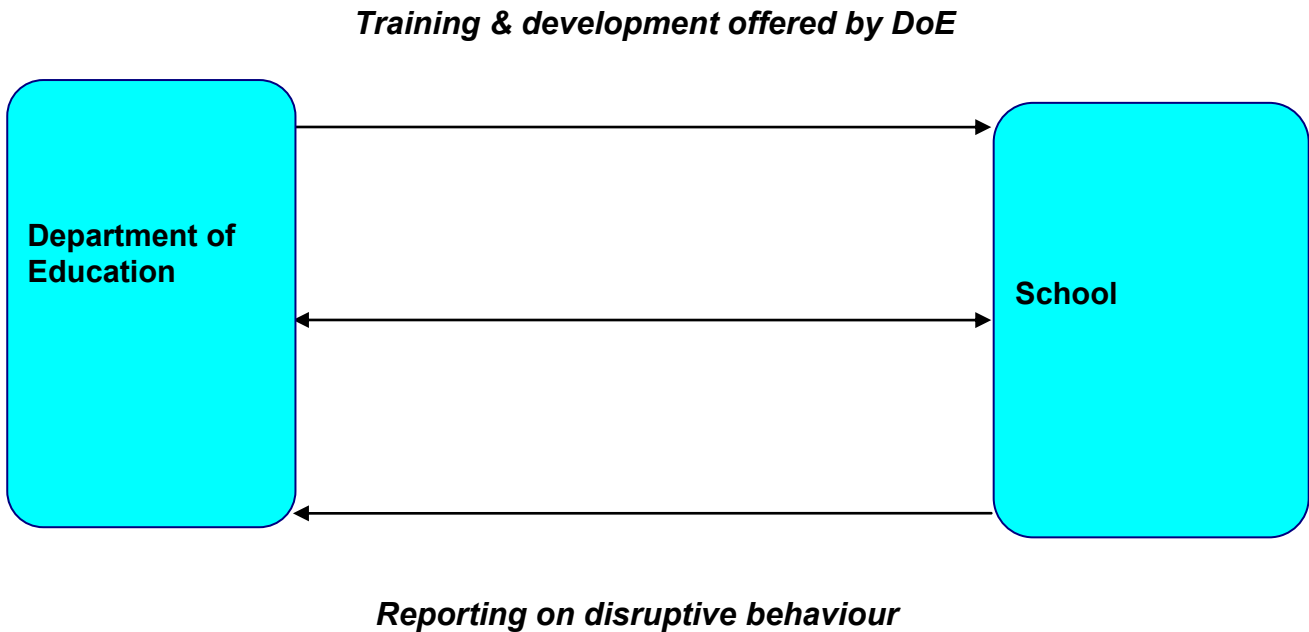
According to Halawah, effective communication is one of the most important characteristics of the successful Principal (2005:334). This not only relates to the Principal and his/her relationship with staff members, but also refers to his relationship with the DoE. Halawah posits that:

> … good communication and shared values are important in this relationship. Student achievement is likely to be greatest where teachers and administrators work together. Ideally, a Principal should be able to create consensus among staff on their rules and their enforcement. The Principal must have knowledge and understanding of effective communication strategies. Creating a collaborative environment and open communication has been described as the single most important factor for successful school improvement initiatives (2005:335).

8.3 THE DEVELOPMENT OF POLICIES AND PROCEDURES

According to Clarke, a Behaviour Policy should not only explain to learners why they should demonstrate good behaviour, but the school as an institution of learning should structure itself in such a way so that positive behaviour is encouraged as well (1996:18). He asserts that a behavioural policy should facilitate good relationships between learners and educators, outline the kind of behaviour expected from learners and minimise the time that is spent on disciplining learners. The Behaviour Management Policy should assist learners to take responsibility for their own learning, recommend strategies to deal with difficult situations at schools and encourage the use of stimulating teaching methods to deter learners from misbehaving.

The research findings (cf. Chapter 5) have revealed that many educators feel that they spend too much time disciplining learners. This problem could be addressed in the Behaviour Policy of the school. All stakeholders, that is, educators, learners, parents, non-teaching staff, members of the School Governing Body, community leaders, specialists in behaviour modification and officials from the DoE should jointly take responsibility for developing a Behaviour Policy at a particular school.

The Policy Handbook for Educators (Education Labour Relations Council) provides information of possible intervention strategies that could be utilised to reduce the number of disciplinary problems experienced by educators at schools (2003:2-62). It makes suggestions regarding intervention strategies that could be used by schools dealing with specific behaviour problems that they encounter at their schools (2003:17-19). It also elucidates the journey of South African youth through crime and violence, the importance of safe schools and the creation of a learning environment that should enhance the attainment of educational outcomes (2003:2-62). For example, bullying may be a problem at schools,

and may prevent learners from concentrating in the classroom. An intervention strategy to address this problem could be the adoption of a zero tolerance policy. A second problem that schools may be experiencing is the prevalence of gang activities. A strategy to limit this problem could be to involve the community and family. It would be a difficult task for a school to address this problem autonomously, without taking into consideration the other important stakeholders who could provide valuable assistance in reducing gang activities at schools. (Education Labour Relations Council, 2003:11-12)

When devising a Behaviour Policy, a number of legal documents should be considered, such as the Constitution of the Republic of South Africa (1996), the Children's Bill of Rights (2003), the Free State School Education Act of 2000 and the SASA of 1996. This ensures that the policy is drawn up in accordance with the relevant legislation that governs education in South Africa.

8.4 THE TRAINING AND DEVELOPMENT OF EDUCATORS FOR THE DELIVERY OF DIVERSION PROGRAMMES

Training is conducted to improve or enhance the knowledge, skills and overall performance of educators. The knowledge that educators are provided with during training sessions should equip them with the much needed competencies they require to perform their duties in an excellent manner. Training is normally considered to be effective when trainees are stimulated to use and integrate new skills and concepts with existing knowledge. Whether trainees in actual fact acquire new knowledge depends on whether the training programme is consistent with the educator's view of his task environment and work setting. This implies that if the training programme is to be considered relevant to the working environment, educators should deem the new concepts that they have learnt as important to improve on their overall performance as educators.
(Imants and Tillema, 1995:6)

Imants and Tilemna suggest that training and development should be consistent with and sensitive to:

> … the existing knowledge base and skills of the teacher; the teacher's expectations and beliefs; the teacher's perceptions of the task environment and school characteristics (1995:7).

In addition, the educators' knowledge, beliefs and expectations should not be taken for granted. The concepts that trainees are taught should be so innovative that educators will be stimulated to experiment with the newly acquired skills and competencies. On the other hand, some familiar aspects that focus on existing knowledge of disciplining learners should encourage educators to learn more about dealing with nonconformist behaviour.

(Imants and Tilema, 1995:7)

The research findings (cf. Chapter 5) indicate that very few educators receive any formal training in diversion and the implementation of Behaviour Modification Programmes. The DoE and the School Management Team could assist in ensuring that educators are equipped with the skills and competencies that they need to implement programmes, which address nonconformist behaviour. Working, planning and training should become a joint venture of the provincial DoE and the school in ensuring that problems experienced by educators are addressed timeously and decisively, especially regarding learner discipline. This should assist in improving the relationship that exists between the DoE and the school experiencing behavioural problems.

8.5 THE MULTI-DISCIPLINARY TEAM APPROACH

According to Lowe and O'Hara, the introduction of multi-disciplinary teams resulted from a desire to overcome a number of problems encountered with the uni-disciplinary model of team working (2000:278). The multi-disciplinary team advocates that a number of people be involved in solving a problem, especially if they are stakeholders who share common

interests in an organisation (Lowe & O'Hara, 2000:278.). In an educational context, the multi-disciplinary team should consist of an educator, social worker, psychologist, member from the School Governing Body, a parent from the school community or even a community member who has specialist knowledge in the implementation of Behaviour Modification Programmes.

Thus the aim of the multi-disciplinary team is to address nonconformist behaviour among learners at schools where this is a problem. This team renders a service to the school by providing and implementing programmes that address nonconformist behaviour. The team could be led by an educator at the school who has received training in assessment, referral and programme delivery. Lowe and O'Hara assert that multi-disciplinary teams are effective because they are efficient in addressing a problem, the service rendered is of a high standard, improved communication takes place between members in the team because they have a common goal, there is less repetition and there is more effective time management (2000:276).

