

**CHALLENGES OF DISCIPLINARY MEASURES AND THEIR IMPACT ON  
EDUCATOR MORALE IN SCHOOLS OF DZONDO CIRCUIT, VHEMBE DISTRICT**

**BY**

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## **ABSTRACT**

This study examined the challenges of disciplinary measures and their impact on educator morale in schools of Dzondo Circuit, Vhembe District. The South African education system historically had used corporal punishment to maintain discipline in schools. Criticism of its effects led to the banning of this form of physical punishment in 1996. But the legislative intervention did not stop the use of corporal punishment in schools. Corporal punishment had effectively disappeared in model-C schools, but it is still relatively common in township schools Maithufi (1997: 32). Reasons for persistence and illegal use of corporal punishment include absence of effective alternatives, and the legacy of authoritarian education practices. These views persist because parents use it at their homes and support its use in schools.

The study used both quantitative and qualitative techniques for data collection and analysis. Quantitative techniques were mostly used in that they provided the researcher with an understanding of experiences and the challenges of disciplinary measure and their impact on educator morale in schools of Dzondo Circuit, Vhembe District. Random and purposive samplings were used for selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publication, research publication, and report. Primary data were obtained through questionnaires and interview.

### **Major Findings of this study are the following:**

- The findings of this research clearly show that schools are experiencing disciplinary problems. However, the intensity of these disciplinary problems varies from school to school. Participants consider discipline to be an important aspect in the life of the school and complained that without good discipline, no effective teaching and learning can take place.

- Furthermore, participants interviewed expressed frustration over the various types of disruptive behaviour that schools are currently experiencing. Moreover, participants in this research revealed that the major cause of disciplinary problems at schools stems from a lack of parental involvement in their children's education.
- Poor socio-economic conditions of parents and a lack of knowledge and skills of parent involvement serve as major barriers to parent involvement in school.

**Major recommendations to address the findings are:**

- Another important recommendation which cannot be over-emphasised is that managers need to ensure that there exists team-work among the educators. The causes of disciplinary problems are addressed if educators are actively involved in the teaching programmes of their school.
- Managers need to facilitate model behavior in educators (Mabeba & Prinsloo 1999:36). According to these authors, educators are supposed to be role-models for their learners. Educators should, therefore, model self-discipline, so as to inculcate self-discipline in learners. Educators should also approach the problem of discipline with empathy for the possible problems the learners may be experiencing at home or at school that cause their poor behaviour.
- Managers need to ensure that educators prepare their lessons well by monitoring this matter. The issue of lesson preparation by educators is of vital importance. Mabeba and Prinsloo (1999:37 & 40) maintain that lessons that are well-prepared enhances discipline in class. Learners respect educators who are prepared, are knowledgeable about the subject they teach, and are authoritative in their instructional and teaching style.