

**FACTORS INFLUENCING DISCIPLINE IN SECONDARY SCHOOL IN NAMAKGALE
CIRCUIT, LIMPOPO PROVINCE**

by

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DECLARATION

I, **MATLADI HERMAN MATLOU** declare that:

**“FACTORS INFLUENCING DISCIPLINE IN SECONDARY SCHOOL IN
NAMAKGALE CIRCUIT, LIMPOPO PROVINCE”**

is my own original work and it has not been previously submitted to any other educational institution for any degree purposes. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Matlou M H

08.06.2021

MATLADI HERMAN MATLOU

Date

DEDICATION

This work is dedicated to the Almighty God for the life and strength that He gave me and to my family for their support during my studies.

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ABSTRACT

Discipline is a moral practice of behaviour, care, order, and respect to other people. Discipline of learners in all schools has been and is still regarded as a very important and valuable cornerstone of learning. This study was influenced by the level of discipline in schools and it has become a concern to teachers. The purpose of this study was to investigate factors that influence discipline in secondary schools in Namakgale Circuit. The study adopted a qualitative research method. The population of the study included teachers and learners in secondary schools in Namakgale Circuit. The sample size of twenty-four (24) participants (teachers and learners) were randomly selected from the six secondary schools. The sample consisted of 2 teachers and 2 learners both male and female from each secondary school. The structured questions were used to collect data from the participants in which interviews were conducted. After data collection, the thematic analysis method was involved to organize data, generating categories, searching for explanations of the data and then writing a report. The findings of this study will assist schools in improving discipline.

KEY TERMS: Factors, influence, discipline, learner performance, students.

LIST OF ACRONYMS

DBE	:	Department of Basic Education
LO	:	Life Orientation
LRC	:	Learner Representative Council
SACE	:	South African Council for Educators
SAPS	:	South African Police Service
SASA	:	South African Schools Act
SGB	:	School Governing Body
SMT	:	School Management Team

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

A school is a social institution which provides learners with the educational foundation to build their successful life. Discipline is regarded as one of the important and valuable factors in the learning environment, teachers must exercise their authority in the best interest of the learner with emphasis on the development of self-discipline, independence, and maturity. School discipline means a system consisting of code of conduct, punishment and behavioural strategies that regulate learners and keep the school and classrooms in order (Geltner, 2014:2107). The aim of school discipline is to control learner's actions, habits, attitudes, and behaviour in the school and without discipline learners cannot become well educated (Sharma, 2018:02). Disciplinary problems in schools are generally an area of concern in maintenance of quality education (Sekiwu, & Naluwemba, 2014:21). Schools with disciplinary problems are characterized by late coming, truancy, cultism, drug abuse, insulting others, assaulting others, stealing, alcohol consumption, marijuana use, activist protest participation, rioting and general deviant behaviours (Kimani, 2013:09).

A good example of disciplinary problems is three cases of indiscipline and violence that occurred in three schools in Limpopo Province (Ramothwala, 2018:07). On the 26th February 2018, a case was reported by Peter Ramothwala in the Sowetan Newspaper. A 16-year-old learner of Denga Tshivhase High School in Phiphidi Village, Thohoyandou, got hold of his father's firearm and used the firearm to shoot his enemies at school. He shot an 18 year-old learner dead and injured two others during an alleged heated argument at the school premises. The boy was arrested on the same day. The second incident of violence reported by Peter Ramothwala happened at Malebogo High School in Senwabarana, Limpopo Province. A Grade 9 learner stabbed an 18 year-old learner to death with a sharp instrument after an intense quarrel. The worst part of this incident is that the learner was stabbed to death inside the classroom while the teacher was teaching. The Grade 9 learner was

arrested by the police. The third incident of violence in the schools happened at Mbhekwana High School, in N'wamitwa, Limpopo Province. A Grade 11 learner's stomach was ripped open by a knife. School discipline is therefore one of the most prominent factors influencing the effective management of the school and learning environment. This implies that the discipline of learners in all schools is a very important and valuable cornerstone of learning. The success, growth and development of schools are largely determined by the discipline standards of its stakeholders (Kimani, 2013:09). This implies that a school must have certain basic regulations governing, controlling and directing the behaviour of its members most of whom are learners. All learners are expected to follow the code of conduct imposed by the school management.

There had been some number of media reports about ill-discipline in schools in South Africa, which resulted in violence against learners and teachers, and this has captured the attention of the nation (Department of Basic Education, 2014:12). In 2014 statistics study report from the South African Institute of Race Relations (Department of Basic Education, 2014:12) reveals that 23% of learners feel safe at school and this implies that 77% feel unsafe. According to Osman (2017:02), bad behaviour and ill-discipline disrupts education in many schools in South Africa. This is confirmed by Du Plessis (2018:18) who emphasizes that discipline problems do exist in South African schools and in other countries and the situation is getting worse. According to Du Plessis (2018:18), the situation is worsened by the prohibition of traditional behavioural management practices including corporal punishment in South African schools. This is confirmed by Section 12 of the South African Constitution Act 108 of 1996 which states that "everyone has the right not to be treated or punished in a cruel, inhuman or degrading way". In line with the Constitution, the National Education Policy Act of 1996 (Republic of South Africa, 1996) states that "no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution". Schools have to come up with functional alternative measures in order to deal with indiscipline. All these factors affect the progress of educational institutions.

This study focuses on the factors that influence discipline in secondary schools, particularly in Namakgale Circuit of Mopani Region in Limpopo Province. The state of discipline in secondary schools at Namakgale Circuit leaves much to be desired.

There is an urgent need for greater intervention to avoid the collapse of some schools in Namakgale Circuit.

1.2 STATEMENT OF THE PROBLEM

The three cases of indiscipline and violence happened in three schools, in Tshivhase High in Vhembe, Malebogo High in Senwabarana and Mbhekwana High in N'wamitwa; has disturbed many teachers and learners in our schools. Very few schools have good discipline which is conducive to effective teaching and learning. Schools in Namakgale Circuit are characterized by some of the challenges such as late coming, absenteeism of learners especially on Fridays, learners failing to do their tasks and homeworks, behave in unacceptable manners, leave before the end of school day, stay away from school for a couple of days and deliberately violate class and school regulations. These also affect the relationship between teachers and learners, and it also leads to uncontrollable behaviour of learners in the classroom where some learners intimidate teachers. These are the major causes of indiscipline in schools. Many learners are forced to repeat classes and move from one school to another because of their indiscipline. Teachers are demoralized by the behaviour of learners and it becomes difficult to complete curriculum programs of the year as planned. The problem of ill-discipline in the Namakgale Circuit, prompted the researcher to conduct this study on the factors that influence discipline in secondary school in Namakgale Circuit, Limpopo Province.

1.3 THE PURPOSE OF THE STUDY

The purpose of this study was to investigate factors that influence discipline in secondary schools in Namakgale Circuit, Limpopo Province.

The study will be actualized by the following objectives:

- To examine factors that contribute to discipline in schools.
- To identify a role of stakeholders in maintaining discipline in schools.
- To determine strategies that can be used to maintain discipline in schools.

1.4 RESEARCH QUESTIONS

The main research question: Which factors influence discipline in secondary schools in Namakgale Circuit, Limpopo Province? Following are sub-research questions.

- Which factors contribute to discipline in schools?
- What are the roles of the stakeholders in maintaining discipline in schools?
- Which strategies can be used to maintain discipline in schools?

1.5 THEORETICAL FRAMEWORK

The study was underpinned by theories of Jacob Kounin (1970) and Rudolf Dreikurs (1972), which are preventive and social discipline as strategies to maintain discipline in classroom environments for conducive to learning. They also stressed the positive relationships between learners and teachers.

- **Jacob Kounin's Theory:**

Jacob Kounin (1970) engaged himself in substantial classroom management research. His work is focused on determining whether specific behaviour settings and environmental conditions influences behaviour. The theory also identifies a set of teacher's behaviour and lesson characteristics, including, ripple effect, "witnessness", smoothness, momentum, overlapping and group alerting. These characteristics would describe a teacher who knew what was going on at all times in the classroom and was able to deal with more than one issue or problem at a time. Good classroom management would then facilitate good learning, by allowing teachers to accomplish other important instructional duties. Jacob Kounin's work then focused on management research shifting from teacher personality to environmental and strategic components of management. His work highlighted the influence of classroom activities as a source of important variations in learners and teacher behaviour. Jacob Kounin's research of classroom management helped to identify many of the issues teachers are still facing in today's classrooms. His emphasizes, the smooth and effective transitions of activities as the most important techniques of learners' involvement and class control. A technique of keeping the whole class involved in the

learning situation is promoted. The teacher should emphasise that the learners are responsible for their academic and social behaviour.

- **Rudolf Dreikurs' Theory:**

Rudolf Dreikurs (1972)'s theory is based on democratic teaching where teachers and learners work together in making decisions. Dreikurs believes that human beings are social beings and work towards the goal of belonging and significance.

Dreikurs explains that discipline is giving assistance to learners to improve their behaviour. He argued that four hierarchical mistaken goals explain the lack of discipline among learners, namely attention-seeking, power and superiority seeking, revenge seeking and social withdrawal. Learners find out that the best way to gain attention is to misbehave by disrupting the lesson, asking special favours, refusing to be on task unless monitored by the teacher, acting tough and engaging in mild misbehaviour (Van Wyk, 2009). Learners also manifest a lack of discipline because they are given freedom without feeling responsible for their behaviour (Dreikurs & Cassel, 1972). Bear (2005) adds that when learners do not get the necessary attention that they have sought to establish power, they then seek revenge by hurting others in order to give themselves a certain status. Dreikurs asserted that all behaviour is the result of a child's mistaken assumptions about how to find a place and gain access. Thus, when a learner is unsuccessful in obtaining acceptance, a pattern of misbehaving begins. These views were helpful in explaining many situations found among learners in secondary school who acted up in the classroom to draw teachers' attention or tried to show off to impress other classmates.

1.6 LITERATURE REVIEW

This section provides an overview of the literature reviewed on the role of discipline on the effective management of schools. The objective of this literature review is to shed light on how discipline is used by educators to manage the schools effectively, as researched internationally and within South Africa. In this section, the conceptual framework, importance of discipline, the role of stakeholders in maintaining discipline and the effective management of discipline in schools is discussed.

1.6.1 Discipline

The main focus of this study is the role of discipline on the effective management of schools. The concept “*discipline*” has its origins in Latin. *Disco* means to learn and *disciplina* refers to the communication of knowledge to the learner (Bowen, 2014:45). Discipline refers to the kind of order involved in trying to reach appropriate standards or follow appropriate rules of engaging in a valued activity (Sonn, 2016:26). It is the understanding of what is right and wrong or self-discipline more than obedience to rules (Sonn, 2016:26). According to Wilson (2015:68) discipline is a kind of ‘moral compulsion’ that one should submit to, otherwise it would be difficult to engage themselves in any “valued activity”. Le Mottee (2015:08) provides a valuable explanation of discipline as follows:

“Discipline has nothing to do with controlling disruptive or other unacceptable bad behaviour. It has everything to do with ensuring a safe and valuing environment so that the rights and needs of people are respected, vindicated and safeguarded.”

Discipline means that educators must exercise their authority in the best interest of the learner with emphasis on the development of self-discipline, independence and maturity.

Many people mistakenly equate ‘punishment’ with ‘discipline’. Disciplined behaviour means ways of behaving that show respect and responsibility. Self-discipline means achieving disciplined behaviour through one’s own efforts rather than through external monitoring or force. According to Kourkoutas and Wolhuter (2014:03), punishment does not promote self-discipline, but only stops misbehavior for that moment. Punishment may fulfill a short-term goal, but actually interferes with the accomplishment of the long-term goal of self-control (Kourkoutas & Wolhuter, 2014:03). In schools, the most common punishment during the previous dispensation was corporal punishment.

1.6.2 Importance of Discipline

Literature reveals that discipline is very important in all aspects of life. According to Bowen (2014:45), discipline enables citizens of disciplined nations to work more smoothly and to be filled with the spirit of unity, brotherhood and co-operation and it is an important component of political and social life. In the political sphere, personal ambitions do come on the way and therefore they pose danger to the society. Even in public places, people can create chaos due to undisciplined behaviour. Discipline is therefore a backbone of the national unity. Anywhere we go discipline is necessary in any institution whether it is an educational institution, or even in the political field, in social or religious matters, even on street and even while you are sitting in your own house (Moyo, Khewu & Bayaga, 2014:03). Until and unless everybody follows the rules and regulations proper satisfaction cannot be achieved. So, if each person imposes on himself or herself discipline and performs his or her duty with devotion, there will be no problem. Discipline is important even in domestic life (Bowen, 2014:45). If children are grown up in an atmosphere of love and brotherhood, they tend to be good citizens. It is the duty of parents to raise their children in an atmosphere conducive for everybody. According to Kourkoutas and Wolhuter (2014:03) children from divorced parents and from broken homes are generally undisciplined and it is therefore very important that parents should bring up their children in a disciplined manner. So, in today's society, it is very essential to live with co-operation and brotherhood amongst each-other because an absence of discipline may lead to failure and backwardness of nation (Bowen, 2014:45). But one can overcome these problems if everyone follows a personal code of conduct and maintain self-discipline for prosperity of the society and nation as a whole.

Discipline of learners in all schools has been and is still regarded as a very important and valuable cornerstone of learning. Currently, one of the most prominent factors influencing the learning environment in South African schools is the conduct of learners (Sekiwu & Naluwemba, 2014:02). Rules for behaviour are therefore needed to set limits on what can or cannot be done. In an education system that is still struggling to create a culture of teaching and learning, ill-disciplined behaviour can cancel all well intended efforts to restore or create this culture. According to Kourkoutas and Wolhuter (2014:03), students who misbehave tend to perform poorly in school and tend to be absent frequently from school. They further state that "in addition, discipline is correlated with student absenteeism. In recent research related

to school discipline in South Africa, Moyo, Khewu and Bayaga (2014:03) indicate that nowadays the learners have lost a culture of respect and trust towards the educators and learner safety, security and success in education are often adversely affected by disruptive behaviour or other forms of misconduct by fellow learners. Moyo, Khewu and Bayaga (2014:03) recommends that school principals and stakeholders must focus on measures meant to cultivate a new school culture guided by values such as self-discipline, in order to minimise the need for extrinsic punitive control.

Discipline is typically integral to the success of students. Attending and actively participating in classes are keys to school success and this requires the discipline to get up in the morning, to make education a priority and to give maximum effort during the classroom experience (Kokemuller, 2013:01). A disciplined student come to class prepared and ready to participate in class, take notes, write class work, tests, projects, homework and ask questions. A disciplined student is also able to study at school and at home. A disciplined student also makes use of available resources such as library academic support centre, instructors and support staff (Kokemuller, 2013:01).

1.6.3 The Role of Stakeholders in Maintaining Discipline in Schools

In the past, churches, private companies, the state and even principals themselves controlled schools, but things have changed. Since 1994 almost every part of education has changed. Many people welcome the changes, but change is often stressful. That is why it is argued that the most important function of the management team in any public school in South Africa today is perhaps to promote management change. When institutions fail to manage change effectively it is usually because of a lack of commitment by the people who play important roles in putting change into practice. When implementing alternatives to corporal punishment in any school, the implementers need support from every stakeholder involved in education as a whole. School Management Team (SMT) members need to plan together with the stakeholders, get feedback from them and make correction if any. If people feel that they are important and involved in decision making in the development of policies, then they are likely to co-operate. Stakeholders involved in the whole exercise where their full support is very important are the SMT, educators, parents, and learners as well as co-opted experts from special fields in the community.

a) School Management Team (SMT)

The School Management Team (SMT) comprised of the principal and heads of department at school level. The principal, as head of the institution in terms of section 16(3) of the Act, has a primary responsibility to ensure that learners are not subjected to *crimen iniuria*, assault, and harassment, maltreat, degradation, humiliation or intimidation from educators or learners and must protect learners from such practices South African Schools Act 84 of 1996). The principal as the head of School Management Team (SMT) is the overall organizer, co-ordinator and supervisor of all the activities in the school and being responsible for improving and maintaining high training of students in terms of discipline and learning standards.

In the study conducted by Wambua (2017) cited Mule, Kalai and Mulwa (2017) in a study on principals' characteristics that could influence the involvement of students in participating and decision making in the School Governing Body (SGB). He observed that there are different forms of involvement in governance which a student could be employed. These include student councils, peer supporters, peer mentors, school clubs and societies. In this matter, the principal can be a good influencer. In some schools, certain disciplinary measures may only be administered by the principal. But the principal is just one person, with limits on his or her time, and it is unrealistic to expect him or her to cope alone with all the disciplinary problems in the school.

b) The Educator

All educators are responsible, as professionals, for managing discipline in schools. Self-confidence, self-control, and self-esteem are very important and central to the management of discipline in schools. Discipline has been defined in the literature in a variety of ways. To some educators, school discipline prescribes the standard of behaviour expected of teachers and students. Phrases like "maintaining discipline," "disciplinary strategies," "school-discipline," "self-discipline," and "learner-discipline" all carry different meanings depending on the context. According to Van Buuren (2013:02), a teacher must build a behaviour-influencing rapport. One of educators' task is to guide the learner until he/she can think, analyse things and learn

independently. However, the educators' guidance can only be effective only if the environment is safe and conducive to teaching and learning. Teachers have authority due to the principle in *loco parentis*. The parent and principal have given the teacher certain authority. According to South African common law, a parent has a duty to protect his or her child by taking adequate care. The teacher who is acting in the place of a parent also has a duty to protect the learner against danger. The educators must exercise their authority in the best interest of the learner, with emphasis on the development of self-discipline, independence, and maturity. Then effective discipline is required in this regard. The best way for teachers to set a stage for positive discipline is that teachers must present themselves as friendly, welcoming, respectful and genuinely interested in their students. Teachers must also protect students from aggressive behaviour by treating them with respect. This is supported by Mendler and Curwin (2014:11) who argued that throwing children away does not lead to a positive change in children's life; however, when we bring them closer to us, we initiate a positive change in them, and self-discipline is acquired. Self-discipline means achieving disciplined behavior through one's own efforts rather than through external monitoring or force. According to Kourkoutas and Wolhuter (2014:03), punishment does not promote self-discipline, but only stops misbehavior for that moment.