According to Lowe and O'Hara, the following guidelines should be borne in mind when establishing a multi-disciplinary team:

➢ A structure to facilitate the process needs to be created.

➢ A communication and co-ordination structure, and a support team developmental structure should be included.

➢ The communication and co-ordination structure should facilitate the dissemination of information.

➢ This communication and co-ordination structure should assist in facilitating joint decision making, arrange frequent team meetings and focus on shared goal planning.

> ➤ The support team development structure should ensure that teams set standards, facilitate semi-autonomous working, arrange joint training and allocate time for reflection on cases that are being dealt with, and how effective the team is working towards alleviating the problem.

(Lowe & O'Hara, 2000: 274-276; bullets my own)

Multi-disciplinary teams can be successful if a collaborative and interactive team approach is adopted. The interactive nature of the team can be improved if the group as a whole decides on goals that it wishes to achieve, if the members of the team are willing to share their beliefs with each other, are sensitive to different cultural perspectives and if they work at establishing equal status relationships within the group. Teams that are successful can adopt a problem solving approach that makes use of effective interpersonal communication skills, so that all the members on a specific team are willing to collect and share information, seek clarification of the information that has been collected from other members in the group and comfortably identify problem areas that need to be addressed. (Spencer & Salinas, 2003:37)

8.6 A PROPOSED MODEL FOR DIVERSION

According to Kuhne, a model describes a system with the assistance of various diagrams (2005:1). In the context of this investigation, the system that will be described in the forthcoming paragraphs focuses on implementing a structure to reduce the number of disciplinary problems at schools by using a communicative approach.

According to Steinmuller, a model provides information on something which is known as the content. A model is created by someone (**sender)** and for somebody (**receiver)**. When an investigator or researcher sets out to develop a model, it is done to achieve a specific purpose (**content usage**) (as quoted in Kuhne, 2005:2). This alludes to the fact that

creating a model is in itself a communication process. In this investigation communication played a significant role and effective communication is essential in behaviour modification. During the implementation of the suggested model of Behaviour Modification Programmes to reduce learner disciplinary problems and improve learner achievement, it is suggested that an effective communicative approach for dealing with disruptive behaviour should be adopted. The model in this investigation was developed by the researcher based on the findings (cf. Chapter 5) from the investigation as well as the existing model recommended by the DoE (Department of Education, 2001:25). The research findings of investigators who have studied similar topics have also been taken into consideration when this model was developed. The model was designed by the researcher (sender). The recipients of the model will be the education fraternity, especially schools where discipline is a major problem (receivers).

The proposed model for diversion is divided into two phases. **Phase 1** consists of the following five steps:

- ➢ improved communication,
- ➢ policy formulation,
- ➢ training and development of educator component,
- ➢ establishing multi-disciplinary teams and,
- ➢ information sessions.

Step1: IMPROVED COMMUNICATION

The first step is to improve communication between the DoE and the schools struggling to maintain discipline. This could be achieved if officials in the DoE establish a task team consisting of Behaviour Management specialists and Learning Area Facilitators whose primary objective is to identify schools where discipline is a problem. The research findings (cf. Chapter 5) in this investigation have indicated that educators believe that there is a

strong correlation between learner achievement and discipline. Therefore it is true that at schools where discipline is a problem, low learner achievement also prevails. If discipline is addressed at these schools, learner achievement should improve as well. The lack of communication between schools and the provincial DoE could be bridged by Principals informing the DoE of their plight and requesting assistance from the DoE.

Step 2: POLICY FORMULATION

The second step requires the school to formulate a policy for dealing with disciplinary problems. This should be done especially at schools where there is no Behaviour Management Policy or where the policy has not been reviewed during the past four years. This process could also be used to review existing policies and check that they are within the legal framework that governs education in South Africa.

Step 3: TRAINING AND DEVELOPMENT OF EDUCATOR COMPONENT

The third step should address the need for trained educators who are competent in: assessing learners who frequently transgress; referring learners to the correct programmes; and presenting programmes that address specific behavioural problems. The DoE could consult non-governmental organisations, or use specialists who are employed in the DoE to provide training for educators who are responsible for learner discipline at schools.

Step 4: ESTABLISHING MULTI-DISCIPLINARY TEAMS

Once educators have been trained to assess, refer and implement Behaviour Modification Programmes, multi-disciplinary teams should be established. Such a team should/could consist of an educator, a social worker, psychologist, parent, community member who has specialist knowledge in behaviour modification and a member from the School Governing Body. This ensures that serious cases are referred to a behaviour specialist, such as a

social worker or psychologist, who will address the problem, but also ensures that specialists do not interfere with professionals' areas of expertise.

Step 5: INFORMATION SESSION

After the establishment of a multi-disciplinary team, an information session with educators, school community, learners, DoE, School Governing Body, School Management Team and professionals, such as social workers and psychologists, could be arranged. This type of communicative approach guarantees that all the relevant stakeholders remain informed and are involved in the strategy implemented to reduce disciplinary problems at schools.

This concludes **Phase 1** of the proposed model of behaviour modification for implementation in schools struggling to maintain discipline. **Figure 8.6.1** provides an illustration of the proposed **Phase 1**.

Figure 8.6.1 is an illustration of **Phase 1** in the Implementation of a Model for Behaviour Modification using a communicative approach
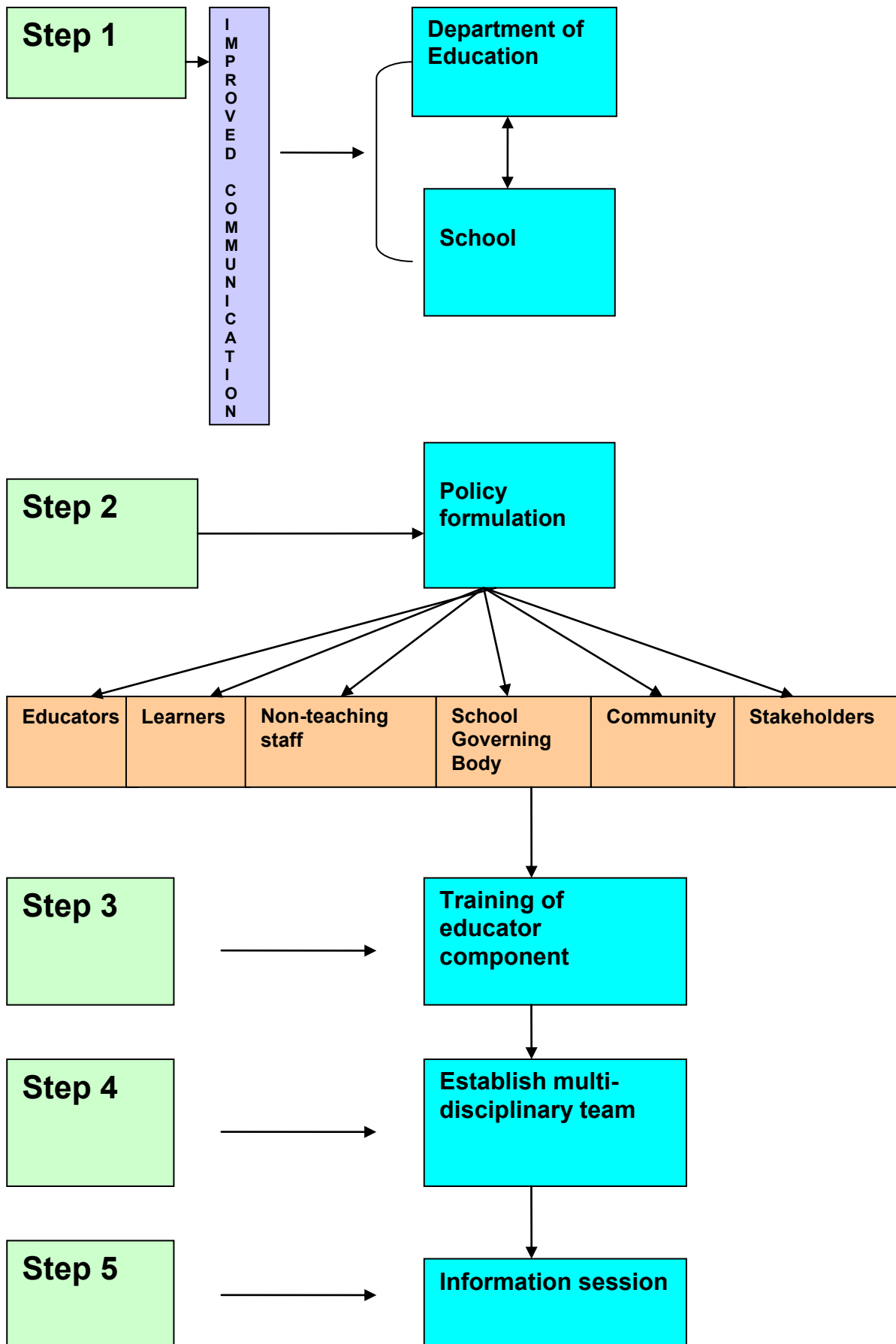
Phase 2 of the model focuses on the actual disciplinary process that could be used by schools to reduce the number of disciplinary problems. It is not a new procedure, but an adapted version of the communicative disciplinary process recommended by the DoE (Department of Education, 2001:25).

The DoE recommends that an educator refers a problem learner to a senior member of staff. If this member of staff is able to deal with the problem, then he/she will do so. In the event that the transgression is of a very serious nature, the learner will be referred to the school's Principal. The Principal will in turn refer the case to the School Governing Body for further handling. In serious cases the Provincial MEC for Education is informed, especially if the School Governing Body recommends that the learner should be suspended pending a disciplinary hearing, or the School Governing Body recommends that the learner be expelled from the school.

This phase of the model is divided into six steps. Each step will be explained by clarifying the communication process and discussing the different steps that will be followed should the learner be referred to a programme to address a specific behavioural problem.

Step 1: EDUCATOR IDENTIFIES PROBLEM

In the first step the educator should identify the nature of the transgression, that is, whether it is a mild, moderate or serious transgression. Minor transgressions should be handled by the educator. If the learner continually transgresses, he/she could be referred to a more senior member of staff who will then deal with the transgression. Serious cases should be referred to the Behaviour Manager immediately for further handling. In some instances the educator will not be the individual who identified the learner guilty of a serious transgression. In this case the educator who identified the problem could inform the educator responsible for the class or grade. In its Behaviour Policy the school should

divide the different transgressions into mild, moderate or serious transgressions. The guidelines offered by the DoE could be used or the school could categorise different levels of behaviour, depending on the criteria that they wish to use at their school.

Step 2: REFERRAL TO BEHAVIOUR MANAGER

During this step the learner will be referred to the Behaviour Manager of the school, that is, the person responsible for discipline. The Behaviour Manager of the school should be a senior member of staff who has been trained to implement Behaviour Modification Programmes. The Behaviour Manager should draw the learner's profile to ascertain whether he/she has committed similar transgressions in the past. He/she should also check to see whether the learner has been referred to any other programme to address negative behaviour, prior to this transgression. The learner's parents or legal guardian is then informed of the learner's misconduct, as well as the School Governing Body. This should be done in writing and a copy of this document should be placed in the learner's file for future reference.

Step 3: ASSESSMENT OF LEARNER

During this step the learner is assessed to determine the cause of the transgression, and then an action plan is devised to address the negative behaviour as displayed by the learner. The assessment is conducted by an educator who has been trained to render this service for the school or by one of the other members of the multi-disciplinary team, provided that this person has been trained. The nature of the transgression helps to determine the person most suitable to conduct the assessment.

Step 4: INFORMATION CONVEYED VIA COMMUNICATION STRUCTURE OF MULTI-DISCIPLINARY TEAM

The results of the assessment are conveyed via the communication structure of the multi-disciplinary team. This is done so that the team can meet and decide on the course of action to be taken. The results also determine the programme best suited to address the transgression that the learner is guilty of. In serious cases, such as assault or thuggery, the multi-disciplinary team meet to discuss the problem and decide on the best way of addressing the problem. Even if the learner is guitly of a criminal offence, such as assault or thuggery, he/she should still be supported by the school. This ensures that the learner realises the seriousness of his/her offence or transgression and the school is able to play a supportive role in assisting to eradicate the problem behaviour.

STEP 5: MULTI-DISCIPLINARY TEAM IMPLEMENTS PROGRAMME

The multi-disciplinary team implements the programme that has been agreed upon. The educator delivers the programme to the learner or learners and reports on the progress made by the learner/s to the multi-disciplinary team. The learner's parents or legal guardian is informed of his/her progress in the prescribed programme on a regular basis. The multi-disciplinary team may also decide that one of the other specialists, such as the social worker or psychologist, should present the programme because the problem that needs to be addressed falls within the scope of either the social worker or psychologist. During this stage the actual programme that the learner is assigned to will be decided upon. There is a wide range of programmes to select from, but educators need to be trained before they are allowed to present any programme. During their training, educators could also be taught how to design appropriate programmes to meet the specific needs of learners at their specific schools, should the need arise. The educators at a particular school are best equipped to decide on the kind of programme they wish to

include in their school's Behaviour Policy because they know what kinds of problems they are experiencing at their schools.

Table 8.6.1 identifies some of the programmes that could be useful in schools addressing nonconformist behaviour.

PROGRAMME	AIM/S
Mapping the future (Phillips, 2004:5-6)	This programme is designed to assist learners who frequently disobey school rules.
Drug Information Programme Phillips, 2004:5-6)	This programme is designed to assist learners who show signs of drug abuse.
Aggression Replacement Training (Brophy, 1996:184)	This programme is designed to assist learners who show symptoms of aggressive behaviour.
Life Skills Training (Steyn, 2005:69)	This programme is designed to assist learners with specific behavioural problems.
From Scars to Stars (Morata, 2002:4-5)	This programme is designed to assist learners who are in conflict with the law.
Mentorship Programme (Mbambo, 2000:10)	This programme is designed to assist learners who are continuously in trouble at school.
Positive Outreach Programme (Munoz, 2001:13)	This programme is specifically designed to assist learners to improve their behaviour.

PROGRAMME	AIM/S
Multi-level Programme (Nelson, 1997:1)	This programme is designed to assist learners who repeatedly transgress at school.
Identifying Disruptive Behaviour (Berry, Johnson and Mcqueen, 1996:1)	This programme is designed firstly to identify reasons for nonconformist behaviour and then to implement a programme to address the negative behaviour.

These are a few of the programmes that learners could be referred to when they become troublesome or disruptive in class and prevent the educator from performing his/her tasks in the classroom. The programmes demonstrate how problem behaviours could be addressed. However, it must be borne in mind that permission should be obtained from the relevant organisations before a programme may be presented and it is imperative that the educator receives formal training in this regard. There is a wide range of programmes available. Educators could obtain more information on the programmes that are available during training sessions or from organisations such as NICRO that specialise in programme delivery to nonconformist adolescents.

STEP 6: FEEDBACK AND EVALUATION

Once the learner has completed the programme, his/her performance and participation is evaluated. This ensures that the aims of the programme have been achieved and that the learner understands why his/her behaviour was inappropriate. The learner could also be awarded with a certificate stating that he/she has successfully completed the programme. This could serve as a means of positive reinforcement and possibly deter the learner from committing a similar offence in the future.

This concludes **Phase 2** of the suggested model. The importance of effective communication during this phase is vital. It ensures that all stakeholders are abreast of what is happening regarding a particular intervention. Uniformity regarding this model is important, and all educators should adhere to the proposed communication process as recommended in the model. This guarantees that all learners know that they will receive the same treatment if they are found guilty of a transgression. The findings in this investigation (cf. Chapter 5) have indicated that the ways in which disciplinary problems are dealt with by educators are not uniform. Therefore it is important that once the school community has agreed to adopting this model, there should be consistency in the implementation of the Behaviour Policy and procedures.

Figure 8.3 illustrates the communication process that should be followed when implementing the proposed model for reducing the number of disciplinary problems at the respective schools.The steps that have been recommended in **Phase 2** are interlinked.