In order to develop and maintain a culture of discipline, dignity and respect in schools; the national department of basic education had released a guide for educators. The guide is about alternatives to corporal punishment and schools were advised to use it bringing discipline. The following are some of alternatives as outlined by the document, Professor Kadel Asmal (2000:12-14) suggests that educator must:

- Adopt a whole school approach and classroom discipline management in the school policies;
- Establish ground rules which should be seriously and consistently implemented.
- Manage the learning process and the learning environment enthusiastically and professionally;
- Be inclusive by not leaving other learners out;
- Give learners the opportunity to succeed and allow them to take responsibility;

- Devise positive strategies to deal with attention-seeking learners;
- Involve parents in school problems solutions.
- Rossouw (2003:423) indicated in his research that many educators regard a lack of respect as the underlying reason for many other forms of misconduct. According to him (2003:431), learners and educators mentioned that this attitude stems from home values, where parents do not show respect towards those in authority in the wider community.

c) The Parent

Parents play an important part in the moral development of the students. Discipline starts at home and is a core central aspect in school development. It is important for the parents to have a say in the way their children are taught, but they should trust that most educators do know what they are doing (Mwamwenda, 2004:275). The parents have a legal obligation to ensure that their children behave well during the process of teaching and learning. Actually, some social problems experienced in schools are caused by the parents. This implies that parents have a role in promoting responsible behavior among the students. Enforcing discipline and providing for children's safety should be the shared responsibilities of parents and educators. The learners will feel secure, perform and behave better. Other learners will also not be affected by the misbehaviour or ill-discipline of one learner.

In the classroom situation respect and a high standard of behaviour are expected from all learners. They must be encouraged to adopt a caring attitude towards one another and towards educators. They should also be encouraged to treat all the adults in the school and community courteously.

d) The Learners

Learners participate in the management structure of a school, as it is constituted in the South African Schools Act of 84 of 1996, (SASA). They must be exemplary, good behaviour and discipline should prevail from as leader. Children who do not receive love and good care from their parents are likely to have no respect for them and they

may extend this perception to all other figures of authority in their life, including their teachers and the school itself. Also, through the media, children are exposed to violence in which the community defy the rules and laws of the constitution. They model such behaviour and apply it to their relationships with other children and teachers at school. The rights of the learners are to feature prominently in the Code of Conduct. These rights include, among others the following, (a) the right to be treated fairly and responsibly; (b) to be taught in a safe and disciplined school environment; and (c) to be treated with respect (Department of Education, 2000:21). The Code of Conduct also has to outline the rules, regulations, and provisions which learners are supposed to comply with. All these and also other areas, are meant to ensure that the learners are treated fairly and justly and are not to be punished for offences they did not commit (Monroe, 2005:10). Sometimes the rights of individual learners can be superseded by the rights of the majority of learners (Bray, 2005:135). For instance, a learner who has committed an offence which is minor, may be subjected to a disciplinary hearing where he or she may be punished with suspension. Then his or her right to attend and to receive education will be limited or restricted by the suspension. Bray (2005:135-136) insists that the suspension is meted out in the interests of the school and the other learners, who are entitled to receive their education in a safe, uninterrupted school environment. That requires a proper administrative action which involves the enforcement of authority and the risk of infringement of rights. This has to be conducted in a legally sound manner because the Constitution and education legislation requires that it should be dealt by the administrators in authority.

1.6.4 Effective Management of Discipline in Schools

Many strategies for maintaining good discipline have been recommended by researchers. Van Buuren (2013:02) for example, suggests a few strategies for maintaining good discipline in school. Firstly, a teacher must build a behaviour-influencing rapport. The best way for teachers to set a stage for positive discipline is that teachers must present themselves as friendly, welcoming, respectful, and genuinely interested in their students. Teachers must also protect students from aggressive behaviour and treat them with respect and in this way, it will be easier to keep the savours in control. This is supported by Mendler and Curwin (2014:11) who

argued that throwing children away does not lead to a positive change in the children; however, when we bring them close to us, we initiate a positive change in them. We must therefore make them part of our group because when they are not, there is no incentive for them to follow our rules.

An important shift of focus in the effective management of learner behaviour is the development and management of positive relationships, between children and between children and adults (Govender & Sookrajh, 2014:03). A climate of trust and understanding of each other is essential as a basis for the building of relationships and it must be developed and implemented by the whole school and class. If this is the case, mutual respect, caring, knowledge of each other's feelings, an "I belong"-feeling and the willingness to take responsibility for own actions and deeds can be achieved more easily. In a positive school situation, a breaking of school rules is therefore viewed as not only a negative action towards the school, but also a negative action towards fellow learners and teachers and the disruption of mutual relationships (Govender & Sookrajh, 2014:03).

Secondly, the teacher must create a learning climate. Teachers must promote effective and positive classroom management by actively engaging students in meaningful learning experiences. In this regard, Govender and Sookrajh (2014:04), emphasize that teachers are responsible for teaching all students and therefore they must view difficult behaviours as opportunities to educate for change because discipline is just another form of instruction. Do not give them time to sit and do nothing in class. Thirdly, a teacher must enforce fair classroom rules. Every class should have classroom rules which are fairly enforced. Make sure that the rules are very clear to all. According to Geltner (2014:2107), teachers should create caring classrooms; teach self-control; promote concern for others; establish clearly defined limits and emphasize responsibility. Lastly, a teacher must control without confrontation. The teacher must respect the students- no one responds positively when publicly called out in front of peers. The teacher must start by greeting every student as he enters the classroom in order to make a personal connection and to discreetly handle minor issues problems like gum chewing and dress code violations before they escalate into public confrontations that waste precious instructional time.

When trouble starts, start by establishing eye contact, sending silent signals and using proximity to draw in students who are beginning to drift. If the class becomes restless, redirect their attention by using humour to snap them into a positive and productive direction. Punishment is not recommended by some researchers for dealing with indiscipline. Punishment means being subjected to painful stimulus, for example, corporal punishment, scolding, working, and being deprived of certain privileges, due to engaging in undesirable behaviour. According to Govender and Sookrajh (2014:05) punishment does not teach new behaviours, which is the goal of discipline and if used frequently or harshly, punishment only hardens a student's resistance to change. Govender and Sookrajh (2014:05) found that the student becomes satiated on punishment and more punishment is needed to get the same effect.

Punishments also work immediately with no long-term results, forcing the student to respond with the desire to escape, counterattack, or respond with stubborn apathy South African Council for Educators (SACE), (2000). The South African Council for Educators (SACE) (2000) found that punishment forces compliance, rather than encouraging students to take responsibility for their own behaviour. Geltner (2014:2107) proposed that routine use of punishment saps the teacher-student relationship, turning partners in learning into adversaries. This concurs with Govender and Sookrajh (2014:05) who argues that learner that is punished, may develop hatred for the school and resentment for educators and the learning process in general. This may tempt the learner to avoid going to school and hence leave it altogether.

1.7 DEFINITION OF KEY CONCEPTS

The key concepts that constantly feature in the research study will be defined in this section in order to enable the reader to understand the contexts in which they are being used.

1.7.1 Discipline

There are several definitions of the word "discipline", but in this study it will refer to what educators do to assist learners to behave appropriately in classroom situations. The root word of discipline is "disciple", which means follower. Therefore, Govender and Sookrajh (2014:03), maintains that when educators discipline learners they want

to improve the quality of education. In this sense discipline is regarded as training that develops self-control. For this reason, discipline must always be prospective – directed at accelerating improvements and raising the standards of achievement for their citizens' global economic participation (Govender & Sookrajh, 2014:03). Thus, discipline is about positive behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control in learners (Geltner, 2014:2107).

1.7.2 Indiscipline

Indiscipline refers to a situation whereby a student behavioural pattern is contrary to the laid down conduct in a school. This behaviour is manifested by boycotting classes, bullying, drug abuse, sneaking out of school and rioting (Salamon, 2016:73).

1.7.3 Rights

A right is defined as an authority to perform something or the ability to claim something you are entitled to (Sekiwu, & Naluwemba, 2014:02). According to the Constitution of South Africa (1996), the rights are a cornerstone of democracy in South Africa and they affirm the democratic values of human dignity, equality and freedom.

1.7.4 Educator

An educator is a person whose work involves educating others at all levels of education, in any type of education or training contacts, including formal and informal, for example, teacher, lecturer, parent and youth counsellor (Department of Education, 1997:VI). According to the National Education Policy Act, Act 27 of 1998, "educator" refers to any person who teaches, educates or trains other persons at any institution or assists in rendering educational services or education auxiliary or support services provided by or in an education department (Department of Education, 1998:05). In this study the concept, educator will be used to refer to a secondary school teacher.

1.7.5 Learner

A learner is a person who is learning a subject or skill (Moll, Bradbury & Winkler, 2010:14). In this study, a learner refers to a young student in the school situation. In this study the concept, refer to a child in secondary school.

1.8 RESEARCH PARADIGM

This section addressed the research paradigms that were used in this study. A research paradigm is a set of fundamental assumptions and beliefs on how the world is perceived which then serves as a thinking framework that guides the behaviour of the researcher (Wahyuni, 2012:69). In other words, a research paradigm is a set of beliefs about the world and how it should be understood and studied. Anti-positivism and constructivism are the two main paradigms utilized in educational research (Wahyuni, 2012:69). This study was based on anti-positivism or interpretivism. Wahyuni (2012:69) explains that anti-positivism or interpretivism is based on the belief that reality is constructed by social factors and people's perceptions of it.

This implied that in interpretivism individuals with their own varied backgrounds, assumptions and experiences contribute to the construction of reality. Anti-positivism was preferred in this study because it is associated with subjectivity and that social reality may change and can have multiple realities. What it means is that there are many explanations of the causes of a particular problem. The purpose of interpretivism research is the creation of meaning by engaging the world, while anti-positivist research is concerned with the verification of measurable, objectives and factual data. That meaning is created by means of a partnership between the researcher and the participants, during the research process.

1.8.1 Research Design

The concept research design refers to the framework or plan for a study that is used as a guide in collecting and analyzing the data, Pandey and Pandey (2015:12), while Rahi (2017:03) describes it as a set of guidelines and instructions to be followed in addressing the research problem. Accordingly, the function of research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money.

Qualitative research method was used in this study to investigate the factors that influence discipline in secondary school in Namakgale Circuit. According to Creswell (2014:25), the purpose of the qualitative research method is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering “deep” information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation.

1.8.2 Research Methods

Research methods are range of approaches used in educational research to gather data which are to be used as basis for inference and interpretation, for explanations and prediction (Cohen, Manion & Morrison; 2007:47).

a) Population and Sampling Procedure

Rahi (2017:01) defines the term population as all people or items that one wishes to understand while Brynard and Hanekom (2014:38) define a population as a collection of objects, events or individuals having some common characteristic that the researcher is interested in studying. In this study teachers and learners. The above definition means that population is the entire group of persons or set of objects and events the researcher wants to study. In this study the teachers and learners selected from six secondary schools in Namakgale Circuit, form the population.

In view of the aims of this study, random sampling was used to select participants from six secondary schools out of the 19 secondary schools in the Namakgale Circuit. In random sampling the principle used to select a sample is to select cases with a specific purpose in mind (Schutte & Steyn, 2015:05).

Random sampling was preferred in this study because it will allow the researcher to select learners from the grades randomly on the basis of their probability of being chosen at any stage during the sampling process (Babbie, 2014:74). The sample

consisted of 12 teachers and 12 learners from six secondary schools in the Namakgale Circuit, Mopani District in Limpopo Province.

1.8.3 Data Collection Strategies

To supplement the literature review, an empirical investigation was conducted to collect data. Data collection refers to a series of interrelated activities aimed at gathering relevant information to answer emerging research questions using methods such as interviews, questionnaires and observation (Creswell, 2012:26). In this study, interviews were used to collect the data. There are generally two main types of interviews, namely; structured (closed-ended) and unstructured (open-ended) interviews (Creswell, 2012:26). In structured interviews, the questions, order and wording, and their sequence are fixed and identical for every respondent while in unstructured or open-ended interview; the participants can best voice their experiences unconstrained by any perspective of the researcher and the interviewer will not follow a rigid structure but will cover as much ground as possible (Creswell, 2012:26). In this study face-to-face semi-structured individual interviews were used to collect the data from the participants of the study. In face-to-face individual interview an interviewer asks one interviewee open-ended questions and record his or her answers (Creswell, 2012:26). Face-to-face individual interviews were preferred in this study because they allowed the researcher to talk to one person only, the researcher would have more time to discuss the topic in detail, the researcher would give the interviewee full attention and adjust interviewing according to the interviewee's needs.

The individual interviews were involved asking questions, intense probing for deeper meaning and understanding of the responses, recording and documenting of responses. The participants were given the latitude and the time to speak freely while the researcher guided the discussion to ensure that all the questions were covered.

1.9 MEASURES OF QUALITY CONTROL

This section presented measures applied by the researcher to ensure that there was trustworthiness of qualitative in the research.

1.9.1 Trustworthiness of the Study

Determining the accuracy of the data, discussing the generalizability of it, and advancing the possibilities of replicating a study, are considered as the scientific evidence of a scholarly study (Creswell, 2014:33). This is achieved by establishing the trustworthiness of the study. Trustworthiness of the study refers to the degree of congruence between the explanations of the phenomena and the realities of the world (McMillan & Schumacher, 2014:197). There are different criteria used by researchers in ensuring the trustworthiness of a study. The following methods were used in this study to ensure the trustworthiness and credibility of the study.

a) Credibility

Credibility of the study refers to the degree of congruence between the explanations of the phenomena and the realities of the world (McMillan & Schumacher, 2014:197). The credibility criteria involve establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research process. There are different criteria used by researchers in ensuring the credibility of a study. The following methods will be used in this study to ensure the credibility of the study:

b) Data Triangulation

Triangulation was used to ensure the credibility in this study. Data triangulation refers to the employment of several data collection techniques in a study, but usually selects one as the central method (McMillan & Schumacher, 2014:490). In this study the researcher collected data from educators through in-depth interviews to reflect lived experience, in order to achieve a comprehensive picture of the factors which contribute to ill-discipline in schools. The researcher also ensured that all participants were asked similar interview questions, behave, and respond naturally and honestly; and ensuring that the researcher does not influence the results.

c) Spending Extensive Time in the Field (Prolonged Engagement)

This entails staying in the field with the participants until data is saturated (McMillan & Schumacher, 2014:490). In this manner the researcher gains an in-depth understanding of the phenomenon as well as specific aspects of participants such as their views, cultures, and experiences. Spending extensive time in the field will also build trust and rapport between the researcher and participants which is needed in the gathering of rich data (Brink, Van der Walt & Van Rensburg, 2012:28). In this study the researcher remained in the field until data saturation occurred. Remaining in the field for a long time would assist the researcher to establish a favourable relationship of trust with the participants.

d) Use of Heterogeneous Sample

In this study, the trustworthiness and credibility of the study would be ensured by using a heterogeneous sample. A heterogeneous sample is a sample which is not uniform in composition (McMillan & Schumacher, 2014:490). In this study the heterogeneous sample consisted of male and female and younger and older participants.

e) Use of Thick Description

This involves deep sense, detailed accounts of a phenomenon of inquiry with a particular consideration of the contexts in which it occurs (McMillan & Schumacher, 2014:491). Thick description involved detailed, rich descriptions not only of participants' experiences of a phenomenon but also of context in which these experiences occur. The researcher would also ensure the credibility and trustworthiness of this study by conducting a thick description of the phenomenon under scrutiny. Detailed description was an important provision for promoting credibility as it helped to convey the actual situations that had been investigated and to an extent the contexts that surrounded them.

f) Mechanical Recording of Data

The credibility of the study would also be ensured by recording the interview. A tape recorder will be used to provide accurate and complete records of data (McMillan & Schumacher, 2014:491).

g) Participant Review or Member Checks

Member checking refers to the verification by participants through casual conversations in informal settings (McMillan & Schumacher, 2014:491). Schutte and Steyn (2015:45) consider member checks as the single most important provision that can be made to bolster a study's credibility. In this study, the checks relating to the accuracy of the data took place "on the spot" during the interviews and at the end of the data collection techniques. The participants were asked to read any transcripts of dialogues in which they have participated. In this study the emphasis would be on whether the informants considered that their words matched what they actually intended. They would listen to the tape recorder and establish whether they had been accurately captured.

h) Promotion of Honesty

For this study to be credible, each person who was approached to participate was given an opportunity to refuse to participate in the project so as to ensure that the data collection sessions involved only those who were genuinely willing to take part and prepared to offer data freely.

i) Transferability

Transferability refers to the degree to which the results of the qualitative results can be generalised or transferred to other contexts or settings (Schutte & Steyn, 2015:45). From a qualitative perspective transferability is primarily the responsibility of the one doing the generalising. In this study, the researcher enhanced transferability of the study by doing a thorough job of describing the research context and the assumptions that are central to this study. After the publication of the findings of this study, anyone who wished to transfer the results of this study to a different context will be responsible for making the judgment of how sensible the transfer is.

j) Dependability

The researcher also ensured the quality of this study by ensuring that there was dependability in the study. Dependability ensures that the research findings are consistent and could be repeated and this will be measured by the standard of which this research will be conducted (Brink, Van der Walt & Van Rensburg, 2012:29). The researcher ensured that the dependability of this study by implementing effective and reliable method of data collection, data analysis and presentation of data.

k) Confirmability

Confirmability refers to the degree to which the results could be confirmed or corroborated by others (McMillan & Schumacher, 2014:491). Confirmability is based on the acknowledgement that research is never objective. It addresses the fact that the findings should represent as far as is humanly possible, the situation being researched rather than the beliefs, pet theories or biases of the researcher. There are a number of strategies for enhancing confirmability. The researcher documented the procedures for checking and rechecking the data throughout the study. After the study, the researcher conducted a data audit that examined the data collection and analysis procedures and made judgments about the potential for bias or distortion.