Figure 8.6.2 THE COMMUNICATION PROCESS FOR DEALING WITH DISRUPTIVE BEHAVIOUR

| STEP 1 | → | • Educator identifies repeated misbehaviour or serious transgressions |

| STEP 2 | → | • Learner referred to Behaviour Manager |

| STEP 3 | → | • Assessment of learner |

| STEP 4 | → | • Communication Structure of Multi-disciplinary team informed |

| STEP 5 | → | • Implementation of programme that learner/s will attend |

| STEP 6 | → | • Feedback of progress made by learner • Programme evaluation |
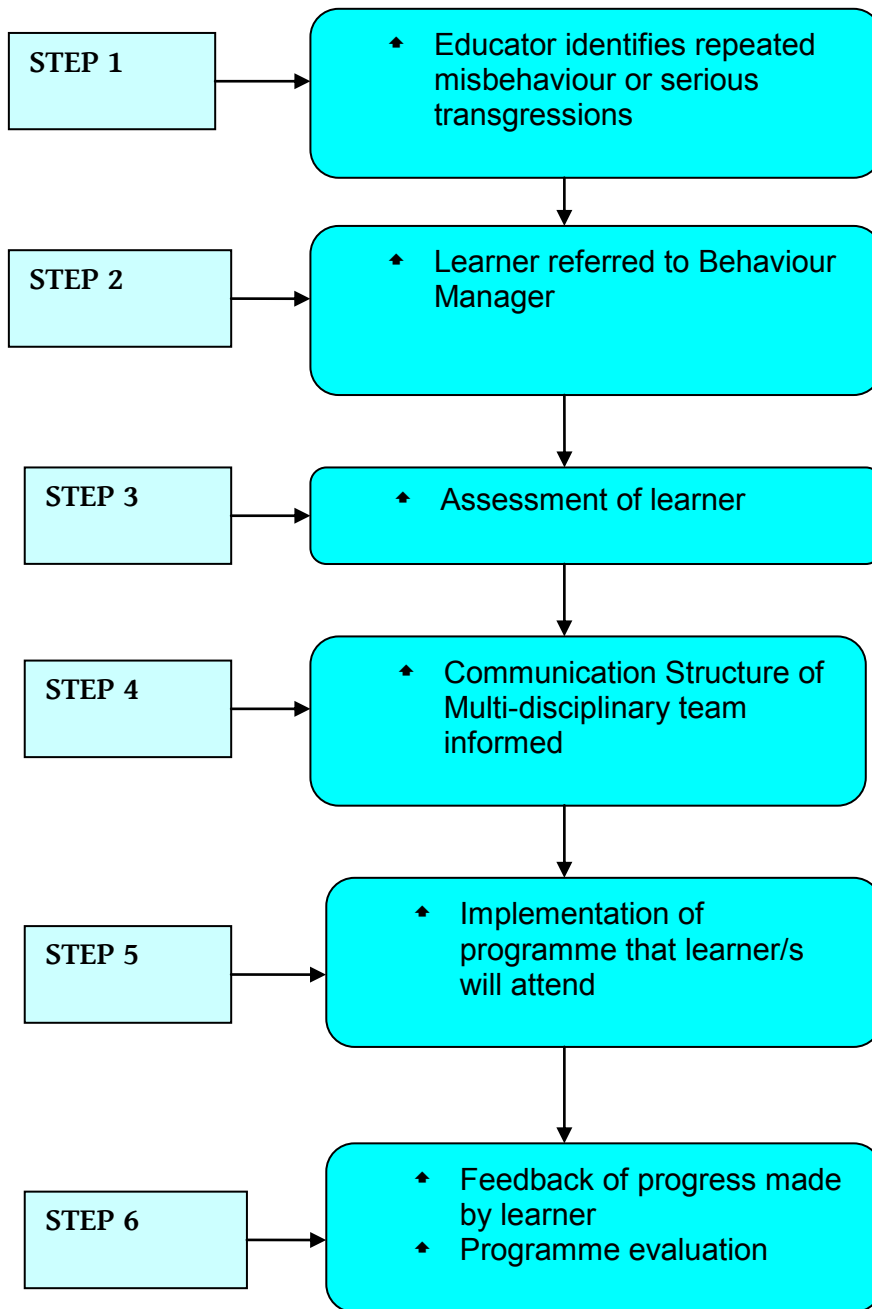
8.7 THE APPLICATION OF THE MODEL OF BEHAVIOUR MODIFICATION PROGRAMMES USING A COMMUNICATIVE APPROACH

The recommended model is a generic one that could be adapted to suit the needs of a particular school. However, the two phases and steps indicated in each phase provide a concise guideline for schools to use in the implementation of programmes that address nonconformist behaviour. Should schools require assistance in the implementation of this model, the provincial DoE may be contacted to provide guidance, support and training. It may be that a school has already formulated a Behaviour Policy, but the staff are not uniform in implementing the Behaviour Policy. This school could then also benefit from the model that has been proposed by the researcher.

8.8 CONCLUSION

This chapter presents a model that could be used by schools implementing programmes that address nonconformist behaviour. The chapter also focuses on the importance of communication, the development of policies and procedures to manage discipline at schools, and recommends that educators receive training so that they are able to assess, refer and present programmes that address negative behaviour. It proposes that schools adopt a communicative and multi-disciplinary team approach in dealing with misconduct. A model for the implementation of Behaviour Modification Programmes to improve discipline and learner achievement using a communicative approach is recommended.

The next chapter provides a final conclusion to this investigation. It determines whether the aims of the investigation have been met, highlights the limitations that have been experienced in the course of the study and makes recommendations regarding further studies.

CHAPTER NINE

CONCLUSION

9.1 INTRODUCTION

The main purpose of this study has been to propose a model for the implementation of Behaviour Modification Programmes in selected educational institutions to improve discipline and learner achievement. An important aspect for the implementation of this model has been the adoption of a communicative approach for dealing with nonconformist behaviour. The crux of this chapter is not only to provide a synopsis of the investigation, but also to highlight the limitations that were experienced during the course of this study.

9.2 AIMS OF THE INVESTIGATION

9.2.1 The first aim was to suggest ways in which the communication strategy could be enhanced, especially at schools experiencing communication problems. The research findings (cf. Chapter 5) indicate that educators are satisfied with the effectiveness of communication at their respective schools. On the other hand, they are concerned about communication between the schools and the DoE. Respondents feel that communication between the schools and the DoE should be improved. The researcher has suggested ways in which communication between the DoE and the school can be enhanced. These suggestions include:

➢ Communication between the schools and the DoE is a two-way process and both the Senior Management Team and the relevant departmental officials should aspire towards improving the flow of information between the two parties.

➢ School Principals should regularly inform the DoE about all levels of transgressions that they are experiencing.

➢ Departmental officials could assist in policy formulation and the establishment of multi-disciplinary teams.

> The DoE should assist in providing training opportunities for educators who will ultimately implement Behaviour Modification Programmes for learners.

Furthermore, the researcher recommends that schools should sustain the existing flow of information at school level, but that a concerted effort should be made to improve communication between schools and the DoE regarding Behaviour Management at schools. This applies to both Principals and officials in the DoE.

Le Roux holds that:

> … no education can take place without interpersonal communication. Effective teaching can thus be qualified in terms of relating effectively in the classroom … Effective education thus also presupposes effective communication skills. Communication as the means and indeed the medium of education is therefore crucial to school success in culturally diverse education (2002:37-38).

In similar vein, the researcher views the solving of disciplinary problems as an opportunity to communicate effectively with all relevant stakeholders or affected parties. The degree to which communication is effective will determine the success of implementing a model to reduce disciplinary problems by using a communicative approach. Each step or stage in the model allows affected parties to communicate information and presents an opportunity to improve interpersonal relationships.

9.2.2 The second aim was to ascertain what intervention strategies educators use to reduce the number of disciplinary problems that they are experiencing at their schools. Educators still tend to use the traditional methods of dealing with misconduct (cf. Chapters 5 & 6). These methods include: detention, demerits, suspension, in-school suspension and, in the event of more serious transgressions, out-school suspension pending a disciplinary hearing, to decide on the course of action against the learner if he/she is found

guilty of committing a serious offence. However, when educators were asked probing questions to indicate exactly how the intervention addresses the problem behaviour, respondents were vague in providing an explanation. Respondents also indicated that they are not sure whether the punishment given to learners for transgressing a particular school rule does address problem behaviour.

9.2.3 The third aim in this investigation was to discover how much information and expertise currently exist amongst educators for the implementation of Behaviour Modification Programmes to address nonconformist behaviour (cf. Chapter 5). The researcher is able to conclude that the respondents in this investigation do not have a sound knowledge of Behaviour Modification Programmes as an approach to dealing with nonconformist behaviour. Therefore a strategy has to be devised to address educator competence regarding the implementation of Behaviour Modification Programmes. It is imperative that educators acquire the necessary competencies to implement diversion programmes, which as agreed on by respondents, could be an answer to the increasing number of disciplinary problems at schools. In addition, most of the respondents indicated that they are willing to receive training regarding the implementation of Behaviour Modification Programmes.

9.2.4 The fourth aim was to propose a model for the implementation of Behaviour Modification Programmes in schools struggling with disciplinary problems. In order to develop a model, one has to identify the causes of learner discipline as well as examine the content of diversion programmes to ascertain whether they can be utilised at selected educational institutions. Traditionally, a punitive approach was used to combat ill-discipline, but today preventative measures are preferred in dealing with this problem.

It was deemed necessary to examine existing approaches dealing with negative behaviour, as well as to establish the legal framework within which one has to work when dealing with misconduct. The latter was investigated within the confines of the South African legal system regarding the implementation of disciplinary action and lending support to nonconformist learners.

A study of the literature as well as the research findings (cf. Chapter 5) shows that educational institutions that have a Behaviour Management Policy in place have fewer disciplinary problems than institutions where Behaviour Management Policies and procedures are non-existent.

A generic model that is divided into two distinct phases was developed by the researcher to address nonconformist behaviour of learners.

Phase 1 (cf. p. 152) focuses on:

➢ improving communication between the school and the DoE;

➢ the formulation of policies in line with the relevant legislation that governs education in South Africa;

➢ the training and development of educators to equip them with necessary competencies;

➢ the establishment of multi-disciplinary teams;

➢ and effectively communicating the message (information session) to all stakeholders in the school community about the approach that will be used to reduce the number of disciplinary problems.

Phase 2 (cf. p.159) of the model outlines the communicative disciplinary procedure that could be used by schools struggling to maintain discipline. The phase has six steps:

➢ In the first step the educator should identify the problem. He/she should decide whether the transgression is mild, moderate or serious. Simultaneously, he/she should check to see whether the learner transgresses repeatedly.

➢ Thereafter he/she may decide to send the learner to the Behaviour Manager of the school for further handling of the problem. During this step the learner's parents or legal guardian(s) should be informed and the learner's profile drawn to establish whether the learner has transgressed repeatedly and what action/s has/have been taken in the past.

➢ If the transgression is of a serious nature and needs further handling, the Behaviour Manager has to arrange for an assessment of the learner to determine the appropriate programme to address the specific behavioural problem.

➢ After the learner has been assessed, the results of the assessment should be given to the communication structure of the multi-disciplinary team who, in turn, should deal with the specific case.

➢ The multi-disciplinary team should handle the case and implement the programme that has been agreed upon by the team.

➢ Once the learner has completed the programme, his/her performance and participation in the programme are evaluated and a report is submitted to the Principal.

9.3 DELIMITATIONS OF THE STUDY

As a result of financial constraints, the study is limited regarding the number of schools that have been included in this investigation. Few educators indicated that they have knowledge of diversion and the implementation of Behaviour Modification Programmes. The learner component of the school community was not included in this investigation.

9.4 RECOMMENDATIONS FOR FURTHER STUDY

➢ The programmes that are available were discussed in the literature review of this investigation. However, a more detailed account of specific programme implementation, which addresses specific problems, could serve as a basis for further investigation.

➢ Further study including the views of the the learner component of the school community regarding Behaviour Management at schools is recommended.

➢ The relationship between discipline and learner achievement could be explored in further detail.

➢ A pilot study implementing the suggested communicative approach for Behaviour Management is recommended to ascertain whether the suggested model in this investigation could be effective or not.

9.5 OVERALL CONCLUSION

It is evident that the aims of this investigation have been met. The statistical analysis of the data has allowed the researcher to draw valuable conclusions and make pertinent recommendations. The researcher proposes that the suggested model be introduced in schools where discipline is a serious problem. This could serve as a project and also be used to ascertain whether the presentation of programmes to limit disciplinary problems at schools is effective. The researcher assumes that schools where discipline is a problem, should benefit from the model that has been proposed.

 SUMMARY

The ultimate objective of this study was to propose a model for the implementation of Behaviour Modification Programmes in selected educational institutions to improve discipline and learner achievement. The adoption of a communicative approach for dealing with nonconformist behaviour is also relevant to this study.

The causes of negative behaviour as well as the content of selected diversion programmes are essential in ascertaining whether they may be utilised at selected educational institutions. Traditionally, a punitive approach towards combating nonconformist behaviour was used, but today there is a leaning towards adopting preventative measures. Existing approaches dealing with negative behaviour and misconduct have been examined within the confines of the South African legal system. In addition, selected Behaviour Modification Programmes utilised internationally have been reviewed.

It is evident that learner disciplinary problems are not only a South African problem, but an international concern. Behaviour Modification Programmes are utilised to address learner disciplinary problems in Europe and America. This approach has succeeded in reducing the number of disciplinary problems at many schools. Moreover, an improvement in academic performance of learners has also been noted. Schools in South Africa using Behaviour Modification Programmes are also indicative of an improvement in discipline and learner achievement.

The researcher's experience in having worked with violent criminals who were compelled to attend specific Behaviour Modification Programmes during their prison terms is what initially sparked the idea of addressing nonconformist behaviour amongst learners in schools. In South Africa inmates attend specific programmes to address nonconformist

behaviour. Significant improvements in the behaviour of many inmates have been noted by the researcher from personal experience. Hence the researcher felt that the implementation of Behaviour Modification Programmes using a communicative approach could assist in reducing nonconformist behaviour of learners at schools. A programme assists in highlighting exactly what the problem behaviour is and why it is unacceptable. By implementing such a programme in a school environment, learners are enlightened about their unacceptable behaviour and are provided with an opportunity to work at improving their behaviour.

A study of the relevant literature as well as the research findings (cf. Chapter 5) of this investigation indicates that educational institutions that have Behaviour Management Policies experience fewer disciplinary problems than institutions where Behaviour Management Policies and procedures do not exist. In addition, educational institutions that are equipped with programmes to deal with nonconformist behaviour are more successful in achieving educational goals than those schools where programmes are non-existent.

Based on the literature reviewed and the research findings, the researcher has been able to develop a model for the implementation of Behaviour Modification Programmes in schools struggling with learner disciplinary problems. The model is divided into two phases. Phase 1 deals with the improvement of communication between the school and the DoE, and with establishing Behaviour Management Policies at schools where such policies have not been developed. It also focuses on informing the school community about the approach that should be implemented to address learner disciplinary problems, in order to enhance the flow of information to all the relevant stakeholders in the school community. Phase 2 deals with the communicative disciplinary procedure that could assist schools in conducting disciplinary hearings.

The research methodology and data-collection techniques used in this investigation received careful consideration when the research design was formulated. The researcher used both quantitative and qualitative research techniques. The data-collection instruments utilised in this investigation include the literature review, questionnaire and interviews. The analysis of the questionnaires was based on frequency since the level of agreement or disagreement is what was tested. The information obtained from the interviews was coded so that meaningful conclusions could be reached. Through analysis of the questionnaires information regarding the educators, communication and disciplinary procedures; intervention strategies for dealing with misconduct; programmes to improve the behaviour of learners; assessment and diversion, as well as the relationship between learner discipline and achievement, was obtained.

 The reliability of this study was enhanced by the stable conditions while administering the questionnaire, as well as by the standardised questions for all educators. In addition, the validity of the investigation was optimised by choosing similar time scales for conducting interviews.

The population in this investigation comprises educators. A randomly selected sample was drawn from the Motheo District in Bloemfontein. The researcher selected to use a combination of descriptive and explanatory studies. This enabled him to provide accurate explanations and reasons why learners transgress school rules. The educators who participated in this study all have experience of more than ten years in an educational environment. The majority of educators indicated that they are satisfied with communication at school level, but are concerned about communication between the school and the DoE.

Despite the fact that many of the educators indicated that effective measures are in place to deal with disciplinary problems, they still feel that discipline is a problem at their schools. The majority of educators indicated that they are not well acquainted with diversion programmes, and only a few indicated that they have information about organisations who are experienced in the implementation of Behaviour Modification Programmes. Nevertheless, the majority of educators indicated that they would be interested in receiving training to acquire the competencies needed to assess, refer and divert learners to suitable programmes that address nonconformist behaviour.