1.10 DATA ANALYSIS

Data analysis means studying the organized material in order to discover inherent facts (Pandey & Pandey, 2015:14). A qualitative data analysis involves the breaking up of the data into manageable themes, patterns, trends and relationships (Babbie, 2014:33). It is a non-numerical process of examining and interpreting data in order to elect meaning, gain understanding and develop empirical knowledge (Babbie, 2014:33). The thematic analysis Method (Creswell, 2014:33) of interpreting the data in the basic sense of reflecting on the data until a better understanding of what is meant is achieved will be used. The analysis of qualitative data requires the process of coding (Creswell, 2014:33). Coding was conducted by organizing, examining, preparing and perusing through all transcripts carefully and making notes on the

margins. Thematic analysis method was used in this study. Thematic analysis is an accessible, flexible, and increasingly popular method of qualitative data analysis. TA is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. The researcher finally interpreted and reported the research findings.

1.11 SIGNIFICANCE OF THE STUDY

The findings of this study became relevant to address challenges experienced in the educational institutions. The study would equip teachers with strategies and approaches to apply to improve discipline in the current situation.

Teachers would also critically analyse the system of disciplinary procedures in place to improve them in this technological sphere. The study would motivate teachers and principals about their contributions made in the development of learners' future.

The findings of this study would also assist the Department of Basic Education to amend their policies to qualify, to compete and match the other countries' discipline. The findings might stimulate new programs involving the Department of Health and Social Welfare for providing guidance and counselling. The parents and the community would also benefit from the findings of this study. All parents and the community at large want their children to be disciplined at home and in the community in order to prevent violence and crimes in the community.

1.12 DELIMITATION

The research area of this study was the secondary schools in the Namakgale Circuit, in Ba-Phalaborwa municipality area, District of Mopani in the Limpopo Province. There are 29 circuit offices in the Mopani District and this study was conducted in six secondary schools at Namakgale Circuit.

1.13 ETHICAL CONSIDERATION

According to Babbie (2014:36), ethics is a matter that is related to values or morality and every researcher uses the moral guidelines as standards for evaluating his or her conduct during the research process. For the purpose of this study, the researcher complied with the following most important ethical standards of research described by Babbie (2014:36), Creswell (2014) and McMillan and Schumacher (2014:492):

- **Obtaining permission to conduct the study**

Before this research was conducted, the researcher applied for an ethical clearance from the research Ethics Committee at the University of Venda. After receiving the ethical clearance certificate, an application was made to the Limpopo Province, Department of Education to request permission to conduct the study in the Namakgale Circuit. After securing permission, the researcher wrote letters to the Circuit Manager and Principals of the identified schools to request permission to conduct the study in the schools as well as to outline the purpose and procedures of the study.

- **Informed consent**

According to Babbie (2014:36), researchers should ensure informed consent of all the participants. In order to guarantee informed consent of participating in the study, the researcher provided complete information of all aspects of the study to the participants. All the participants were invited to a meeting where the whole research project was discussed. The participants were informed about the purpose and importance of the study and the benefits of participating in the study. The researcher also informed the participants that the research data and findings would only be used for the academic purpose.

- **Voluntary participation**

The ethical standards of research are also guaranteed by ensuring that there is voluntary participation in the study (Babbie, 2014:36). In this study, all the participants were informed that they are free to participate in the study. The participants were given sufficient time to decide whether they intended to participate in the study or not. The participants would, however, be informed that they are free to terminate their participation at any stage without any consequences.

- **Right to privacy (confidentiality)**

In this study the privacy and confidentiality of the participants was guaranteed by not disclosing the names of all the participants to outsiders, where it might have embarrassing or damaging consequences. In addition, the researcher ensured that all the information collected during the interviews is kept in a safe place. All the hard data would be stored in a locked cabinet and the data would be destroyed after completion of analysis. All electronic data would be stored in a computer requiring password access.

- **Plagiarism**

The term *plagiarism* means “not giving credit to an original source of an idea or writing” (MacMillan & Schumacher, 2014:492). In order to avoid plagiarism, all material to be used in the study will be duly acknowledged.

- **Minimisation of risk to participants**

Lastly, any potential risk to participants would be minimized by assuring the participants that their participation in this research would not cause them any physical discomfort, humiliation and emotional stress. This would be achieved by meeting all the participants to explain them in detail about this study. The researcher also assured the participants that the study would not interrupt their normal teaching lessons as data collection would be done after working hours.

1.14 OUTLINE OF CHAPTERS

The research is outlined in the following sequence:

Chapter 1: Introduction and Background

Chapter 1 gives the introduction and the statement of the problem, purpose of the study, research questions, and definitions of the key concepts, research design and methodology.

Chapter 2: Literature Review

Chapter 2 provides a theoretical and conceptual background of the study. The literature review concentrates on a wide review of relevant writings such as the latest articles, journals, and major books on the subject, monographs and dissertations published nationally and internationally.

Chapter 3: Research Methodology

Chapter 3 explained the research design and methods to be applied in the study.

Chapter 4: Findings and Data Analysis and Interpretation

This chapter presents the research findings, analysis and interpretation of research data. It consists of an in-depth analysis and interpretation of the responses to questionnaires.

Chapter 5: Findings, Recommendations and Conclusions

The chapter serves as a synthesis and presents the findings, conclusions and recommendations on the basis of findings of the study and suggestions for further research study using simple descriptions to interpret.

1.15 CONCLUSION

The primary aim of the study was to explore the factors that influence discipline among secondary school students in the Namakgale Circuit, Limpopo Province. The challenges of managing discipline and a lack of learner discipline in secondary schools in the Namakgale Circuit motivated the researcher to conduct the study. This chapter provided an orientation to the study. It focused on the background to the study, the research problem, research questions, research aims, demarcation of the study, limitation of the study, research design and methodology, definition of concepts and the chapter outline.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The study was explained based on theories of Kounin (1970) and Dreikurs (1972) as strategies to maintain discipline in classroom environments for conducive to learning. They also stressed the positive relationships between learners and teachers. Kounin (1970) engaged himself in substantial classroom management research. His work focused on determining whether specific behaviour settings and environmental conditions influenced behaviour. He also identified a set of teacher behaviours and lesson characteristics, including, ripple effect, “witness”, smoothness, momentum, overlapping and group alerting. These characteristics described a teacher who knew what was always going on in the classroom and was able to deal with more than one issue or problem at a time. Good classroom management would then facilitate good learning, by allowing teachers to accomplish other important instructional duties. Kounin's work then focused on management research shifting from teacher personality to environmental and strategic components of management. His work highlighted the influence of classroom activities as a source of important variations in learners and teacher behaviour. Kounin's research of classroom management helped to identify many of the issues teachers are still facing in today's classrooms. Kounin emphasizes the smooth and effective transitions of activities as the most important techniques of learners' involvement and class control. A technique of keeping the whole class involved in the learning situation was promoted. The teacher should emphasize that the learners are responsible for their academic and social behaviour.

According to Dreikurs (1972), his theory was based on democratic teaching where teachers and learners worked together in making decisions. Dreikurs believed that human beings are social beings and work towards the goal of belonging and significance.

Dreikurs explained that discipline was giving assistance to learners to improve their behaviour. He argued that four hierarchical mistaken goals explained the lack of discipline among learners, namely attention-seeking, power and superiority seeking,

revenge seeking and social withdrawal. Learners find the best manner to gain attention is to misbehave by disrupting the lesson, asking special favours, refusing to be on task unless monitored by the teacher, acting tough and engaging in mild misbehaviour (Van Wyk, 2009). Learners also manifest a lack of discipline because they are given freedom without feeling responsible for their behaviour (Dreikurs & Cassel, 1972). Bear (2005) adds that when learners do not get the necessary attention that they have sought to establish power, they then seek revenge by hurting others in order to give themselves a certain status. Dreikurs asserted that all behaviour is the result of a child's mistaken assumptions about how to find a place and gain access. Thus, when a learner is unsuccessful in obtaining acceptance, a pattern of misbehaving begins. These views are helpful in explaining many situations found among learners in secondary school who act up in the classroom to draw teachers' attention or try to show off to impress other classmates.

2.2 LITERATURE REVIEW

This section provide an overview of the literature reviewed on the role of discipline on the effective management of schools. The objective of this literature review was to shed light on how discipline is used by educators to manage the schools effectively, as researched internationally and within South Africa. In this section, discipline, importance of discipline, the role of stakeholders in maintaining discipline and the effective management of discipline in schools is discussed.

2.2.1 Discipline

The main focus of this study was the role of discipline on the effective management of schools. The concept "*discipline*" has its origins in Latin. *Disco* means to learn and *disciplina* refers to the communication of knowledge to the learner (Bowen, 2014:45). Discipline refers to the kind of order involved in trying to reach appropriate standards or follow appropriate rules of engaging in a valued activity (Sonn, 2016:26). It is the understanding of what is right and wrong or self-discipline more than obedience to rules (Sonn, 2016:26). According to Wilson (2015:68) discipline is a kind of 'moral compulsion' that one should submit to, otherwise it would be difficult to engage

themselves in any “valued activity”. Le Mottee (2015:08) provides a valuable explanation of discipline as follows:

“Discipline has nothing to do with controlling disruptive or other unacceptable bad behaviour. It has everything to do with ensuring a safe and valuing environment so that the rights and needs of people are respected, vindicated and safeguarded.”

Discipline means that educators must exercise their authority in the best interest of the learner with emphasis on the development of self-discipline, independence and maturity.

Many people mistakenly equate ‘punishment’ with ‘discipline’. Disciplined behaviour means ways of behaving that show respect and responsibility. Self-discipline means achieving disciplined behaviour through one’s own efforts rather than through external monitoring or force. According to Kourkoutas and Wolhuter (2014:03), punishment does not promote self-discipline, but only stops misbehaviour for that moment. Punishment may fulfil a short-term goal, but actually interferes with the accomplishment of the long-term goal of self-control (Kourkoutas & Wolhuter, 2014:03). In schools, the most common punishment during the previous dispensation was corporal punishment.

2.2.2 Importance of Discipline

Literature revealed that discipline is very important in all aspects of life. According to Bowen (2014:45), discipline enables citizens of disciplined nations to work more smoothly and to be filled with the spirit of unity, brotherhood and co-operation and it is an important component of political and social life. In the political sphere, personal ambitions do come on the way and therefore they pose danger to the society. Even in public places, people can create chaos due to undisciplined behaviour. Discipline is therefore a backbone of the national unity. Anywhere we go discipline is necessary in any institution whether it is an educational institution, or even in the political field, in social or religious matters, even on street and even while you are sitting in your own house (Moyo, Khewu & Bayaga, 2014:03). Until and unless everybody follows the

rules and regulations proper satisfaction cannot be achieved. So, if each person imposes on himself or herself discipline and performs his or her duty with devotion, there will be no problem. Discipline is important even in domestic life (Bowen, 2014:45). If children are grown up in an atmosphere of love and brotherhood, they tend to be good citizens. It is the duty of parents to raise their children in an atmosphere conducive for everybody. According to Kourkoutas and Wolhuter (2014:03) children from divorced parents and from broken homes are generally undisciplined and it is therefore very important that parents should bring up their children in a disciplined manner. So, in today's society, it is very essential to live with co-operation and brotherhood amongst each-other because an absence of discipline may lead to failure and backwardness of nation (Bowen, 2014:45). But one can overcome these problems if everyone follows a personal code of conduct and maintain self-discipline for prosperity of the society and nation as a whole. Discipline of learners in all schools has been and is still regarded as a very important and valuable cornerstone of learning.

Currently, one of the most prominent factors influencing the learning environment in South African schools is the conduct of learners (Sekiwu, & Naluwemba, 2014:02). Our schools are characterized by misbehaviours of learners. Rules for behaviour are therefore needed to set limits on what can or cannot be done. In an education system that is still struggling to create a culture of teaching and learning, ill-disciplined behaviour can cancel all well intended efforts to restore or create this culture. According to Kourkoutas and Wolhuter (2014:03), students who misbehave tend to perform poorly in school because of their absenteeism. They further state that "in addition, discipline is correlated with student absenteeism. Family problems are other causes of poor attendance of learners. In recent research related to school discipline in South Africa, Moyo, Khewu and Bayaga (2014:03) indicate that nowadays the learners have lost a culture of respect and trust towards the educators and learner safety, security and success in education are often adversely affected by disruptive behaviour or other forms of misconduct by fellow learners. Moyo, Khewu and Bayaga (2014:03) recommends that school principals and stakeholders must focus on measures meant to cultivate a new school culture guided by values such as self-discipline, in order to minimise the need for extrinsic punitive control.

Discipline is typically integral to the success of students. Attending and actively participating in classes are keys to school success and this requires the learner to get up in the morning, to make education a priority and to give maximum effort during the classroom experience (Kokemuller, 2013:01). A disciplined student come to class prepared and ready to participate in class, take notes, write class work, tests, projects, homework and ask questions. A disciplined student is also able to study at school and at home. A disciplined student also makes use of available resources such as library academic support centre, instructors, and support staff (Kokemuller, 2013:01). One other factor is the learners who are not prepared and not ready to learn. This is experienced by teachers when class works and assignments are not written, learners do not worry of not submitting their tasks.

2.2.3 The role of Stakeholders in Maintaining Discipline in Schools

In the past, churches, private companies, the state and even principals themselves controlled schools, but things have changed. Since 1994 almost every part of education has changed. Many people welcome the changes, but change is often stressful. That is why it is argued that the most important function of the management team in any public school in South Africa today is perhaps to promote management change. When institutions fail to manage change effectively it is usually because of a lack of commitment by the people who play important roles in putting change into practice. When implementing alternatives to corporal punishment in any school, the implementers need support from every stakeholder involved in education as a whole. School Management Team members need to plan together with the stakeholders, get feedback from them and make correction if any. If people feel that they are important and involved in decision making in the development of policies, then they are likely to co-operate. Stakeholders involved in the whole exercise where their full support is very important are the SMT, educators, parents and learners as well as co-opted experts from special fields in the community.

a) School Management Team

The school management team (SMT) comprises of the principal and heads of department at school level. The principal, as head of the institution in terms of section

16(3) of the Act, has a primary responsibility to ensure that learners are not subjected to *crimen iniuria*, assault, and harassment, maltreat, degradation, humiliation or intimidation from educators or learners and must protect learners from such practices South African Schools Act 84 of 1996). The principal as the head of School Management Team (SMT) is the overall organizer, co-ordinator and supervisor of all the activities in the school and being responsible for improving and maintaining high training of students in terms of discipline and learning standards.

In the study conducted by Wambua (2017) cited Mule, Kalai and Mulwa (2017) in a study on principals' characteristics that could influence the involvement of students in participating and decision making in the School Governing Body (SGB). He observed that there are different forms of involvement in governance which a student could be employed. These include student councils, peer supporters, peer mentors, school clubs and societies. In this matter, the principal can be a good influencer. In some schools, certain disciplinary measures may only be administered by the principal. But the principal is just one person, with limits on his or her time, and it is unrealistic to expect him or her to cope alone with all the disciplinary problems in the school.

b) The Educator

All educators are responsible, as professionals, for managing discipline in schools. Self-confidence, self-control, and self-esteem are very important and central to the management of discipline in schools. Discipline has been defined in the literature in a variety of ways. To some educators, school discipline prescribes the standard of behaviour expected of teachers and students. Phrases like "maintaining discipline," "disciplinary strategies," "school-discipline," "self-discipline," and "learner-discipline" all carry different meanings depending on the context. According to Van Buuren (2013:02), a teacher must build a behaviour-influencing rapport. One of educators' task is to guide the learner until he/she can think, analyse things and learn independently. However, the educators' guidance can only be effective only if the environment is safe and conducive to teaching and learning. Teachers have authority due to the principle in *loco parentis*. The parent and principal have given the teacher certain authority. According to South African common law, a parent has a duty to protect his or her child by taking adequate care. The teacher who is acting in the place

of a parent also has a duty to protect the learner against danger. The educators must exercise their authority in the best interest of the learner, with emphasis on the development of self-discipline, independence, and maturity. Then effective discipline is required in this regard. The best way for teachers to set a stage for positive discipline is that teachers must present themselves as friendly, welcoming, respectful, and genuinely interested in their students. Teachers must also protect students from aggressive behaviour by treating them with respect. This is supported by Mendler and Curwin (2014:11) who argued that throwing children away does not lead to a positive change in children's life; however, when we bring them closer to us, we initiate a positive change in them, and self-discipline is acquired. Self-discipline means achieving disciplined behaviour through one's own efforts rather than through external monitoring or force. According to Kourkoutas and Wolhuter (2014:03), punishment does not promote self-discipline, but only stops misbehaviour for that moment.