The highlight of this investigation most certainly has been the individual interviews that were conducted with educators. It provided educators with an opportunity to vent their frustration at having to deal continually with disciplinary problems. The reasons for disciplinary problems include: socio-economic conditions, verbal abuse, a lack of respect for figures of authority, learners not being dedicated to their academic work, a lack of clearly defined aims, goals and objectives from learners.

It is evident that most educators or Behaviour Managers at schools want the DoE to play a more significant role to assist them in dealing with learner disciplinary problems. They feel as though there is no end to the increasing problems regarding learner discipline. The educators at primary schools are just as concerned about the lack of learner discipline among learners. Serious problems, such as alcohol abuse, are prevalent at primary schools as well as secondary schools.

The fact that some educators indicated that it is not their duty to implement Behaviour Modification Programmes to address learner discipline is indicative of their frustration. Conversely, many educators also indicated that they are interested in receiving training to implement Behaviour Modification Programmes. Despite these contradictory views, it

seems as if most educators are interested in addressing the disciplinary problems at their respective schools.

The aims of this investigation have been achieved because a proposed model for addressing nonconformist behaviour has been developed. The study has been rewarding, enlightening and fruitful. The researcher has gained a new understanding of the plight of educators working in schools all over South Africa, even though the study has been limited to the Free State Province in South Africa.

One of the limitations pointed out in this study is the exclusion of the learner component of the school community. However, by focusing on the educator component only, it was possible to do an in-depth study of their views regarding disciplinary problems amongst learners. Further investigation of the learner component views regarding discipline and effective communication between educators and learners is highly recommended.

In conclusion, the importance of effective communication in any organisation cannot be overstated. Effective communication can determine the success or failure of an organisation. The school as an organisation can only benefit by an effective communication strategy, not only within the school community, but also when interacting with the DoE. This is indicative of effective management regarding disciplinary problems and could be the solution for organisational success. However, in the school situation context, an improvement in learner discipline and achievement is inevitable.

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APPENDIX 1: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

26 Piet Kruger Street
Fichardt Park
BLOEMFONTEIN
9301
19 July 2006

Mrs M.Gaborone
Free State Department of Education
BLOEMFONTEIN
9301

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SELECTED EDUCATIONAL INSTITUTIONS

I am currently busy with a Master's degree at the Central University of Technology, Free State. The full title of my script is: A model of behavior modification programmes in selected institutions to improve discipline and learner achievement: a communicative approach.

Schools that are struggling to maintain discipline need to be assisted with this problem because it impedes the learning process and achievement of educational goals. In order to give an in-depth analysis of the current situation in schools and make concrete recommendations, I will need to administer a questionnaire amongst educators.

The results of my findings and recommendations will be made available to the Department of Education.

Thank you very much.

Yours faithfully
Brenton Fredericks

APPENDIX 2: LETTER TO SCHOOL PRINCIPALS

26 Piet Kruger Street
Fichardt Park
BLOEMFONTEIN
9301
10 October 2006

The Principal
Free State Department of Education
BLOEMFONTEIN
9301

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR INSTITUTION

I am currently busy with a Master's degree at the Central University of Technology, Free State. The full title of my script is: A model of behavior modification programmes in selected institutions to improve discipline and learner achievement: a communicative approach.

Schools struggling to maintain discipline need to be assisted with this problem because it impedes the learning process and achievement of educational goals. In order to give an in-depth analysis of the current situation in schools and make concrete recommendations, I will need to administer a questionnaire amongst educators.

This research project is important because we will be able to ascertain the extent of learner disciplinary problems and obtain information on how many educators have knowledge about diversion programmes.

The results of my findings and recommendations will be made available to the Free State Department of Education.

Thank you very much.

Yours faithfully
Brenton Fredericks

APPENDIX 3

Central University of
Technology, Free State

LEARNER DISCIPLINE SURVEY

BRENTON GRANT FREDERICKS

Faculty of Engineering, Information and Communication Technology

at the

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

<u>QUESTIONNAIRE</u>

A MODEL FOR BEHAVIOUR MODIFICATION PROGRAMMES IN

SELECTED INSTITUTIONS TO IMPROVE DISCIPLINE AND LEARNER

ACHIEVEMENT: A COMMUNICATIVE APPROACH

This questionnaire is aimed at determining your knowledge and attitudes with regard to Behaviour Modification Programmes that could be/are used in schools to minimise the number of disciplinary problems. You are asked to answer each question, reflecting your true reaction when doing so.

All information will be treated confidentially and will be used for no reason other than the purpose of this study. The questionnaire is completed anonymously and will take approximately 10 minutes of your time.

Instructions for completing the questionnaire
1. The questionnaire is divided into six sections. Each aspect deals with a specific section of the research project.
2. Please read through all the questions and statements and answer **ALL QUESTIONS.**
3. Mark each section with a cross (X) in the block unless otherwise instructed.
4. Please give your first, spontaneous answer.
5. Return the completed questionnaire, in the provided envelope, to the person who distributed the questionnaire.

Section 1: Personal Information

In this section personal information is gathered to assist in compiling a profile of the teachers who participated in this survey. This profile will keep the participants anonymous.

Q1 Gender

☐ Male   ☐ Female

Q2 Age

☐ 22-30 yrs   ☐ 31-40 yrs   ☐ 41-50 yrs   ☐ >50 yrs

Q3 Teaching experience

☐ 0-5 yrs   ☐ 6-10 yrs   ☐ 11-16 yrs   ☐ >17 yrs

Q4 Formal qualification
Indicate your highest educational qualification.

☐ Certificate (B.Tech. / Bachelors Degree)

☐ Diploma (M.Tech. / Masters Degree)

☐ D.Tech. / Ph.D. (or other),

   specify...

Section 2: Communication and Disciplinary Procedures

The first part of this study focuses on the communication process as well as the disciplinary procedures currently in place in the various schools taking part in this survey.

How effective is the communication process at specific institutions to ensure that disciplinary problems are minimised?

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a cross in the appropriate box.

	At our institution ...	Strongly Agree	Agree Slightly	Disagree Slightly	Strongly Disagree
Question 5	Communication is effective.				
Question 6	Information is seldom given to educators.				
Question 7	Relevant information is given to educators when it is too late.				
Question 8	Senior Management is selective with the information that they provide to educators.				
Question 9	A breakdown in communication between senior staff and educators exist.				
Question 10	A policy for handling disciplinary problems exists.				
Question 11	All educators know the procedure for handling disciplinary problems.				
Question 12	All educators implement the procedure for handling disciplinary problems.				
Question 13	Minimal numbers of disciplinary problems				

		Strongly Agree	Agree Slightly	Disagree Slightly	Strongly Disagree
	occur.				
Question 14	Educators are regularly informed about learners who disobey school rules.				

<div align="right">(This concludes Questions 5 – 14)</div>

Q15 Communication at our school is effective because:
Indicate the most suitable response by encircling the letter (A, B, C, D or E).

A   the information is relevant.

B   the message is clear and concise.

C   educators understand what is expected of them.

D   all of the above.

E   none of the above, specify ……………………………………………………….

Q16 Educators know the procedure for handling disciplinary problems because:
Indicate the most suitable response by encircling the letter (A, B, C, D, E or F)

A   they have all been trained.

B   not all educators know the procedure because disciplinary problems are handled by senior staff members.

C   educators are not interested in handling disciplinary problems.

D   our school never has any disciplinary problems.

E   all of the above.

F   none of the above, specify …………………………………………………………….

Section 3: Intervention Strategies / Dealing with Misconduct

It is imperative to understand how disciplinary procedures are implemented in the various schools taking part in this survey.

What intervention strategies are currently in place to assist educators with learners who display signs or symptoms of nonconformist behaviour?

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a cross in the appropriate box.

	At our institution …	Strongly Agree	Agree Slightly	Disagree Slightly	Strongly Disagree
Question 17	Learners who misbehave are sent to detention.				