In order to develop and maintain a culture of discipline, dignity and respect in schools; the National Department of Basic Education had released a guide for educators. The guide is about alternatives to corporal punishment and schools were advised to use it bringing discipline. The following are some of alternatives as outlined by the document, Professor Kadel Asmal (2000:12-14) suggests that educator must:

- Adopt a whole school approach and classroom discipline management in the school policies;
- Establish ground rules which should be seriously and consistently implemented.
- Manage the learning process and the learning environment enthusiastically and professionally;
- Be inclusive by not leaving other learners out;
- Give learners the opportunity to succeed and allow them to take responsibility;
- Devise positive strategies to deal with attention-seeking learners;
- Involve parents in school problems solutions.
- Rossouw (2003:423) indicated in his research that many educators regard a lack of respect as the underlying reason for many other forms of misconduct. According to him (2003:431), learners and educators mentioned that this

attitude stems from home values, where parents do not show respect towards those in authority in the wider community.

c) The Parent

Parents play an important part in the moral development of the students. Discipline starts at home and is a core central aspects in school development. It is important for the parents to have a say in the way their children are taught, but they should trust that most educators do know what they are doing (Mwamwenda, 2004:275). The parents have a legal obligation to ensure that their children behave well during the process of teaching and learning. Actually, some social problems experienced in schools are caused by the parents. This implies that parents have a role in promoting responsible behaviour among the students. Enforcing discipline and providing for children's safety should be the shared responsibilities of parents and educators. The learners will feel secure, perform and behave better. Other learners will also not be affected by the misbehaviour or ill-discipline of one learner.

In the classroom situation respect and a high standard of behaviour are expected from all learners. They must be encouraged to adopt a caring attitude towards one another and towards educators. They should also be encouraged to treat all the adults in the school and community courteously.

d) The Learners

Learners participate in the management structure of a school, as it is constituted in the South African Schools Act of 84 of 1996, (SASA). They must be exemplary, good behaviour and discipline should prevail from as leader. Children who do not receive love and good care from their parents are likely to have no respect for them and they may extend this perception to all other figures of authority in their life, including their teachers and the school itself. Also, through the media, children are exposed to violence in which the community defy the rules and laws of the constitution. They model such behaviour and apply it to their relationships with other children and teachers at school. The rights of the learners are to feature prominently in the Code of Conduct. These rights include, among others the following, (a) the right to be

treated fairly and responsibly; (b) to be taught in a safe and disciplined school environment; and (c) to be treated with respect (Department of Education, 2000:21). The Code of Conduct also has to outline the rules, regulations, and provisions which learners are supposed to comply with. All these and also other areas, are meant to ensure that the learners are treated fairly and justly and are not to be punished for offences they did not commit (Monroe, 2005:10). Sometimes the rights of individual learners can be superseded by the rights of the majority of learners (Bray, 2005:135). For instance, a learner who has committed an offence which is minor, may be subjected to a disciplinary hearing where he or she may be punished with suspension. Then his or her right to attend and to receive education will be limited or restricted by the suspension. Bray (2005:135-136) insists that the suspension is meted out in the interests of the school and the other learners, who are entitled to receive their education in a safe, uninterrupted school environment. That requires a proper administrative action which involves the enforcement of authority and the risk of infringement of rights. This must be conducted in a legally sound manner because the constitution and education legislation requires that it should be dealt by the administrators in authority.

2.2.4 Effective Management of Discipline in Schools

Many strategies for maintaining good discipline have been recommended by researchers. Van Buuren (2013:02) for example, suggests a few strategies for maintaining good discipline in school. Firstly, a teacher must build a behaviour-influencing rapport. The best way for teachers to set a stage for positive discipline is that teachers must present themselves as friendly, welcoming, respectful, and genuinely interested in their students. Teachers must also protect students from aggressive behaviour and treat them with respect and in this way, it will be easier to keep the behaviours in control. This is supported by Mendler and Curwin (2014:11) who argued that throwing children away does not lead to a positive change in the children; however, when we bring them close to us, we initiate a positive change in them. We must therefore make them part of our group because when they are not, there is no incentive for them to follow our rules.

An important shift of focus in the effective management of learner behaviour is the development and management of positive relationships, between children and between children and adults (Govender & Sookrajh, 2014:03). A climate of trust and understanding of each other is essential as a basis for the building of relationships and it must be developed and implemented by the whole school and class. If this is the case, mutual respect, caring, knowledge of each other's feelings, an "I belong"-feeling and the willingness to take responsibility for own actions and deeds can be achieved more easily. In a positive school situation, a breaking of school rules is therefore viewed as not only a negative action towards the school, but also a negative action towards fellow learners and teachers and the disruption of mutual relationships (Govender & Sookrajh, 2014:03).

Secondly, the teacher must create a learning climate. Teachers must promote effective and positive classroom management by actively engaging students in meaningful learning experiences. In this regard, Govender and Sookrajh (2014:04), emphasize that teachers are responsible for teaching all students and therefore they must view difficult behaviours as opportunities to educate for change because discipline is just another form of instruction. Do not give them time to sit and do nothing in class. Thirdly, a teacher must enforce fair classroom rules. Every class should have classroom rules which are fairly enforced. Make sure that the rules are very clear to all. According to Geltner (2014:2107), teachers should create caring classrooms; teach self-control; promote concern for others; establish clearly defined limits and emphasize responsibility. Lastly, a teacher must control without confrontation. The teacher must respect the students- no one responds positively when publicly called out in front of peers. The teacher must start by greeting every student as he enters the classroom in order to make a personal connection and to discreetly handle minor issues problems like gum chewing and dress code violations before they escalate into public confrontations that waste precious instructional time.

When trouble starts, start by establishing eye contact, sending silent signals and using proximity to draw in students who are beginning to drift. If the class becomes restless, redirect their attention by using humour to snap them into a positive and productive direction. Punishment is not recommended by some researchers for dealing with indiscipline. Punishment means being subjected to painful stimulus, for example, corporal punishment, scolding, working, and being deprived of certain privileges, due

to engaging in undesirable behaviour. According to Govender and Sookrajh (2014:05) punishment does not teach new behaviours, which is the goal of discipline and if used frequently or harshly, punishment only hardens a student's resistance to change. Govender and Sookrajh (2014:05) found that the student becomes satiated on punishment and more punishment is needed to get the same effect.

Punishments also work immediately with no long-term results, forcing the student to respond with the desire to escape, counterattack, or respond with stubborn apathy South African Council for Educators (SACE), (2000). The South African Council for Educators (SACE) (2000) found that punishment forces compliance, rather than encouraging students to take responsibility for their own behaviour. Geltner (2014:2107) proposed that routine use of punishment saps the teacher-student relationship, turning partners in learning into adversaries. This concurs with Govender and Sookrajh (2014:05) who argues that learner that is punished, may develop hatred for the school and resentment for educators and the learning process in general. This may tempt the learner to avoid going to school and hence leave it altogether.

2.3 CONCLUSION

This chapter provided an overview of the national and international literature reviewed on the maintenance of discipline in schools. Literature revealed that many schools were characterised by ill-discipline. In South Africa there are many incidents of robbery, attempted murder, murder and rape have been reported in various schools since the beginning of the 2009 academic year (Mphaki & Dlamini, 2009:16). Gun-toting pupils, rampant gangsterism, rape on school grounds and intimidation are all part of an ordinary day's work for teachers in South African schools (Pretorius, 1999:18). The factors that influence discipline in schools, the nature of discipline in schools, stakeholder involved and strategies to enhance discipline in schools are indicated. Literature revealed that the involvement of educators, parents, learners, community and all stakeholders in education can bring discipline in the culture of learning and teaching. A more positive approach, stronger relationships with learners, classroom management by educators and strategic leadership skills applied by principal are influential factors that enhance discipline in schools and are recommended by various experts. The educators in a disciplined school are free and

happy to teach without being preoccupied with stress management caused by misbehaviour of learners. Workshops to inform, motivate and sometimes educate educators, principals and eventually parents should be conducted. There should be no doubt about the important role that the parent-educator relationship plays in the maintenance of discipline in schools. This literature review served as a theoretical background of the whole study. The research design and methodology of this study are discussed in the next chapter.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The concept research design refers to the framework or plan for a study that is used as a guide in collecting and analyzing the data (Pandey & Pandey, 2015:12), while Rahi (2017:03) describes it as a set of guidelines and instructions to be followed in addressing the research problem. Accordingly, the function of research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money.

Qualitative research method was used in this study to investigate the factors that influence discipline in secondary school in Namakgale Circuit. According to Creswell (2014:25), the purpose of the qualitative research method is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering “deep” information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation.

3.2 RESEARCH METHODS

Research methods are range of approaches used in educational research to gather data which are to be used as basis for inference and interpretation, for explanations and prediction (Cohen, Manion & Morrison; 2007:47). This section of study presented the methods which were used in data collection, and the study employed qualitative methods.

3.2.1 Population

Rahi (2017:01) defines the term population as all people or items that one wishes to understand while Brynard and Hanekom (2014:38) define a population as a collection of objects, events or individuals having some common characteristic that the researcher is interested in studying. The above definition means that population is the entire group of persons or set of objects and events the researcher wants to study. In this study the teachers and learners selected from six secondary schools in Namakgale Circuit, form the population.

3.2.2 Sampling Procedure

There are two methods of sampling, namely; probability sampling and non-probability sampling (Babbie, 2014:74). In view of the aims of this study, random sampling was used to select participants in the six secondary schools out of the 19 secondary schools in the Namakgale Circuit. In random sampling the principle used to select a sample is to select cases with a specific purpose in mind (Schutte & Steyn, 2015:05).

Random sampling was preferred in this study because this method allowed the researcher to select learners from the grades randomly based on their probability of being chosen at any stage during the sampling process (Babbie, 2014:74). The sample consisted of 12 teachers and 12 learners from six secondary schools in the Namakgale Circuit, Mopani District in Limpopo Province.

3.2.3 Data Collection Strategies

To supplement the literature review, an empirical investigation will be conducted to collect data. Data collection refers to a series of interrelated activities aimed at gathering relevant information to answer emerging research questions using methods such as interviews, questionnaires, and observation (Creswell, 2012:26). In this study, interviews were used to collect the data. There are generally two main types of interviews, namely; structured (closed-ended) and unstructured (open-ended) interviews (Creswell, 2012:26). In structured interviews, the questions, order and wording, and their sequence are fixed and identical for every respondent while in unstructured or open-ended interview; the participants can best voice their experiences unconstrained by any perspective of the researcher and the interviewer will not follow a rigid structure but will cover as much ground as possible (Creswell, 2012:26). Informed by the literature review, and qualitative research design of this study, face-to-face semi-structured individual interviews will be used to collect the data from the participants of the study. In face-to-face individual interview an interviewer asks one interviewee open-ended questions and record his or her answers (Creswell, 2012:26). Face-to-face individual interviews were preferred in this study because they allowed the researcher to talk to one person only, the researcher would have

more time to discuss the topic in detail, the researcher would give the interviewee full attention and adjust interviewing according to the interviewee's needs.

An interview schedule was used to conduct the individual interview. An interview guide or schedule is a list of questions that guide the interviewer through the interview. The interview schedule would offer a framework and sequence for the questions and helps maintain some consistency across interviews with different participants. The individual interviews will involve asking questions, intense probing for deeper meaning and understanding of the responses, recording, and documenting of responses. The participants were given the latitude and the time to speak freely while the researcher guided the discussion to ensure that all the questions are covered.

3.3 MEASURES OF QUALITY CONTROL

This section presented measures applied by of the researcher to ensure that there was trustworthiness of qualitative in the research.

3.3.1 Trustworthiness of the Study

Determining the accuracy of the data, discussing the generalizability of it, and advancing the possibilities of replicating a study, are considered as the scientific evidence of a scholarly study (Creswell, 2014:33). This is achieved by establishing the trustworthiness of the study. Trustworthiness of the study refers to the degree of congruence between the explanations of the phenomena and the realities of the world (McMillan & Schumacher, 2014:197). There were different criteria used by researchers in ensuring the trustworthiness of a study. The following methods would be used in this study to ensure the trustworthiness and credibility of the study.

a) Credibility

Credibility of the study refers to the degree of congruence between the explanations of the phenomena and the realities of the world (McMillan & Schumacher, 2014:197). The credibility criteria involve establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research process.

There are different criteria used by researchers in ensuring the credibility of a study. The following methods will be used in this study to ensure the credibility of the study:

- **Data triangulation**

Triangulation was used to ensure the credibility in this study. Data triangulation refers to the employment of several data collection techniques in a study, but usually selects one as the central method (McMillan & Schumacher, 2014:490). In this study the researcher will collect data from educators and learners through in-depth interviews to reflect lived experience, in order to achieve a comprehensive picture of the factors which contribute to ill-discipline in schools. The researcher also ensured that all participants were asked similar interview questions, behave, and respond naturally and honestly; and ensuring that the researcher does not influence the followings:

- **Spending extensive time in the field (prolonged engagement)**

This entails staying in the field with the participants until data is saturated (McMillan & Schumacher, 2014:490). In this manner the researcher gained an in-depth understanding of the phenomenon as well as specific aspects of participants such as their views, cultures and experiences. Spending extensive time in the field will also build trust and rapport between the researcher and participants which is needed in the gathering of rich data (Brink, Van der Walt & Van Rensburg, 2012:28). In this study the researcher remained in the field until data saturation occurred. Remaining in the field for a long time assisted the researcher to establish a favourable relationship of trust with the participants.

- **Use of heterogeneous sample**

In this study, the trustworthiness and credibility of the study was ensured by using a heterogeneous sample. A heterogeneous sample is a sample which is not uniform in composition (McMillan & Schumacher, 2014:490). In this study the heterogeneous sample consisted of male and female and younger and older participants.

- **Use of thick description**

This involves deep sense, detailed accounts of a phenomenon of inquiry with a particular consideration of the contexts in which it occurs (McMillan & Schumacher, 2014:491). Thick description involves detailed, rich descriptions not only of

participants' experiences of a phenomenon but also of context in which these experiences occur. The researcher also ensured the credibility and trustworthiness of this study by conducting a thick description of the phenomenon under scrutiny. Detailed description was an important provision for promoting credibility as it helped to convey the actual situations that had been investigated and to an extent the contexts that surround them.

- **Mechanical recording of data**

The credibility of the study would also be ensured by recording the interview. A tape recorder will be used to provide accurate and complete records of data (McMillan & Schumacher, 2014:491).

- **Participant review or member checks**

Member checking refers to the verification by participants through casual conversations in informal settings (McMillan & Schumacher, 2014:491). Schutte & Steyn (2015:45) consider member checks as the single most important provision that can be made to bolster a study's credibility. In this study, the checks relating to the accuracy of the data took place "on the spot" during the interviews and at the end of the data collection techniques. The participants were asked to read any transcripts of dialogues in which they have participated. In this study the emphasis was on whether the informants considered that their words matched what they intended. They would listen to the tape recorder and establish whether they have been accurately captured.

- **Promotion of honesty**

For this study to be credible, each person who was approached to participate was given an opportunity to refuse to participate in the project so as to ensure that the data collection sessions involved only those who were genuinely willing to take part and prepared to offer data freely.

b) Transferability

Transferability refers to the degree to which the results of the qualitative results can be generalised or transferred to other contexts or settings (Schutte & Steyn, 2015:45).

From a qualitative perspective transferability is primarily the responsibility of the one doing the generalising. In this study, the researcher would enhance transferability of the study by doing a thorough job of describing the research context and the assumptions that were central to this study. After the publication of the findings of this study, anyone who wishes to transfer the results of this study to a different context will be responsible for making the judgment of how sensible the transfer is.

c) Dependability

The researcher also ensured the quality of this study by ensuring that there was dependability in the study. Dependability ensures that the research findings are consistent and could be repeated and this will be measured by the standard of which this research will be conducted (Brink, Van der Walt & Van Rensburg, 2012:29). The researcher ensured that the dependability of this study by implementing effective and reliable method of data collection, data analysis and presentation of data.

d) Confirmability

Confirmability refers to the degree to which the results could be confirmed or corroborated by others (McMillan & Schumacher, 2014:491). Confirmability was based on the acknowledgement that research was never objective. It addressed the fact that the findings should represent as far as was humanly possible, the situation being researched rather than the beliefs, pet theories or biases of the researcher. There were a number of strategies for enhancing confirmability. The researcher documented the procedures for checking and rechecking the data throughout the study. After the study, the researcher conducted a data audit that examined the data collection and analysed procedures and made judgments about the potential for bias or distortion.

3.4 DATA ANALYSIS

Data analysis means studying the organized material in order to discover inherent facts (Pandey & Pandey, 2015:14). A qualitative data analysis involves the breaking up of the data into manageable themes, patterns, trends, and relationships (Babbie,

2014:33). It is a non-numerical process of examining and interpreting data in order to elect meaning, gain understanding and develop empirical knowledge (Babbie, 2014:33). The thematic analysis Method (Creswell, 2014:33) of interpreting the data in the basic sense of reflecting on the data until a better understanding of what is meant is achieved will be used. The analysis of qualitative data requires the process of coding (Creswell, 2014:33). Coding is conducted by organizing, examining, preparing and perusing through all transcripts carefully and making notes on the margins. Thematic analysis method will be used in this study. Thematic analysis is an accessible, flexible, and increasingly popular method of qualitative data analysis. TA is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. The researcher finally interpreted and reported the research findings.

3.5 ETHICAL CONSIDERATION

According to Babbie (2014:36), ethics is a matter that is related to values or morality and every researcher uses the moral guidelines as standards for evaluating his or her conduct during the research process. For the purpose of this study, the researcher complied with the following most important ethical standards of research described by Babbie (2014:36), Creswell (2014) and McMillan and Schumacher (2014:492):

a) Obtaining Permission to Conduct the Study

Before this research was conducted, the researcher have applied for an ethical clearance from the research Ethics Committee at the University of Venda. After receiving the ethical clearance certificate, an application was made to the Limpopo Province Department of Education to request permission to conduct the study in the Namakgale Circuit. After securing permission, the researcher wrote letters to the Circuit Manager and Principals of the identified schools to request permission to conduct the study in the schools as well as to outline the purpose and procedures of the study.

b) Informed Consent

According to Babbie (2014:36), researchers should ensure informed consent of all the participants. In order to guarantee informed consent of participating in the study, the researcher will provide complete information of all aspects of the study to the participants. All the participants were invited to a meeting where the whole research project was discussed. The participants were informed about the purpose and importance of the study and the benefits of participating in the study. The researcher also informed the participants that the research data and findings would only be used for the academic purpose.

c) Voluntary Participation

The ethical standards of research are also guaranteed by ensuring that there is voluntary participation in the study (Babbie, 2014:36). In this study, all the participants will be informed that they are free to participate in the study. The participants will be given sufficient time to decide whether they intend to participate in the study or not. The participants will however, be informed that they are free to terminate their participation at any stage without any consequences.

d) Right to Privacy (Confidentiality)

In this study the privacy and confidentiality of the participants was guaranteed by not disclosing the names of all the participants to outsiders, where it might have embarrassing or damaging consequences. In addition, the researcher ensured that all the information collected during the interviews is kept in a safe place. All the hard data would be stored in a locked cabinet and the data be destroyed after completion of analysis. All electronic data would be stored in a computer requiring password access.

e) Plagiarism

The term *plagiarism* means “not giving credit to an original source of an idea or writing” (MacMillan & Schumacher, 2014:492). In order to avoid plagiarism, all material to be used in the study would be duly acknowledged.

f) Minimisation of Risk to Participants

Lastly, any potential risk to participants would be minimized by assuring the participants that their participation in this research would not cause them any physical discomfort, humiliation and emotional stress. This would be achieved by meeting all the participants to explain them in detail about this study. The researcher also assured the participants that the study would not interrupt their normal teaching lessons as data collection was done after working hours.

3.6 CONCLUSION

Chapter 3 provided a detailed description and analysis of the research design and methodology of this study. This chapter included the research design, research approach, population of the study, sampling, collection of data, analysis of data, trustworthiness and credibility and ethical considerations of the study. The presentation, analysis and interpretation of the research findings are provided in the next chapter.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The primary aim of this study was to explore the factors that influence discipline in secondary school students in Namakgale Circuit, Limpopo Province. Chapter 3 provided a detailed description and analysis of the research design and methodology of this study. Chapter 3 included the description of research paradigm, research design, research approach, population and sampling, collection of data and data analysis. The purpose of this chapter was to present the analysis and interpretation of the data collected through interviews. Data analysis is a process of examining and interpreting data in order to derive meaning, gain an understanding and develop

empirical knowledge (Creswell, 2014). The concept “data” refers to information that has been translated into a form that is efficient for processing (Terblanche & Durrhem, 2002).

The main research question was: Which factors influence discipline among secondary school students in schools of Namakgale Circuit, Limpopo Province? The next section focuses on the analysis and interpretation of data collected from teachers through interviews.

4.2 ANALYSIS OF DATA COLLECTED FROM TEACHERS

In this section, the data collected by means of individual interviews are presented, analysed and interpreted. A total of 12 teachers from six secondary schools in the Namakgale Circuit, Limpopo Province were interviewed by the researcher. The teachers who participated in the study are referred to as participants 1 to 12. This is in compliance with the ethical considerations that the names of all the participants as well as their places of work will not be revealed in the study. The Thematic Data Analysis Method was used to analyse the data. The responses of the interview questions were categorised into the following three main themes and sub-themes.

Main Themes	Sub-themes
What are the factors that influence discipline in secondary schools?	<ul style="list-style-type: none"> The family background of learners Poor school leadership and management Peer pressure among learners
How the stakeholders are involved in maintaining discipline in the schools.	<ul style="list-style-type: none"> How DBE is involved How teachers are involved How SGB is involved How parents are involved How LRC is involved How SAPS is involved
The strategies that should be implemented to maintain discipline in the school.	<ul style="list-style-type: none"> The government should design new policies of discipline in schools Schools should educate learners about school policies and monitoring them

	<p>SMT, SGB and parents should collaborate in maintaining discipline of learners</p> <p>Creation of many recreational centres for learners</p>
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The above themes and sub-themes are discussed in detail in the next section.

4.2.1 Main Theme 1: What are the factors that influence discipline in secondary schools?

This theme was derived from the first research question. The participants were asked about the factors that influence discipline in secondary schools. An analysis of the data revealed three sub-themes, namely; the family background of learners, poor leadership and management and peer pressure.

➤ Sub-theme 1: The family background of learners

Sub-theme 1 is based on main theme 1 which focuses on the factors that influence discipline in secondary schools. An analysis of data revealed that the family background of the learners influence discipline in secondary schools. This implies that learners with good discipline come from disciplined families while learners with poor discipline come from families with poor discipline. This finding was confirmed by participants 1 and 2 who emphasised that many ill-disciplined learners come from families with poor discipline. Participant 1 responded as follows:

“Learners are disciplined in order to be responsible adult in future and to promote good behaviour for a safe environment to live on. The problem of discipline in our school is that some learners come to school with poor discipline from their families. These learners are not disciplined, and school rules are not adhered to for example, late coming, bunking of classes, and swearing at each other.”

The influence of family background on the discipline of learners in schools was also supported by participants 2 and 3 and 4. According to participant 2 learners have poor discipline in the school because they come to school with poor discipline and they always violate school regulations because they come from families with poor discipline. Participant 2 provided the following response:

“Learners have poor discipline at school because they come from families with poor discipline. In their families there is lack of parental guidance. Some learners are involved in substance abuse due to poor family backgrounds”, while participant 3 said:

“Some learners have no sense of responsibility and accountability in them because they come from families with poor discipline. In those families, the parents do not discipline their children because of many reasons.”

Participant 4 also emphasised the background of the learners as the main cause of poor discipline in schools. Participant 4 provided the following response:

“The main cause of poor discipline of our learners is their family background. In some families, the parents are always not at home to monitor the discipline of their children. The parents go to work very early in the morning and come back during the night. Those children come to school with poor discipline.”

The poor family background of the learners as the main cause of poor discipline in schools was also supported by participants 6 and 7. Participants 6 and 7 emphasised that when the learners come to school, they do not respect the code of conduct of their school because of their family background. Participant 6 provided the following response:

“Some learners are not disciplined at school because they come from families where there is poor discipline. In some families, there is family instability because parents are always quarrelling and fighting. In some

families, the parents are not able to guide and educate their children about good discipline”, while participant 7 responded as follows:

“We have learners with poor discipline in our school. These have poor discipline because their parents over protect their children and are not able to ensure that their children are disciplined. Those parents give their children too much freedom by allowing them to do what they want.”

Similarly, participant 7, indicate that some learners are not disciplined because they come from disorganised families. Participant 7 confirmed this finding by responding as follows:

“High percentage of our learners are disciplined, and few are undisciplined because of their background or the families where they come from. In their homes, the parents are always involved in quarrelling and fighting because of too much drinking of alcohol. Those parents do not give themselves time to ensure that their children are disciplined. Some of the children do not always sleep at home and are always absent from school and their parents are not concerned. At school the learners are not complying with school rules, they do not submit their work, they come late, and they do not put-on school uniform.”

Participant 8 and 9 also supported the background of the learners as the main cause of poor discipline of learners in the schools. Participant 8 said that some learners have poor discipline in the school because they come to school with poor discipline, which they developed in their families. Participant 8 supported this perception as follows:

“Learners come to schools with poor discipline. At school, they do not concentrate on their studies, disrespect their teachers, they are bully and are always absent from school. All these disciplinary problems come from their homes”, while participant 9 said:

“Many learners are undisciplined because of their background. These learners violate school regulations, have no respect for teachers, are always absent, do not do their schoolwork and are always playing. Their learners learnt all these in their families because their parents are not able to ensure that they are disciplined.”

The influence of the family background of learners to their discipline is also confirmed by Participant 10 and 11. Participant 10 emphasised that the family background of the learners influenced them to disrespect the code of conduct of the school. Participant 10 responded as follows:

“The learners are undisciplined because of their family background or lack of parental guidance. In their homes, their parents do not educate them about good conduct, and they are not punished when they misbehave. That is why these learners are not afraid of violating school regulations.”

According to participant 11 the family background of the learners also contributes to poor discipline at school. In this regard participant 11 responded as follows:

“The family background of many learners have a negative impact on the discipline of many learners. There are learners who come from homes where their parents don’t care about the discipline of their learners. Some parents believe that their children misbehave because they are still young. Those parents believe that their children will automatically have good behaviour when they are adults. That is why they don’t bother to educate them about good behaviour.”

According to participant 12, learners come to school with poor discipline and start to violate school rules. Participant 12 responded as follows:

“A school is a place of learning and discipline is required for the process of teaching to take place, but many learners are not disciplined because they come to school with poor discipline. In those families, the parents

do not educate and monitor the behaviour of their children. Many parents believe that it is normal for a child to misbehave because the child is still young.”

According to the participants the major factor which contributes to poor discipline in the school is the family background of the learners. This finding implies that learners come to school with poor discipline. The poor discipline of the learners may be influenced by poor discipline in the families and their communities. This finding is supported by Noun (2015), who indicates that the family and the community are the first and second institutions respectively, which shapes a learner’s behaviour at school. This perception is confirmed by Robertson (1999), who indicates that some children are disruptive at schools because they have been subjected to distorted or inadequate care throughout childhood due to a variety of family and economic difficulties. In many families, there is limited interaction between parents and children because the parents are not always at home (Byron & Rozemeijer, 2001). It is because of that neglect that they are demanding attention in the classroom. According to Byron and Rozemeijer (2001), the amount of time spent between parents and children has been declining and children spend more time in interaction with other people in the community than with their own parents. This is due to among other reasons, working parents and this result in children lacking clear parental guidance on behaviour and discipline. This definitely means that the background of the learners with regard to their discipline is their families and communities.

➤ **Sub-theme 2: Poor school leadership and management**

Sub-theme 1 is based on main theme 1 which focuses on the factors that influence discipline in secondary schools. The findings revealed that poor school leadership and management also contribute to poor discipline in the schools. This finding was supported by participant 1 who responded as follows:

“There is poor discipline in many schools because there is no effective teaching and learning because some teachers do not go to class, which is caused by poor leadership in the school.”

This finding was supported by participant 2, who asserted that poor discipline is caused by poor leadership and management. Participant 2 responded as follows:

“In some schools, poor discipline is caused by poor managerial and leadership skills from both teachers and management.”

Participants 5, 7 and 12 also supported that poor school leadership and management also contribute to poor discipline in the schools. Participant 5 responded as follows:

“In our school, ineffective management and leadership have contributed to poor discipline of learners. We have one main structure that is responsible for school leadership and management, namely; the school management team. In our school, the SMT is not effective. There is no cooperation between the principal, deputy principal and heads of department. The SMT members believe that the principal is too authoritarian, and they don’t support him. The SMT take very long time to make critical final decisions of disciplinary problems and most of the final decisions are not supported by some members of the SMT.”

Participant 7 also supports that poor leadership and management also contribute to poor discipline in our school. According to participant 7, the School Management Team is not effective in managing discipline and other challenges because of lack of unity. Participant 7 responded as follows:

“The SMT of our school is divided and are unable to manage discipline and other challenges at school effectively. The principal of our school believes that the heads of department are only responsible for managing academic matters and that he is the only one who is responsible for managing and leading the school. This perception of the principal has caused heads of department and other teachers to isolate themselves from handling disciplinary matters. Until now only the principal is responsible for taking final decisions about the discipline of learners”.

Participant 12 also believes that the poor discipline in their school is caused by poor leadership and poor management of school leaders. Participant 12 provided the following response:

“I am very worried about the leadership and management of our school. The SMT makes unacceptable decisions about handling disciplinary problems in our school. Teachers are for example not allowed to punish the learners before the SMT approves the punishment; the code of conduct is only designed by the principal and teachers and SGB are not involved and there are very few strategies for managing discipline in our school.”

According to Van Wyk and Pelser (2014), school leadership has been in difficulties to cope with learner misconduct, but the establishment and implementation of sound discipline policies are seen by many leaders as a measure that could assist leadership to cope with disciplinary problems. It is important that individuals who occupy official positions as school leaders, such as principals, deputy principals, and heads of departments, as well as others who have leadership responsibilities from within and outside the school, such as those individuals who serve in the SGB, work together as team in order to solve disciplinary problems in schools (Van Wyk & Pelser, 2014). The important role of principals within the participative or team approach may never be negated because the school principal is, in practice, still regarded as the “*primus inter pares*” (first among equals) and he or she should play an active role as a leader in the SMT and SGB (Van Wyk & Pelser, 2014). It is therefore, through the principals’ initiative in these committees that discipline policies are implemented but the principals should never ever be autocratic or dominating. As leaders, school principals must also be willing to share their knowledge with other members of the committees as well as with the community. Chaplain (2003) asserts that teachers are regarded as classroom leaders who has authority for the control and discipline of students subject to law and rules of the Department of Education each (Chaplain, 2003). The teacher is expected to keep good order in the classroom and in other places in which he or she is to be in charge of students (Chaplain, 2003). According to Geltner (2014), teachers should create caring classrooms; teach self-control; promote concern for others; establish clearly defined limits and emphasize responsibility.

➤ **Sub-theme 3: Peer pressure**

Sub-theme 1 is based on main theme 1 which focuses on the factors that influence discipline in secondary schools. The findings of the study revealed that peer pressure also influences the discipline of learners in schools. This view was confirmed by all the participants. According to participant 1, many learners are negatively influenced by peer pressure because they are members of peer groups who influence each other, to violate school regulations. This finding was confirmed by participant 1 who responded as follows:

“In our school peer pressure also contributes to the discipline of learners. Yes, more learners find themselves in groups in order to be protected. Our school is experiencing a lot of fights between learners themselves, and also between learners and teachers. The behaviour of the learners in the groups is determined by their friends. In the groups they start to do something that they could not do if they were not in the group. For example, many learners do not respect the teachers and they enjoy coming late to school. That is why in our school all the learners from one group have the same bad behaviour.”

Participant 1 was supported by participant 2, who indicated that there are groups of learners, who control the behaviour of the learners and the learners from one group display similar misbehaviour. Participant 2 provided the following response:

“Yes, in our school peer group pressure is so influential, to the discipline of learners. Most of our learners are not well disciplined because they belong to the gangs. In the gangs they influence each other to have poor behaviour. Learners from one gang violate school regulations in the same manner. The learners from various groups are always involved in quarrelling and fighting. It is very sad to see the learners controlled by the gangs and not the teachers.”

Participant 3 also confirmed the negative influence of peer pressure on the discipline of the learners. Participant 3 indicated that many learners are members of peer groups and they are involved in the transgression of the code of conduct of the school and even illegal activities. Participant 3 responded as follows:

“Yes, peer groups or gangs do illegal things at school, fight other learners, bring weapons in school, and do unwanted things that disrupt school activities.”

Participant 4 also supported the influence of peer pressure on the discipline of learners in their school. Participant 4 is worried about the bad behaviour of their learners who are members of peer groups or gangs because they don't show any respect to the teachers. Participant 4 said the following:

“Yes, many learners are members of peer groups or gangs and in their groups, they pressurise other learners to follow their bad behaviour of disrespecting teachers and even bullying other learners.”

The impact of peer pressure on the behaviour of the learners was also confirmed by participant 5 who emphasised that many learners are members of peer groups and they pressurise each other to misbehave. Participant 5 confirmed this finding by providing the following response:

“Yes, peer pressure contributes to poor discipline as the learners within each group pressurise each other to behave in a bad way and cause the environment uncontrollable. Poor discipline is caused by peer pressure, learners who form groups and plan to behave badly, and they influence each other and harass the disciplined ones.”

Participant 6 also confirmed that peer pressure has a significant influence on the behaviour of many learners in their school. Participant 6 asserted that many learners are very proud to be members of the group and recommend each other for misbehaving in the school. Participant 6 responded as follows:

“Yes, learners group themselves according to how they misbehave. They feel proud of doing bad things and they are praised by their group members. They have peer pressure.”

Participant 7 also supported that peer pressure has a negative effect on the discipline of learners in their school. According to participant 7, many learners are not disciplined because they motivate and encourage each other to do bad things and they don't show any respect. Participant 7 said the following:

“Yes, because they bring weapons like knives, pangas. They encourage other learners to copy their bad behaviours of not respecting others.”

Participant 8 indicated that peer pressure is not a bad thing because the learners can also influence each other to have good discipline. Participant 8 indicated that in their school, peer pressure has a negative impact on the behaviour of the learners. Participant 8 said the following about the peer pressure:

“Yes, peer pressure has a negative impact on the discipline of the learners in the school. Yes, if a learner befriends learners that are well disciplined then the school ends up having the disciplined learners.”

Similarly, participants 9 and 10 are worried about the negative influence of peer pressure on the discipline of their learners. Participant 9 responded as follows:

“Yes, in our school learners are not disciplined and they always do wrong things because they are influenced by their peer group. In their groups, the learners are surrounded by ill-disciplined learners who will give them bad advice”, while Participant 10 said: “Yes, because negative attitudes and bad behaviour of learners in the school are caused by peer groups. Many learners in our school show disrespect, come to school late, are always involved in fights and many other bad things. Poor performance of learners is also caused by bad influence from other learners.”

Participant 11 and 12 also confirmed that peer pressure has a negative influence on the discipline of their learners. Participant 11 indicated that peer pressure has a negative impact on the behaviour of the learners because the learners influence each other to violate school regulations and disrespect the teachers. Participant 11 said the following in her own words:

“Yes, peer pressure has a bad influence on the discipline of learners because they influence each other by disrespecting the school rules and bullying to teachers”, while participant 12 provided the following response:

“Yes, I agree that peer pressure has a negative impact on the behaviour of the learners. Our learners get the peer pressure in the groups that they have joined in the school. In the groups they influence each other to do only bad things such as coming to school late, going home during break, quarrelling with teachers and other learners, fighting in the class and many bad things.”