Question 18	Parents are informed about their child's behaviour.				
Question 19	Negative behaviour is dealt with by referring a learner to a programme.				
Question 20	Learners who disobey school rules are given a demerit.				
Question 21	Serious misbehaviour such as malicious damage to property, a learner is supported by including him/her in a programme.				
Question 22	Learners are suspended pending a disciplinary hearing if found guilty of a serious misdemeanour.				
Question 23	Learners who are found guilty of serious misbehaviour are given no support.				
Question 24	Effective measures are in place to deal with disciplinary problems.				

(This concludes Questions 17 – 24)

Q25   Please provide a simple diagram of the Intervention Strategy followed at your school, for example:

The latter part of the study investigates the various programmes offered at the participating schools. Questions 26-31 in this section deal with the opinion of educators with regard to these intervention programmes.

Do educators have knowledge with regard to Behaviour Modification Programmes that could be utilised?

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a cross in the appropriate box.

	At our institution ...	Strongly Agree	Agree Slightly	Disagree Slightly	Strongly Disagree
Question 26	Educators are familiar with programmes to assist learners who regularly misbehave.				
Question 27	Programmes to support learners who frequently misbehave are available at our school.				
Question 28	Educators are equipped to implement intervention programmes.				
Question 29	It is not the duty of educators to implement programmes to improve behaviour.				
Question 30	In-school suspension (a programme that learners are referred to at school to deal with disruptive behaviour) is a strategy used to deal with negative behaviour.				
Question 31	Out-school suspension (a learner will not be allowed to attend school for a period of 7 days and thereafter he may return if the final decision is not to expel the learner) is a strategy used to deal with negative behaviour.				

(This concludes Questions 26 – 31)

Section 5: Assessment and Diversion

This section assesses the importance of trained, positive educators and the diversion programmes offered at the participating schools. Would educators be able to adequately assess learners and divert them to the correct programme and manage their progress?

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a cross in the appropriate box.

	At our institution ...	Strongly Agree	Agree Slightly	Disagree Slightly	Strongly Disagree
Question 32	Educators have been trained by the Department of Education to assess learners who misbehave.				
Question 33	There is no need for educators to be able to assess learners and divert them to appropriate programmes.				
Question 34	Educators have knowledge about diversion and diversion programmes.				
Question 35	The Principal or class teacher is informed about a learner who has been diverted by the Criminal Justice System (CJB).				
Question 36	Diversion programmes that address negative behaviour will assist in reducing the number of disciplinary problems at our school.				
Question 37	Diversion can be a solution to disciplinary problems.				
Question 38	Educators know about community organisations that will be able to assist in the implementation of diversion programmes.				
Question 39	Educators are interested in receiving training to implement programmes for learners who frequently misbehave.				

(This concludes Questions 32 – 39)

Section 6: Discipline and Learner Achievement

The last section concentrates on discipline and learner achievement, focusing on the educator's perception thereof.

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a cross in the appropriate box.

	I feel that …	Strongly Agree	Agree Slightly	Disagree Slightly	Strongly Disagree
Question 40	Discipline is a problem at our school.				
Question 41	Learners do not fare well in examinations because they are not disciplined.				
Question 42	Learner achievement is low because the educators spend too much time disciplining learners.				
Question 43	Learners are not disciplined because the school does not have a Behaviour Management Policy in place.				
Question 44	Our school does have a Behaviour Management Policy, but not everyone knows about it.				
Question 45	Our school does have a Behaviour Management Policy, but many educators are not familiar with the content of this document.				
Question 46	Educators should play a greater role in disciplining learners at schools.				
Question 47	Discipline is only one of a number of problems resulting in poor performance.				

(This concludes Questions 40 – 47)

THANK YOU FOR YOUR CO-OPERATION

APPENDIX 4

INTERVIEW

QUESTIONS

1. How effective is communication at your school to ensure that disciplinary problems are minimised?

----

2. What is the medium of instruction at your school?

----

3. What is the predominant language spoken by the learners at your school?

----

4. What is the predominant language spoken by the teachers/educators at your school?

----

5. Does the use of a specific language, for example, English, hinder the communication between learners and teachers at your school?

----

6. Do you think the language used could have an effect on the number of disciplinary problems experienced at your school?

----

7. How important do you rate communication as contributing to either decreasing or increasing disciplinary problems at your school?

----

8. Do educators at your school know the procedure for handling disciplinary problems? How did they get to know about the procedure?

9a. Does your school have an effective Behaviour Management Policy in place to deal with disciplinary problems?

----

b. If so, who was responsible for compiling such a policy?

----

c. Is the policy included in the Code of Conduct of your school?

10a. Is learner discipline a problem at your school?

----

b. If so, what kinds of learner discipline problems do you experience at your school?

----

11. How are disciplinary problems dealt with at your school?

----

12. Are the methods/ways of dealing with disciplinary problems effective at your school? Provide a reason for your response.

----

13. Do educators at your school have knowledge of the different kinds of Behaviour Modification Programmes that could assist in improving learner behaviour?

14a. Would educators be able to assess and refer learners to correctional programmes at your school?

----

b. Are there any Behaviour Modification Programmes already in use to deal with disruptive behaviour at your school?

----

15. Which programmes are currently in use?

----

16. Did the Provincial Department in any way assist in helping schools to devise a plan of action to deal with disciplinary problems at your school?

----

17. Who is ultimately responsible for handling disciplinary problems at your school?

----

18. Is there a correlation between disciplinary problems and learner achievement? Provide a reason for your response?

APPENDIX 5: FINDINGS OF SECTION 1 OF QUESTIONNAIRE

	Personal information		School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Total	%	Total %
Q1	Gender	Male	17	33	17	30	33	40	42	56	268	33.5	
		Female	83	67	83	70	67	60	58	44	532	66.5	
Q2	Age	22-30	0	11	0	10	22	9	8	0	60	7.5	
		31-40	42	67	33	40	34	55	58	78	407	50.875	
		41-50	17	22	50	30	33	27	25	11	215	26.875	
		>50	41	0	17	20	11	9	9	11	118	14.75	100
Q3	Teaching experience	0-5y	17	0	8	0	22	11	0	11	69	8.625	
		6 y-10y	0	11	17	20	11	17	17	67	160	20.125	
		11y - 16y	33	56	25	30	34	36	50	0	264	33	
		>17y	50	33	50	50	33	36	33	22	307	38.375	100
Q4	Formal qualifications	certificate	17	56	67	30	33	36	25	44	308	38.5	
		Diploma	50	44	25	40	67	36	67	56	385	48.125	
		Other	33	0	8	30	0	28	8	0	107	13.375	100

APPENDIX 6A: FINDINGS OF SECTION 2 OF THE QUESTIONNAIRE

Communication and Disciplinary Procedures			School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Total	%	Total %
Q5	Communication is effective.	Agree	100	78	92	70	50	91	84	78	643	80.375	
		Disagree	0	22	8	30	50	9	16	22	157	19.625	100
Q6	Information is seldom given to educators.	Agree	75	44	16	40	13	45	59	44	336	42	
		Disagree	25	56	84	60	87	55	41	56	464	58	100
Q7	Relevant information is given to educators when it is too late.	Agree	58	44	25	50	13	55	33	56	334	41.75	
		Disagree	42	56	75	50	87	45	67	44	466	58.25	100
Q8	Senior management is selective with the information that they provide to educators.	Agree	75	44	67	40	13	45	75	66	425	53.125	
		Disagree	25	56	33	60	87	55	25	34	375	46.875	100
Q9	A breakdown in communication between senior staff and educators exists.	Agree	33	22	33	20	13	54	33	77	285	35.625	
		Disagree	67	78	67	80	87	46	67	23	515	64.375	100
Q10	A policy for handling disciplinary problems exists.	Agree	67	77	92	60	50	72	91	100	609	76.125	
		Disagree	33	23	8	40	50	28	9	0	191	23.875	100
Q11	All educators know the procedure for handling disciplinary problems.	Agree	58	67	84	50	38	45	75	55	472	59	
		Disagree	42	33	16	50	62	55	25	45	328	41	100
Q12	All educators implement the procedure for handling disciplinary problems.	Agree	50	55	59	30	25	9	58	33	319	39.875	
		Disagree	50	45	41	70	75	91	42	67	481	60.125	100
Q13	Minimal numbers of disciplinary problems occur.	Agree	58	33	50	20	25	0	16	77	279	34.875	
		Disagree	42	67	50	80	75	100	84	23	521	65.125	100
Q14	Educators are regularly informed about learners who disobey school rules.	Agree	75	66	92	50	25	54	75	66	503	62.875	
		Disagree	25	34	8	50	75	46	25	34	297	37.125	100