The findings revealed that many learners in the schools are experiencing the negative impact of peer pressure on their discipline. Many learners have joined peer groups because they want to be protected but they are influenced by other learners to always misbehave in the school. The findings also revealed that learners have a negative impact of peer pressure because many of them don't respect teachers, come to school with weapons, come to school late, go home during break, quarrel with teachers and other learners and fight in the classrooms. The negative influence of peer pressure on the discipline of learners is supported by researchers. A study conducted by Njoroge and Nyabuto (2014) revealed that many learners misbehave because of pressure from their peers at schools. This study discovered that there is the leader-follower relationship among learners when they are in groups. The learners develop the feeling of togetherness in order not to be excluded from the group. According to the study conducted by Charles (2002) learners are pressurized to be undisciplined by provocation and group behaviour. Provocation occurs when learners are often incited to misbehave by peers or school mates or certain situations and they react improperly to annoyance, lack of attention, insult, threat and boredom. Bezuidenhout

(2013) maintains that adolescents display disruptive behaviour in groups and not individually. Group behaviour is when learners often succumb to peer pressure or get caught up in group emotion and at such times tend to behave in ways they would not if they were by themselves. Lukman and Kamadi (2010), argue that the peer pressure influences what the adolescent values, knows, wears, eats and learns. The findings of a study conducted by Seegopaul (2016) stresses that learners feel the freedom to manifest a lack of discipline when they are with their friends who push them to show unacceptable behaviour. With peer pressure, learners may take drugs, alcohol, tobacco, weapons, and bully other learners who are not part of the group or who do not fit the group and are involved in illegal gang activities (Gitome, Katola & Nyabwari, 2013).

4.2.2 Main Theme 2: How the stakeholders are involved in maintaining good discipline in your school

This theme was derived from the first research question. The participants were asked how the stakeholders are involved in maintaining good discipline in their schools. An analysis of the data revealed five sub-themes, namely; how the Department of Basic Education is involved in maintaining good discipline in the schools, how the School Governing Body (SGB) is involved in maintaining good discipline in the schools, the role of Parents in maintaining good discipline in the schools, how the Learner Representative Council (LRC) is involved in maintaining good discipline in the schools and how the South Africa Police Services is involved in maintaining good discipline in schools.

➤ Sub-theme 1: How the Department of Basic Education is involved in maintaining good discipline in the schools

Sub-theme 1 is based on main theme 1 which focuses on how the stakeholders are involved in maintaining good discipline in the schools. The findings of the study revealed that the Department of Basic Education contributes to poor discipline in the schools. This finding was confirmed by participant 1, who indicated that the Department of Basic Education does not enhance good discipline in the schools

because the department does not support the teachers in maintaining discipline in the schools. Participant 1 provided the following response:

“In our school the Department of Education is not involved in maintaining good discipline in the school. This is because the officials of the department always listen to the learners’ side of their story and not of educators. All powers have been given to the learners.”

This perception was confirmed by participant 2 who emphasised that the Department of Basic Education contributes to poor discipline in the schools because the department gave the learners many rights which contributes to poor discipline. In her own words, participant 2 provided the following response:

“The Department of Basic Education contributes to poor discipline in the school because learners are given rights which goes with responsibilities but concentrating more on their rights than their responsibilities.”

Participant 3 also supported that the Department of Basic Education does not assist them to maintain good discipline in the school. Participant 3 emphasises that the Department of Basic Education contributed to poor discipline in schools by banning corporal punishment. Participant 3 responded as follows:

“The Department of Basic Education contribute to poor discipline having scrapped out corporal punishment in schools and that was a serious mistake the government did. The bible says ‘‘spare the rod spoils the child.”

Participant 4 also confirmed that the Department of Basic Education is not able to assist the teachers to maintain good discipline in the school because of banning corporal punishment. Participant 4 said the following to support that perception:

“The Department of Basic Education contributes to poor discipline, because of the laws that they put in place to prohibit discipline to be maintained in schools.”

Participant 5 also supported that the Department of Basic Education contributes to poor discipline in schools. According to participant 5, the government is committing many mistakes in schools and some of them are the provision of a disorganised curriculum plan, failing to monitor schools and removal of corporal punishment. In his own words, participant 5 responded as follows:

“Yes, the government is contributing to poor discipline because it provides schools with curriculum plan which is not organized and provides infrastructure and other resources which they fail to monitor. No amended rules to address the replacement of corporal punishment.”

Participant 6 also supported the failure of the Department of Basic Education to enhance good discipline in the schools. Participant 6 said that the factors that contribute to poor discipline by the Department of Education are forcing schools to promote learners who failed to achieve the required pass mark, blaming teachers for poor results and lack of communication with the schools. Participant 6 supported the perception by saying the following:

“Yes, the Department of Basic Education contributes to poor discipline. Government instructs schools to progress learners even if they don’t qualify which encourages laziness to learners. Always blame teachers for poor results. Poor communication between government and schools.”

Participants 7 also confirmed that the Department of Basic Education contributes to poor discipline in the schools. According to participant 7, the Department of Basic Education contribute to poor discipline because of banning corporal punishment and allowing learners to write home tests. Participant 7 said the following to support the perception:

“The Department of Basic Education contribute to poor discipline because corporal punishment not allowed, promote laziness by allowing learners to write home tests.”

Participant 8 also supports that the Department of Education contributes to poor discipline but emphasis the lack of policies as the major cause of poor discipline in schools. In her own words, participant 8 provided the following response:

“Yes, the Department of Basic Education is contributing towards poor discipline of learners. This is because school policies that are supplied to schools do not have a way of handling the misconduct of learners.”

The contribution of poor discipline in schools by the Department of Basic Education was also supported by participant 9, who asserted that the mistake committed by the Department of Basic Education is to focus only on good results of learners without supporting the teachers to maintain good discipline of learners, which is impossible for teachers to achieve. Participant 9 provided the following response to support that view:

“Yes, government want to see a pass results of learners without helping teachers to shape learners’ behaviour.”

Participant 10 also confirmed that the Department of Basic Education is unable to maintain good discipline in schools. According to participant 10, the poor discipline of learners is caused by the Department of Basic Education because of not assisting the teachers to maintain good discipline of learners and also by banning corporal punishment in schools. Participant 10 responded as follows:

“Yes, the Government do not play an important role in the maintenance of discipline of learners. It does not provide disciplinary policies to schools for the smooth running of schools. The biggest mistake committed by the government was the banning of corporal punishment in schools.”

Participant 11 and 12 also confirmed that the Department of Basic Education contributes to poor discipline in schools because they fail to support the teachers to maintain good discipline in the schools. In this regard, participant 11 said:

“Yes, the government contributes to poor discipline in schools. Government is quite about the discipline in schools”, while participant 12 provided the following response to support that perception:

“The government contributes to poor discipline. Government does not have a way of motivating teachers because of poor salaries that teachers earn.”

According to the participants’ responses, the government or Department of Basic Education is responsible for maintaining good discipline in the schools, but it is not able to do it. Majority of participants revealed that the Department of Basic Education contributes to poor discipline in schools because it:

- focuses only on the rights of learners and not their good discipline;
- banned corporal punishment;
- is unable to replace corporal punishment by other disciplinary measures;
- is unable to monitor discipline in schools;
- forces schools to promote learners who failed examinations; and
- does not support the teachers to maintain good discipline of learners.

In terms of Section 3(n), of the National Education Policy Act, Act No. 27 of 1996, the Minister of Education must determine national education policy for the control and discipline of learners at education institutions (Republic of South Africa, 1996). The Department of Basic Education is mainly responsible for the development of the laws and regulations which serve as a guide for the formulation of disciplinary policies in schools (Van Wyk & Pelsler, 2014). These laws and regulations are communicated to schools through the Provincial Education Departments. It then becomes the responsibility of the principal, school leadership, and the School Governing Body (SGB) to develop policies for their schools, based on the laws and regulations as

stipulated by the department. The National Education Policy Act (Republic of South Africa, 1996) asserts that “*No person shall administer corporal punishment, or subject a student to psychological or physical abuse at any educational institution.*” Corporal punishment is defined as a type of disciplinary measure that involves the direct infliction of pain on the physical body of a person (Moyo, Khewu & Bayaga, 2014). According to Segalo and Rambuda (2018), the new legislation is advancing children’s rights and that no person may administer corporal punishment to a learner, but it is unclear about how teachers should maintain good discipline in schools. This view is supported by Moyo, Khewu and Bayaga (2014), who assert that ill-discipline is promoted in schools because many learners and their parents overemphasize their human rights at the expense of their obligations. In other words, they abuse their rights. Furthermore, Du Plessis (2018) claims that poor discipline is worsened by the prohibition of corporal punishment in South African schools. According to Moyo, Khewu and Bayaga (2014), the government substituted corporal punishment by a disciplinary strategy called “Alternatives to Corporal Punishment (ATCP)” which includes verbal warning, detention, demerits, community work and small menial physical tasks (Moyo, Khewu & Bayaga, 2014). The Department of Basic Education emphasises that each teacher has authority for the control and discipline of students, but they should do it according to the law and rules of the department (Education Labour Relations Council, 2018). According to Mila Kakaza, spokesperson for education advocacy GO Equal Education, the focus of punishment must be on maintaining a safe and dignified schooling environment for learners such as demerit system, taking away privileges, time-outs, detention (where learners do schoolwork) and picking up litter (Ebrahim, 2017).

➤ **Sub-theme 2: How the teachers are involved in maintaining discipline in schools**

Sub-theme 2 was produced by main theme 2 which focuses on how stakeholders are involved in maintaining good discipline in schools. The findings revealed that the teachers are responsible for the maintenance of discipline in the schools. According to the findings of this study, teachers are also involved in maintaining good discipline of the learners in schools. This perception is confirmed by participant 1 who asserted that teachers are responsible for monitoring the behaviour of learners and submit the

reports to the leaders, but nothing is done. In this regard, participant 1 provided the following response:

“Educators always try to report all the ill manners of the learners to the leaders, but nothing is being done.”

According to participant 2, in their school, teachers are managing their classes effectively, which implies that they are able to maintain good discipline in the classes. Participant 2 responded as follows:

“Teachers manage classes, they coach learners in different extracurricular activities.”

Participant 3 indicates that in their school, teachers are responsible for promoting parental involvement in maintaining discipline of learners. Participant 3 provided the following response:

“As teachers we try to get parents involved by letting them know that their children are not participating in their school-work. And by detaining them every Friday for 2 – 3 hrs.”

Participant 4 revealed that in their school, teachers are responsible for effective management of the school, which includes maintenance of good discipline of learners. In her own words, participant 4 said:

“In our school, teachers are responsible for the smooth running of the institution and for effective teaching and learning. For law and order to prevail.”

This finding was supported by participant 5 who asserted that teachers maintain good discipline in their school by formulating classroom code of conduct which guides the behaviour of learners in the classrooms and monitoring the behaviour of learners in the classes. Participant 5 responded as follows:

“In our school, teachers are active in the formation of classroom rules, make sure that learners get attention, make sure that learners are quite during teaching time. Reminding learners about school rules which need to be adhered to.”

According to participant 6, in their school, teachers maintain good discipline of learners by guiding and motivating them to respect the code of conduct of the school. Participant 6 supported this view by responding as follows:

“At our school, teachers motivate learners, guide learners and remind learners about their role as learners. They give counselling to learners for a positive mind set.”

The role of the teachers of maintaining discipline in the schools was also supported by participant 7 who emphasised that teachers also ensure that learners respect school rules and regulations by ensuring that they always present, wear school uniform, behave well and perform schoolwork effectively.

In this regard, participant 7 provided the following response:

“Every day, the teachers make sure that learners are in school uniform, control daily registers and encourage learners to write all given tasks.”

Participant 8 also supported that teachers are responsible for maintaining discipline in their schools. According to participant 8, teachers are responsible for managing their classes, which includes the management of discipline in the classes. Participants confirmed this perception as follows:

“Teachers help in managing classrooms during teaching time and also during the extramural activities.”

According to participant 9, in their school, teachers are responsible for maintaining discipline by punishing all the learners who violate school rules and regulations. In her own words, participant 9 said:

“The teachers of our school keep records of troublemakers. They engage learners who are not complying with school rules.”

Participant 10 also confirmed that in their school, teachers adhere to the code of conduct of the school by responding as follows:

“Teachers are trying their level best to ensure that all learners comply with the code of conduct of the school and educate them even though learners are not serious about their future.”

Participant 11 also revealed that in their school, teachers always ensure that learners are well disciplined by following all school rules. Participant 11 said:

“In our school, teachers are highly involved in the maintenance of classroom discipline and also during breaks.”

According to participant 12, in their school, teachers always ensure that all learners are well disciplined. Participant 12 provided the following response:

“In our schoolteachers are always trying to keep discipline in school but to the wrong people who do not see the importance of attending school!”

All the participants revealed that in their schools, teachers are responsible for maintaining good discipline. The teachers maintain good discipline by ensuring that all learners comply with the code of conduct of the school, motivating and, guiding learners, keeping record of troublemakers, engaging learners who are not complying to school rules, ensuring that learners are always present, always wear school uniform, behave well and perform schoolwork effectively.

The role of the teachers in the schools is also confirmed by various experts. According to Chaplain (2003), each teacher has authority for the control and discipline of students, is expected to keep good order in the classroom and in other places in which he or she is to be in charge of students. Chaplain (2003) also emphasises that as from

the beginning of the year, a teacher should discuss classroom rules and the rules should be typed out and displayed permanently on the notice board of the classroom. According to Geltner (2014), teachers should create caring classrooms; teach self-control; promote concern for others; establish clearly defined limits and emphasize responsibility. The teacher must start out the day with explaining what you expect from the learners and how they are expected to behave, and the teacher must be detailed and positive (Geltner, 2014). Vockell (2016) recommends that teachers should reinforce behaviour that is compatible with any desirable behaviour in children through being exemplary. According to Van Buuren (2013), a teacher must build a behaviour-influencing rapport and the best way for teachers to set a stage for positive discipline is that teachers must present themselves as friendly, welcoming, respectful and genuinely interested in their students. Teachers must also protect students from aggressive behaviour and treat them with respect and in this way, it will be easier to keep the behaviours in control (Van Buuren, 2013). This is supported by Mendler and Curwin (2014) who argued that throwing children away does not lead to a positive change in the children; however, when we bring them close to us, we initiate a positive change in them. According to Govender and Sookrajh (2014), the teacher must start by greeting every student as he enters the classroom in order to make a personal connection and to discreetly handle minor issues and problems like gum chewing and dress code violations before they escalate into public confrontations that waste precious instructional time.

➤ **Sub-theme 3: How the School Governing Body (SGB) is involved in maintaining discipline in schools**

Sub-theme 2 was derived from main theme 1 which focuses on how the stakeholders are involved in maintaining good discipline in their schools. The findings revealed that the School Governing Bodies (SGB) are responsible for the maintenance of discipline in the schools. According to participant 1, in their school, the School Governing Body, is never involved in the maintenance of good discipline and only focuses on school projects. In her own words, participant 1 responded as follows:

“In our school, SGB do not play any role in maintaining good discipline, we only see them when projects are maintained at school.”

Participant 2 differs with participant 1 because in their school the School Governing Body participates in the formulation of code of conduct of the school. Participant 2 supported her views by responding briefly as follows:

“The SGB was involved in the drawing of code of conduct for learners.”

Participant 3 however, indicates that the School Governing Body participates in the maintenance of good discipline by always advising teachers to punish and detain the learners who violate school regulations. Participant 3 provided the following brief response:

“SGB encourages punishment and detention.”

According to participant 4, the School Governing Body of their school, is involved in the maintenance of good discipline in their school by actively participating in learner workshops where learners are guided about respecting school code of conduct. Participant 4 responded as follows:

“The SGB come to school in the gatherings of learners and talk to learners and other stakeholders.”

Participant 5 supported participant 4 about the School Governing Body participating in workshops to talk with the parents about how to maintain discipline of their children and not talking with the learners. Participant 5 said:

“The SGB always comes to school to communicate with parents of learners on how to help in solving problems of their learners.”

Similarly, participants 6 and 7 emphasise that the School Governing Body talk to the parents in the meetings or workshops to guide them to maintain good discipline of their children. Participant 6 provided the following response:

“The SGB always come to school to remind other parents about their involvement in the discipline and education of their children”, while participant 7 said:

“The SGB sometimes take rounds at school, call parents meeting for school issues.”

According to participant 8, the School Governing Body only comes to school to maintain good discipline, when learners have done serious misconduct. Participant 8 responded as follows:

“If a learner has done a serious misconduct, the SGB together with the SMT will talk to the parent and a learner.”

Participant 9 emphasises that the School Governing Body of their school monitors the behaviour of learners but is not specific about the monitoring strategies implemented by the School Governing Body. Participant 9 just said:

“The SGB monitors the behaviour of learners to check if it will lead to their successful pass at the end of the year.”

Participant 10 indicates that the School Governing Body of their school is involved in assisting the teachers to guide the learners to respect the rules and regulations of the school. Participant 10 responded as follows:

“The SGB members help teachers in motivating learners to respect the rules and regulations of the school in order to prepare their good future after passing their education.”

Contrary to the views of participants 1 to 10, who are satisfied about the role of the School Governing Body in maintaining good discipline, participants 11 and 12 are not satisfied about the contribution made by the School Governing Bodies of their schools, in maintaining good discipline. Participant 11 complained as follows:

“The SGB of our school is failing in bringing discipline at school because few parents are actively involved in the education of their children”, while participant 12 said the following briefly:

“The SGB contribute little towards good discipline in the school environment.”

Participants 2 to 10 revealed that they are satisfied about how the School Governing Bodies contribute in maintaining good discipline in the schools. According to participants 2 to 10, the School Governing Bodies of their schools assist the teachers to guide the learners, to respect the rules and regulations of the school, monitors the behaviour of learners, come to school when learners have committed a serious misconduct, guide parents to maintain good discipline of their children and participate in the formulation of code of conduct of the school. Participants 1, 11 and 12, however, revealed that the School Governing Bodies of their schools contribute nothing in the maintenance of discipline.

Section 8 of the South African Schools Act provides that a governing body of a public school must adopt a Code of Conduct, which must aim at establishing a disciplined and purposeful environment to facilitate effective education and learning in schools (Department of Education, 1998). The role of the School Governing Bodies in maintaining good discipline of the learners in the schools is also confirmed by various researchers. According to Rogers (2002) home-school approach can achieve good outcomes and parents should always be informed about their children’s behaviour patterns. Teachers and parents should work together to put prevention strategies in place to improve the discipline in schools (du Plessis, 2015). Teachers should invite the SGB to school to assist in disciplining certain disruptive children. School governing bodies are required to plan and design an instrument to deal with the code of conduct for learners, which they should use to resolve conflicts in an impartial manner (McAdams, 2006). In South Africa, the school governing body, which consists of parents is at the centre of school discipline (du Plessis, 2015).

- **Sub-theme 4: How the parents are involved in maintaining discipline in school**

Sub-theme 4 also emerged from main theme 2 which focuses on how the stakeholders contribute to the maintenance of discipline in the schools. According to participant 1, 2 and 4, in their schools, the parents are not involved in maintenance of discipline in their schools. This perception was confirmed by participant 1 who responded as follows:

“Parents do not assist, we see them only in the last quarter of the school to defend their children to be progressed to the next grade”, while participant 2 said:

“Parents are not cooperative, when they are called for meetings only few attend.”

Participant 4 supported them by saying:

“The parents sometimes check their kids’ homework and sign on the learners’ reports, some come to school and enquire about their kids’ performance.”

The findings revealed that there are parents who violate the laws of the country by applying corporal punishment to their children. This was confirmed by participant 3 who provided the following response:

“They come and apply corporal punishment in front of the teacher concerned.”

The role of parents in maintaining good discipline of their children was also supported by participant 5 and 7 who asserted that parents support the teachers and learners to maintain good discipline in the schools. Participant 5 provided the following response:

“Parents develop good morals of their children, always support teachers when they are called to school. Make sure that their learners are on time getting to school. Monitor their children’s work and be sure that the given tasks are written”, while participant 7 said:

“Parents encourage their children to wake up early, to read their books and write school-works and to keep good manners.”

According to participants 6 and 8, parents come to the schools, when they are called by the teachers about the behaviour of their children. Participant 6 responded as follows:

“When parents are called about the misbehaviour of their children, they avail themselves”, while participant 8 provided the following response:

“When a learner misbehave, parents are informed and also asked to visit the school so that parents can agree on punishment to give to a learner.”

Participants 9 and 10 also confirm that in their schools, the parents are involved in the maintenance of good discipline. Participant 9 said:

“Parents come to school and report their learners’ behaviour to the principal”, while participant 10 provided the following response:

“Parents want to see their children with a good future by helping teachers to maintain good discipline at school.

The findings revealed that participants 11 and 12 are not clear about how the parents are involved in the maintenance of discipline in their schools. Participant 11 said:

“It is the responsibility of parents to wake up their children every day on time”, while participant 12 said:

“Parents have relaxed about the education of their children; their children belong to the government. They support whatever the government says without looking to the consequences thereafter.”

The findings revealed that some parents participate in the maintenance of discipline of their children by applying corporal punishment, developing good morals of their children, always supporting teachers, and encouraging their children to keep good manners. There are, however, participants 1 and 2 who emphasised that in their schools, parents are never involved in the maintenance of good discipline of their children and participants 11 and 12 who are not clear about the role played by the parents in maintaining good discipline.

According to the South African Schools Act, 84 of 1996, the role of the parents is to support the school to ensure that learners observe all school rules and regulations (Department of Education, 1998). The role of the parents in maintaining good discipline of learners is supported by Joseph (2013), who emphasises that parents represent a great deal of potential help and support for teachers in maintaining discipline in schools by communicating with the teachers, visiting schools, and educating their children about discipline. According to Rogers (2002), parents should always be informed about their children's behaviour and teachers should invite some parents to school to assist in disciplining certain disruptive children. The parents should go over school rules with the learners at home, so that the learners know the behaviour that their parents expect from them (Rogers, 2002).

➤ **Sub-theme 4: How the Learner Representative Council (LRC) are involved in maintaining discipline in schools**

Sub-theme 4 also emerged from main theme 2 which is based on how the stakeholders are involved in maintaining good discipline in your school. The findings revealed that the learner representative councils are responsible for the poor discipline in the schools. This finding was confirmed by participants 1 and 2 who emphasised that the learner representative councils contribute to poor discipline because they motivate learners to violate school regulations. This finding was confirmed by participant 1 who responded as follows:

“The learner representative councils contribute to poor discipline since they are also not adhering to the rules of the school. They

always state the learners' rights", while participant 2 provided the following response:

"LRC contributes to poor discipline, they lack self-discipline, display poor leadership, and they disrespect their teachers."

Participants 3 and 4 and 5 also emphasised that the learner representative councils contribute to poor discipline in schools. According to participant 3, the representative councils motivate learners to violate school regulations. In his own words, participant 3 said:

"The learner representative councils contribute to poor discipline. They encourage learners not to do school-work for they themselves as the leaders they are not disciplined and do not do their school-work", while participant 4 said:

"The learner representative councils contribute to poor discipline because they divert from the rules of the school." Participant 5 responded as follows:

"Yes, the learner representative councils contribute to poor discipline, because they don't know their role as LRC members, misrepresent the learners by not adhering to school rules, not active in the program of the school."

Participants 6, 7 and 8 however, emphasise that the learner representative councils contribute to good discipline in schools. The learner representative councils contribute to good discipline because they motivate other learners to obey school regulations. Participant 6 responded as follows:

"The learner representative councils contribute to good discipline, because they are able to talk to their peers and also encouraged other learners to observe school rules", while participant 7 provided the following response:

“The LRC contribute to good discipline, they follow the school code of conduct to the latter.” Participant 8 said:

“Yes, they contribute because they help teachers to deal with learners that are misbehaving.”

The contribution to good discipline by the learner representative councils was also confirmed by participant 11 who said:

“The learner representative councils contribute to good discipline. They are always helping teachers to identify learners who are not doing their school-work.”

Participants 9, 10 and 12 differ with participants 6, 7 and 8 because they emphasise that the learner representative councils contribute to poor discipline in schools. Participant 9 responded as follows:

“Learner representative councils contribute mostly to poor discipline in schools. The LRC appears to be irresponsible and always absent during the year, and they only show presence during the time of functions”, while participant 10 provided the following response:

“No, the learner representative councils contribute to poor discipline in schools because they don’t know how to play their role in the structure of education as a whole.”

Participant 12 said:

“The learner representative councils contribute to poor discipline. Government does not say anything about improving the structure of LRCs in schools.”

The findings of the study revealed that the participants do not agree about the contribution of learner representative councils to discipline in schools. One group of participants (participants 6, 7, 8, 11) indicate that the learner representative councils contribute to good discipline in schools, while the majority (participants 1, 2, 3, 4, 5, 9, 10, 12) assert that the learner representative councils contribute to poor discipline in schools. According to the Department of Higher Education and Training (2018), one of the duties of the learner representative councils is to preserve order at student functions and ensure good conduct of learners in the schools. The Learner Representative Council should represent the interests and views of the learners within the school and promote proper conduct of learners but do not have the authority or right to punish other learners (Department of Education, 1998).

➤ **Sub-theme 5: How the South African Police Services are involved in maintaining discipline in schools**

Sub-theme 5 was produced by an analysis of data related to main theme 2 which focuses on how the stakeholders are involved in the maintenance of discipline in schools. An analysis of data related to sub-theme 5, revealed that the South African Police Services are also involved in maintaining discipline in schools. This finding is confirmed by participant 1 who revealed that the South African Police Services is involved in the maintenance of discipline in schools because they sometimes come to the school to arrest learners who were involved in criminal activities. Participant 1 supported this perception by responding as follows:

“SAPS sometimes come to our schools to apprehend criminals only if a learner was involved in outside criminal activities.”

According to participant 2 the South African Police Services only come to the schools when learners are involved in criminal activities, but each school has been allocated a police officer who always comes to the school to talk to the learners about maintaining good discipline in the school. Participant 2 responded as follows:

“The SAPS assign a cop to work together with school in terms of discipline. They visit our school to address by reminding learners on how they should conduct themselves.”

The involvement of the South African Police Services in the maintenance of good discipline in the schools was also supported by participants 3, 4 and 7, who asserted that the police officers come to their schools once or twice per term to search if learners possess drugs and weapons, but the learners are not arrested but given lashes. Participant 3 provided the following response:

“Once or twice in a term they come and search learners with drugs using sniffer dogs and kids involved in gangsterism, they are given lashes by the police”, while participant 4 said the following:

“The South African Police Services visit our school for motivational talk with stakeholders, and also visit unannounced to search for drugs and unwanted weapons.”

Participant 7 provided the following response:

“The South African Police Services come to patrol our schools, check and search the drugs and dangerous weapons at school.”

Participants 5 and 6 also confirmed that the police come to their schools to maintain good discipline. Participant 5 said:

“The South African Police Services come to the school to punish the undisciplined learners so that they can start to behave well”, while participant 6 provided the following response: *“The school is assigned a police officer who assists and attends problems at school.”*

According to participant 8, police officers come to their school with a community policing forum to conduct a workshop of learners about maintaining good discipline in the school. Participant 8 responded as follows:

“Our school adopted a police officer who continuously visits the school with a team of police officers and community policing forum to come and motivate learners not to commit crime.”

Participant 9 and 12 also confirmed the role of the South African Police Services in maintaining good discipline in the schools. Participant 9 provided the following response:

“The South African Police Services often visit the school and discipline learners who are addicted to drugs and bullies”, while participant 12 said the following: “SAPS come to schools to assist schools in keeping order for the smooth running of schools by principals and teachers.”

Although the majority of participants confirmed that the South African Police Services are involved in maintaining discipline in the schools, there are participants 10 and 11 who emphasise that the South African Police Services contribute nothing to the maintenance of discipline in the schools. Participant 10 responded as follows:

“Police contribute little in the education of learners. When they meet learners in the streets during school hours, they are supposed to take learners back to school”, while participant 11 said the following:

“The police are not much involved in schools, because when they are called, they sometimes come after a long time or not come at all.”

The majority of the participants (participants 1, 2, 3, 4, 5, 6, 7, 8, 9 and 12), confirmed that South African Police Services contribute to maintaining good discipline in the schools, because they always visit the schools, some schools are allocated a police officer, police officers come to the schools to arrest learners who were involved in criminal activities, to search if learners possess drugs and weapons and to conduct a workshops of learners about maintaining good discipline. The minority of the participants (Participants 10 and 11) revealed that South African Police Services is never involved in maintaining discipline in schools.

The role of police officers in schools is confirmed by various studies and policies. A study conducted by Lamont, Macleod and Wilki (2011) indicated that police working with schools' results in a wealth of benefits for the police, for schools, their teachers, and pupils, and for the wider community. The core benefits include increased accessibility (e.g., between pupils, the police, and schools) improved relationships between police and schools, an increased sense of safety for learners, teachers and the community, improved attendance, raised achievement, reduced levels of offending behaviour and poor behaviour in school (Lamont, Macleod & Wilki, 2011). According to the Minister of Basic Education, poor school discipline such as school violence and bullying is a matter of huge concern to the education system because it has a negative impact on the work of the department (Department of Basic Education, 2019). However, in 2011, the South African Police Services and the Department of Basic Education drew up the "*Safety in Education Partnership Protocol*", which identified these two government stakeholders as primarily responsible for ensuring safety in schools during school hours (Department of Basic Education, 2016). The Department of Basic Education in partnership with the South African Police Services is committed to preventing, managing, and responding to incidents of crime and violence in schools (South African Police Services, 2014). Prevention and early intervention are the most reliable and cost-effective ways to support schools in consistently delivering teaching and learning in an environment that is physically and socially safe (South African Police Services, 2014). According to Police Foundation (2014), school-based officers' assignments in schools may vary depending on the school district, but there are common responsibilities such as mentoring, teaching, creating partnerships, building relationships, and ensuring school safety. In many jurisdictions, officers not only patrol the halls and the campus complex, but also work in classrooms as instructors on topics that relate to policing, namely; policing as a career, criminal investigation, alcohol and drug awareness, gangs, crime prevention, conflict resolution and motor vehicle safety (James & McCallion, 2013).

4.2.3 Main Theme 3: The strategies that should be implemented to maintain good discipline in the school

This theme was derived from the second research question. The participants were asked how the stakeholders are involved in maintaining good discipline in their schools. An analysis of the data revealed four sub-themes, namely; the government should design new policies of discipline in schools. Schools should educate learners about school policies and monitoring them, SMT, SGB and parents should collaborate in maintaining good discipline of learners and creation of many recreational centres for learners.

➤ **Sub-theme 1: The government should design new policies of discipline in schools**

Sub-theme 1 was produced by an analysis of data related to main theme 3 which focuses on the strategies that should be implemented to maintain good discipline in the school. An analysis of data related to sub-theme 1, revealed that the government should design new policies of discipline in schools. This finding was confirmed by participant 5 and 12, who emphasised that the government should produce and implement new policies of maintaining good discipline in schools. Participant 5 responded as follows:

“The government should promote the implementation of policies of class size by schools and leadership programs for the managers”, while participant 12 responded as follows:

“Government should be highly involved in the restructuring of education with a hope of bringing discipline at school.”

The findings revealed that the government or Department of Basic Education can maintain good discipline of learners in schools by always designing and reviewing disciplinary policies and regulations and ensuring that the policies are implemented effectively. The Department of Basic Education is mainly responsible for the development of the laws and regulations which serve as a guide for the formulation of disciplinary policies in schools (Van Wyk & Pelsler, 2014). School policies form part of and are based on macro policies such as the South African Schools Act of 1996, the South African Constitution of 1996, the National Education Policy Act of 1996, and

education regulations that have been passed in terms of enabling legislation, as well as regulations and measures promulgated by Provincial Education Departments (Van Wyk & Pelsler, 2014). Provincial rules and regulations such as the Induction Guide for School Management Teams (NWP, 2007) provide further guidelines for the formulation of school policies such as learner and educator codes of conduct.

➤ **Sub-theme 2: Schools should educate learners about school policies and monitor them**

Sub-theme 2 was produced by an analysis of data related to main theme 3 which focuses on the strategies that should be implemented to maintain good discipline in the school. An analysis of data related to sub-theme 2, revealed that schools should educate learners about school policies and monitor them. This finding was confirmed by participants 1, 2, 4, 6, 7 and 10. According to participant 1, it is important that schools should make the learners aware of the required behaviour by teaching them about disciplinary policies. Participant 1 responded as follows:

“Daily register should be kept by educators in monitoring learners’ late coming and also what learners are doing. Monthly reports should be compiled to see if there is any progress at the end.”

Participant 2 emphasised the training of learners by experts, about their desired behaviour in schools. Participant 2 responded as follows:

“Schools should reinforce a culture of positive behaviour by inviting experts and professionals to coach and mentor learners.”

Participant 4 emphasised the monitoring of learners and punishing those who violate school regulations. Participant 4 said:

“Apply punishment which can be cleaning of classrooms, disciplinary hearings, warnings or detention.”

According to Participant 6, teachers should ensure that learners do not violate school regulations and motivate them to memorise school regulations. Participant 6 responded as follows:

“Schools should make sure that learners follow school policy to the latter and also encouraged to know it by heart.”

Participant 7 emphasised the training and motivation of learners in good discipline by giving rewards to learners who display outstanding discipline. Participant 7 provided the following response:

“School should make competitions as a way of motivating learners to all those who are behaving and those who are misbehaving.”

Participant 10 also supported the education of learners about school policies and regulations. Participant 10 said:

“Teachers should educate learners about school policies and also learn to adhere to instructions at all the times.”

The findings of the study revealed that school discipline can be maintained by educating learners about school policies and monitoring them. The education of learners about school policies is confirmed by Van Wyk and Pelsler (2014), who emphasise that learners should be educated about school discipline policies and rules in order to regulate all aspects of their behaviour and teachers are not only supposed to prohibit misbehaviour but rather to provide for a prohibition of specific negative occurrences. These policies are not merely intended to promote order but to assist learners to become followers and to encourage positive behaviour (Bray, 2005). When comprehended in this way, discipline policies are indispensable in establishing and maintaining an environment conducive to learning as well as to create order, non-violence, and safety in the school (Bray, 2005). It is therefore imperative for schools not only to put such policies, in place but also to articulate the concomitant rules, expectations, and procedures continuously and consistently. Hence, policies and rules

must be clearly specified and communicated to learners and parents by means of newsletters, parents' meetings, and information brochures (Bray, 2005).

➤ **Sub-theme 3: SMT, SGB and parents should collaborate in maintaining discipline of learners**

Sub-theme 3 was produced by an analysis of data related to main theme 3 which focuses on the strategies that should be implemented to maintain discipline in the school. An analysis of data related to sub-theme 3, revealed that the collaboration of the SMT, SGB and parents will assist in promoting good behaviour in schools. This finding was confirmed by participants 3 and 8 who recommend that the school management teams, school governing bodies and parents who work together to enhance discipline in the schools. In this regard, participant 3 said:

“School should draw a list of parents who will help teachers to keep discipline for the whole year and this should be a norm of the school”,
while participant 8 provided the following response:

“The SMT and SGB members should work together in helping parents to know their role at school and also at home about good care of their children.”