APPENDIX 6B: FINDINGS OF SECTION 2 OF THE QUESTIONNAIRE

Communication and Disciplinary Procedures			School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Total	%	Total %
Q15	Communication at our school is effective because:	-The information is relevant.	17	11	17	0	38	0	0	0	83	10.375	
		-The message is clear and concise	8	0	17	10	0	9	8	0	52	6.5	
		-Educators understand what is expected of them	17	11	8	20	13	55	33	11	168	21	
		-All of the above.	58	56	50	20	36	9	59	56	344	43	
		-None of the above, specify	0	22	8	50	13	27	0	33	153	19.125	100
Q16	Educators know the procedure for handling disciplinary problems.	-They have all been trained	25	11	50	30	50	0	50	44	260	32.5	
		-Not all educators know the procedure because disciplinary problems are handled by senior staff members	33	44	42	30	13	45	25	22	254	31.75	
		-Educators are not interested in handling disciplinary problems	25	33	0	20	37	10	8	11	144	18	
		-Our school never has any disciplinary problems	0	0	0	0	0	0	0	0	0	0	
		-All of the above	0	0	0	0	0	0	9	0	9	1.125	
		-None of the above, specify…	17	12	8	20	0	45	8	23	133	16.625	100

APPENDIX 7: FINDINGS OF SECTION 3 OF THE QUESTIONNAIRE

Intervention Strategies / Dealing with Misconduct			School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Total	%	Total %
Q17	Learners who misbehave are sent to detention.	Agree	50	89	100	50	63	45	25	77	499	62.375	
		Disagree	50	11	0	50	37	55	75	23	301	37.625	100
Q18	Parents are informed about their child's behaviour.	Agree	100	78	66	60	63	73	100	0	540	67.5	
		Disagree	0	22	34	40	37	27	0	100	260	32.5	100
Q19	Negative behaviour is dealt with by referring a learner to a programme.	Agree	50	22	92	20	50	18	17	100	369	46.125	
		Disagree	50	78	8	80	50	82	83	0	431	53.875	100
Q20	Learners who disobey school rules are given a demerit.	Agree	25	33	91	0	25	18	50	44	286	35.75	
		Disagree	75	67	9	100	75	82	50	56	514	64.25	100
Q21	In serious misbehaviour such as malicious damage to property, a learner is supported by including him/her in a programme.	Agree	75	0	91	10	50	27	25	100	378	47.25	
		Disagree	25	100	9	90	50	73	75	0	422	52.75	100
Q22	Learners are suspended pending a disciplinary hearing if found guilty of a serious misdemeanour.	Agree	50	89	16	70	50	45	58	100	478	59.75	
		Disagree	50	11	84	30	50	55	42	0	322	40.25	100
Q23	Learners who are found guilty of serious misbehaviour are given no support.	Agree	50	78	8	50	0	36	25	22	269	33.625	
		Disagree	50	22	92	50	100	64	75	78	531	66.375	100
Q24	Effective measures are in place to deal with disciplinary problems.	Agree	0	55	84	50	50	87	67	89	482	60.25	
		Disagree	100	45	16	50	50	13	33	11	318	39.75	100

APPENDIX 8: FINDINGS OF SECTION 4 OF THE QUESTIONNAIRE

Programmes to Improve the Behavior of Learners			School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Total	Percentage	Total %
Q26	Educators are familiar with programmes to assist learners who regularly misbehave.	Agree	58	44	83	50	38	45	75	55	448	56	
		Disagree	42	56	17	50	62	55	25	45	352	44	100
Q27	Programmes to support learners who frequently misbehave are available at our school.	Agree	50	11	83	30	62	28	59	45	368	46	
		Disagree	50	89	17	70	38	72	41	55	432	54	100
Q28	Educators are equipped to implement intervention programmes.	Agree	42	0	59	50	38	18	33	33	273	34.125	
		Disagree	58	100	41	50	62	82	67	67	527	65.875	100
Q29	It is not the duty of educators to implement programmes to improve behaviour.	Agree	25	67	8	60	14	28	66	33	301	37.625	
		Disagree	75	33	92	40	86	72	34	67	499	62.375	100
Q30	In-school suspension.	Agree	42	44	59	50	51	45	83	44	418	52.25	
		Disagree	58	56	41	50	49	55	17	56	382	47.75	100
Q31	Out-school suspension.	Agree	34	100	17	80	76	64	66	34	471	58.875	
		Disagree	66	0	83	20	24	36	34	66	329	41.125	100

APPENDIX 9: FINDINGS OF SECTION 5 OF THE QUESTIONNAIRE

	Assessment and Diversion		School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Total	%	Total %
Q32	Educators have been trained by the Department of Education to assess learners who misbehave.	Agree	42	0	50	10	38	27	8	11	186	23.25	
		Disagree	58	100	50	90	62	73	92	89	614	76.75	100
Q33	There is no need for educators to be able to assess learners and divert them to appropriate programmes.	Agree	25	0	0	20	12	27	25	11	120	15	
		Disagree	75	100	100	80	88	73	75	89	680	85	100
Q34	Educators have knowledge about diversion and diversion programmes.	Agree	50	0	50	40	38	27	18	22	245	30.625	
		Disagree	50	100	50	60	62	73	82	78	555	69.375	100
Q35	The Principal or class teacher is informed about a learner who has been diverted by the CJB.	Agree	58	55	100	20	50	45	25	22	375	46.875	
		Disagree	42	45	0	80	50	55	75	78	425	53.125	100
Q36	Diversion programmes that address negative behaviour will assist in reducing the number of disciplinary problems.	Agree	84	89	92	90	50	73	84	100	662	82.75	
		Disagree	16	11	8	10	50	27	16	0	138	17.25	100
Q37	Diversion can be a solution to disciplinary problems.	Agree	100	100	100	90	63	91	83	100	727	90.875	
		Disagree	0	0	0	10	37	9	17	0	73	9.125	100
Q38	Educators know about community organisations that will be able to assist in the implementation of diversion programmes.	Agree	66	33	58	70	13	36	8	44	328	41	
		Disagree	34	67	42	30	87	64	92	56	472	59	100
Q39	Educators are interested in receiving training to implement programmes for learners who frequently misbehave.	Agree	100	78	100	80	63	91	58	100	670	83.75	
		Disagree	0	22	0	20	37	9	42	0	130	16.25	100

APPENDIX 10: FINDINGS OF SECTION 6 OF THE QUESTIONNAIRE

	Discipline and Learner Achievement		School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	Total	%	Total %
Q40	Discipline is a problem at our school	Agree	67	100	83	90	77	91	69	45	622	77.75	
		Disagree	33	0	17	10	23	9	31	55	178	22.25	100
Q41	Learners do not fare well in examinations because they are not disciplined	Agree	58	100	66	90	75	91	75	22	577	72.125	
		Disagree	42	0	34	10	25	9	25	78	223	27.875	100.
Q42	Learner achievement is low because the educators spend too much time disciplining learners	Agree	73	77	34	90	78	82	80	11	525	65.625	
		Disagree	27	23	66	10	22	18	20	89	275	34.375	100
Q43	Learners are not disciplined because the school does not have a Behaviour Management Policy in place	Agree	25	56	25	70	63	55	25	22	341	42.625	
		Disagree	75	44	75	30	37	45	75	78	459	57.375	100
Q44	Our school does have a behaviour Management Policy, but not everyone knows about it	Agree	31	56	34	30	38	45	33	57	324	40.5	
		Disagree	69	44	66	70	62	55	67	43	476	59.5	100
Q45	Our school does not have a behaviour Management Policy, but many educators are not familiar with the content of this document	Agree	17	67	42	40	63	64	33	56	382	47.75	
		Disagree	83	33	58	60	37	36	67	44	418	52.25	100
Q46	Educators should play a greater role in disciplining learners at schools	Agree	84	89	83	80	76	82	66	89	649	81.125	
		Disagree	16	11	17	20	24	18	34	11	151	18.875	100
Q47	Discipline is only one of a number of problems resulting in poor performance	Agree	92	100	92	90	100	91	75	78	718	89.75	
		Disagree	8	0	8	10	0	9	25	22	82	10.25	100