The findings revealed that the SMT and SGB members and parents should work together in order to maintain good discipline of learners in schools. According to South African Schools Act 84 of 1996, the School Management Team (SMT), School Governing Body (SGB) and the parents are the overall organizers, co-ordinators, and supervisors of all the activities in the school and they should work together to improve and maintain good discipline of learners (Department of Basic Education, 1996). The parents have a legal obligation to ensure that their children behave well during the process of teaching and learning (Mwamwenda, 2004).

➤ **Sub-theme 4: Creation of many recreational centres for learners**

Sub-theme 4 was produced by an analysis of data related to main theme 3 which focuses on the strategies that should be implemented to maintain good discipline in

schools. An analysis of data related to sub-theme 4, revealed that recreational centres can also assist to maintain good discipline of learners. This finding was confirmed by participants 9 and 10 who recommend that schools should create recreational centres that will always keep the learners busy with activities. Participant 9 responded as follows:

“Schools should build more places of recreational activities for learners, who will be supervised by their LO teachers”, while participant 10 provided the following response: “Group work to learners should be promoted everyday by the school in the recreational activities of learners.”

The findings revealed that various strategies should be implemented by the teachers to promote good discipline in the schools. The strategies identified by the participants include designing new policies of discipline in schools by the government, educating learners about school policies, monitoring discipline of learners, collaboration of the SMT, SGB and parents and creation of many recreational centres for learners. These strategies are supported by Gyan, Baah-Korang, McCarthy and McCarthy (2015), who emphasise that good discipline of learners can also be promoted in schools by involving learners in play activities and awarding well-behaved students (Gyan, Baah-Korang, McCarthy & McCarthy, 2015). According to Van Buuren (2013), teachers must use the recreational centres to build a behaviour-influencing rapport in order to guide learners to be well disciplined and to think, analyse things and learn independently.

4.3 ANALYSIS OF DATA COLLECTED FROM LEARNERS

In this section, the data collected by means of individual interviews from learners are presented, analysed and interpreted. A total of 12 learners from six selected secondary schools in the Namakgale Circuit of Mopani District in the Limpopo Province were interviewed by the researcher. The learners who participated in the study are referred to as participants 1 to 12. This is in compliance with the ethical considerations that the names of all the participants as well as their places of attendance will not be revealed in the study. The Thematic Data Analysis Method was

used to analyse the data. The responses of the interview questions were categorised into the following three main themes and sub-themes.

Main Themes	Sub-themes
What are the factors that influence discipline in secondary schools?	The family background of learners. Abuse of learners' rights Poor leadership, management, and teaching.
How the stakeholders are involved in maintaining discipline in your school?	How the government is involved How teachers are involved How parents are involved How LRC is involved
The strategies that should be implemented to maintain discipline in the school.	The government should be involved in maintaining discipline. Parental involvement Giving rewards to learners with good and best behaviour Educating learners about policies of behaviour The LRC should be involved in maintaining discipline

The above themes and sub-themes are discussed in detail in the next section.

4.3.1 Main Theme 1: What are the factors that influence discipline in secondary schools?

Main theme 1 is based on research question 1 of the study, which focuses on the factors that influence discipline in secondary schools. The participants were asked questions about the factors that influence discipline in secondary schools. An analysis of the data revealed three sub-themes, namely; the family background of learners, abuse of learners' rights and poor leadership, management and teaching.

➤ **Sub-theme 1: The family background of learners**

Sub-theme 1 was produced by main theme 1 which focuses on the factors that influence discipline in secondary schools. An analysis of data revealed that learners developed their discipline from their families. This finding was supported by all the participants but some of them indicate that they come with poor discipline from their homes, while other participants indicate that they come with good discipline from their homes. According to participants 1, 3, 5 and 8, most of them are undisciplined because they come from undisciplined families. This perception was confirmed by participant 1 who responded as follows:

“Some of us come to school with poor discipline because most of us come to school from undisciplined families with no respect. Discipline needs to start at home, so they find it normal to disrespect and fight teachers. Those learners developed the poor discipline in their families. When they come to school, most of them misbehave, do not obey school rules and do not take teachers’ instructions.”

The influence of the family background on the discipline of learners was also supported by participant 3, who asserted that some of them developed their poor discipline from their families. Participant 3 responded as follows:

“Yes, some of us are undisciplined because they come from families with poor discipline. When they arrive at school, they misbehave, they don’t want to take instructions from the teachers and sometimes they show no respect to young teachers. The poor discipline comes from their families.”

Participant 5 also supported the influence of the families on their discipline but supported participants 1 and 3 that some of them come to school with poor discipline. Participant 5 said the following:

“We have discovered that all of us display the discipline of our families. Some of us are undisciplined because of our families. They don’t have self-control, they talk when the teacher is teaching during lessons. They come with this bad behaviour from their homes.”

Participant 8 also confirmed that families contribute to the discipline of learners but emphasised that most of them are undisciplined. Participant 8 responded as follows:

“Most of us are not disciplined and we are sure that they developed this behaviour in their families. We believe that their parents are not serious about the behaviour of their children and that is why they show no respect towards teachers and other learners.”

According to the majority of participants 4, 6, 7, 9, 10, 11 and 12, learners come to school with good discipline from their homes. Participant 4 also confirmed that the family background is the main source of discipline of the learners in the schools. However, participant 4 indicates that in their school, many of them are well-disciplined. Participant 4 provided the following response to support this perception:

“Most of us are disciplined learners in our school. We developed our good discipline from our homes. Most of us are well disciplined and we respect our teachers and other learners. Most of us come to school on time, take orders from the principal and teachers and write school activities.”

Participant 6 also confirmed the influence of the families on the discipline of the learners but supported participant 4, that all of them are well-disciplined because they come from disciplined family backgrounds. Participant 6 provided the following response to support this view:

“Yes, discipline comes from the families. I therefore wish to indicate that we are well disciplined because we come from a well-disciplined family background. There is always order and good control in the school. Undisciplined learners are not allowed or not admitted at our school.”

Participant 7 also confirmed that the family background determines the discipline of the learners at school. In this regard she responded as follows:

“We are well disciplined because we come from well-disciplined families. We follow the school rules, behave well, work very hard and show respect. I therefore admit that families are a key to our discipline at school.”

Participant 9 also supported that learners at their school are well-disciplined because of their disciplined family background. Participant 9 provided the following response:

“Discipline set limits for us to know what is right or wrong to be practiced at school. We come from disciplined families because we are well disciplined. We show respect, comply with school regulations, work very hard and since the beginning of the year no crime or violence has been reported. No policemen came to our school in relation to crime committed by us.”

Participant 10 also agreed that families are the source of learner discipline because disciplined learners come from disciplined families. Participant 10 supported this view by responding as follows:

“We are well disciplined, because we come from families with good discipline. I say this because we follow all the school rules without troubling teachers, and we behave well.”

Participant 10 also agreed that families contribute to the discipline of learners. Participant 11 indicated that in their school they have well-disciplined learners who come from disciplined families. Participant 11 said:

“We have all realised that in our school we are well-disciplined learners who follow each and every instruction from the teachers. We believe that we are disciplined because we come from well-disciplined families. We always have good results for Grade 12 at the end of the year.”

Participant 12 also supported the impact of their families on the discipline of learners at school. Participant 12 indicated that they are well-disciplined because of their family background. Participant 12 responded as follows:

“We are fortunate to be disciplined learners and we believe that we are all from well-disciplined families. We are well disciplined, because there are no cases of learners who disrespect teachers. All of us respect the code of conduct of our school because we come from families with a code of conduct.”

Participants 1, 3, 5 and 8 indicate that most of them are undisciplined because they come from undisciplined families. The learners are undisciplined because they don't have self-control, they talk while the teacher is teaching, most of them misbehave, they do not obey school rules and they do not take teachers' instructions. Participants 6, 7, 9, 10, 11 and 12 on the other hand, revealed that most of their learners are well-disciplined because they come from well-disciplined families. The participants indicated that they are well-disciplined because they respect the code of conduct, respect teachers, follow instructions, behave well, come to school on time and work very hard. Both, the lack of parental support and learners' family backgrounds highlight factors that may impede the enforcement of the code of conduct. Sheldon and Epstein (2002) argue that parents have a powerful effect on children's behaviour and an active partnership between parents and schools has great benefits. This view is confirmed by Van Wyk (2001) who asserted that parents can contribute to the development of problem behaviour in their children by failing to equip them with social skills and support and by modelling inappropriate behaviour. According to Van Wyk (2001), many parents are reluctant to become involved in disciplinary issues involving their children and believe that the school should deal with the problem. However, Blandford (1998) emphasises that in most cases parents whose children behave well ensure that they arrive at school on time, behave appropriately, and have proper uniforms, the necessary books and equipment; and do their homework on time. A psychologist is quoted by Louw and Barnes (2003), claiming that he has never seen a problem child, but only problem parents. This further tells that the weaknesses in the child's life started from home which is a sign of poor education foundation provided.

➤ **Sub-theme 2: Peer pressure**

Sub-theme 2 emerged from main theme 1, which focuses on the factors that influence discipline in secondary schools. An analysis of data revealed that the discipline of learners in schools is also influenced by peer pressure, which refers to the social pressure by members of one's peer group to take a certain action, adopt certain values or conform in order to be accepted (Mori & Swaim, 2020). This definition implies that peer pressure is not always a bad thing because your teen's friends may use peer pressure to influence them in a positive manner at times. The influence or impact of peer pressure on learner discipline was confirmed by participant 1 who indicated that learners join groups in order to be protected but such groups contribute to the bad behaviour of the learners in schools. In this regard, participant 1 responded as follows:

“Peer pressure also contributes to bad behaviour of some of us in schools because some of us copy behaviour from our friends. Some of us in peer groups do not take responsibility for their actions, they either fight teachers or continue with bad behaviour, most of them are not punctual. Discipline is needed in schools in order to have respect, punctuality and responsibility within the school between us and our teachers. Yes, most of us find ourselves in groups in order to be protected. Our school is experiencing a lot of fights between ourselves, and also between us and teachers.”

Participant 2 also supported the impact of peer pressure on the discipline of learners in schools. Participant 2 emphasises that peer pressure has a strong negative impact on the behaviour of many learners in their schools. Participant 2 provided the following response:

“Yes, peer group pressure contributes to our lack of good discipline. Yes, peer group pressure is so influential, because it produces undisciplined learners and promotes gangsterism at school.”

Participant 3 also supported the influence of poor discipline of learners in schools because many learners in peer groups are not disciplined. Participant 3 said:

“Yes, our peer groups or gangs do illegal things at school, fighting other learners, bringing weapons in school, and doing unwanted things that disrupts school activities.”

The influence of peer pressure on learners was also supported by participant 4 who indicated that learners who are in peer groups, force other learners to follow their bad behaviour. Participant 4 provided the following response:

“Yes, in their groups some of us pressurize others to follow their bad behaviour of disrespecting teachers and even bullying others.”

According to participant 5, many learners who are in groups, have poor discipline because of other learners who force them to misbehave. Participant 5 responded as follows:

“Poor discipline is caused by peer pressure, some of us form groups and plan to behave badly, and we influence each other and harass the disciplined ones. Yes, it contributes as within each group we pressurize each other to behave in a bad way and causing the environment uncontrollable.”

Participant 6 also supported the negative impact of peer pressure on the discipline of many learners. Participant 6 provided the following response:

“Yes, group members influence one another to engage themselves against the school’s code of conduct, and also not to listen to teachers.”

The negative impact of peer pressure on the behaviour of learners was also supported by participant 7 who asserted that when learners are in groups they are forced to join gangs which are involved in criminal activities. Participant 7 provided the following response:

“Yes, some of us who are in groups are forced by their friends to misbehave. Most of us who are in gangs, bring unwanted weapons like knives, pangas, to school. Some of us encourage others to copy their bad behaviour of not respecting teachers and other people.”

Participant 7 was supported by participant 9 who indicated that the learners who are in groups are not disciplined because of peer pressure. Participant 9 responded as follows:

“Yes, in our school most of us are doing wrong things influenced by the peer groups. These learners are surrounded by learners with bad behaviour, who give them instructions to misbehave and commit crime.”

Participant 10 also confirmed the influence of peer pressure on the discipline of learners. Participant 10 indicated that peer pressure causes bad behaviour in many learners because they are influenced by other learners in the group to have poor discipline. In this regard, participant 10 provided the following response:

“Yes, peer pressure result in poor discipline of learners because negative attitudes and bad behaviour of learners are caused by the peer group. Bad behaviour and poor performance of learners in school is caused by the bad influence from other learners.”

Participants 12 also confirmed that the poor behaviour of the learners at school is caused by peer pressure because they are forced by other members of the group to misbehave. Participants 12 responded as follows:

“Yes, peer pressure is also the main cause of poor discipline of some of us in our school. The learners in the groups are forced by other learners to violate the code of conduct of the school. Peer pressure also forces some of us to participate in criminal activities. I think this is the time to address the influence of peer pressure on our discipline.”

The findings also revealed that there is also a positive impact of peer pressure on the behaviour of the learners. Participant 11 differs from the other 11 participants because he emphasised that the learners in groups motivate each other to have good behaviour, respect people, and work very hard. Participant 11 responded as follows:

“I like peer pressure in our school because it possesses a positive influence on the discipline of most of us. In our school we experience a positive influence of peer pressure to our discipline. No, we never had any case related to the negative influence of peer groups.”

The findings revealed that many learners are experiencing a negative impact of peer pressure on their discipline. The findings revealed that many learners have joined peer groups in the schools in order to protect themselves, but they are forced by their friends to have poor discipline. They are forced to violate the code of conduct of the school, participate in criminal activities, bring weapons to school and fight and bully other learners. The impact of peer pressure on the discipline of learners is also confirmed by researchers. According to Dhull and Beniwal (2017), peer pressure is the direct influence on people by peers who get encouraged to follow their peers by changing their habits, values and behaviour. The word peer comes from the Latin word “*par*” which means equal and when we are at “*par*” with someone, we are their peer (Dhull & Beniwal, 2017). This definition implies that peers are those people who are our friends or family members or somebody who we want in an event with us. Due to peer pressure, one must do the same things as other people of one's age and social group in order to be liked or respected by them, for example, a child may start drinking in high school because of peer pressure. Peer pressure is positive when someone encourages or supports you to do something good, for example, participating in sports, joining clubs, trying new foods, doing volunteer work, getting good grades, showing respect, meeting new people, doing the right thing, being honest, being responsible (Morrison, Kalin, & Morrison, 2004). Peer pressure can serve as powerful encouragement towards beneficial behaviour, and more often influences students positively as opposed to negatively. Peer pressure can serve as powerful encouragement towards beneficial behaviour, and more often influences students positively as opposed to negatively. Negative peer pressure is when people we know, that are around our age, pressurize us to do something we wouldn't normally do (Dhull

& Beniwal, 2017). Peer pressure is negative when someone tries to get another person to do something they know is not right. e.g. taking drugs, committing suicide, being racist/bullying, having sex when you are not ready, shoplifting vandalizing property, drinking underage, cheating, ditching school” (Morrison, Kalin & Morrison, 2004). Negative peer pressure is sometimes dangerous and against school rules, home rules and personal values. A child usually starts doing school skipping, smoking, and sneaking out of the house.

➤ **Sub-theme 3: Over-emphasis of learners’ rights**

This sub-theme emerged from main theme 1 which focuses on the factors that influence discipline in secondary schools. An analysis of data revealed that the discipline of learners in schools is also influenced by the over-emphasis of learners’ rights. This finding was confirmed by participant 2 who indicated that there is poor discipline in schools because most learners abuse their human rights. Participant 2 provided the following response:

“Yes, some of us have poor discipline because of misusing their rights, and they commit misbehaviour in the name of having rights.”

Participant 4 also supported the view that abusing of learners’ rights contributes to poor discipline in schools. Participant 4 responded as follows:

“Yes, most of us misbehave due to having rights. They misuse their rights on things that lead them astray.”

According to participant 5 many learners have poor discipline because they are abusing their rights. Participant 5 responded as follows:

“Yes, ever since corporal punishment was banned some of us are behaving badly as nothing is done to them. The misuse of their rights cause ill-discipline in schools.”

Participant 6 also indicated that the abuse of learners' rights also contributes to poor discipline in schools. Participant 6 said:

“Yes, because we have more rights than our parents and teachers, we abuse those rights by violating school regulations.”

Participant 7 also supports the negative influence of learners' rights on the discipline of learners. Participant 7 supported the influence of rights on discipline as follows:

“Yes, some of us do things that are not allowed at school. They are proud to tell teachers that they have rights.”

According to participant 8, the government gave the learners their human rights, but the schools never educated the learners on how their rights should be used. Participant 8 said:

“Yes, the government has given us our rights, but the problem is that our schools never taught us about how we should use them. The government must ensure that we are taught about how to use our rights in a responsible way.”

Participant 9 also supported that the abuse of learners' rights also contributes to poor discipline in our schools. Participant 9 provided the following response:

“Yes, most of us are undisciplined because of our rights. The problem is that some of us believe that those rights give us the power to do bad things.”

According to participant 10, there are many learners who are using their rights in the wrong manner. Participant 10 supported this perception by responding as follows:

“Yes, because some of us use our rights in a wrong way, it leads to poor discipline and bad behaviour in schools.”

Participant 11 emphasises that the abuse of rights by learners causes poor discipline in schools. The following response was provided by participant 11:

“Yes, most of us use our rights to break the rules of the school. My advice is that we must acknowledge our rights, but we have to follow rules and regulations of the school.”

Participant 12 also confirms that the abuse of the rights of learners causes poor discipline of learners in the schools. Participant 12 supported this perception by providing the following response:

“Yes, our rights contribute to poor discipline because some of us tend to be disrespectful in schools because of our rights. Because our rights protects us from corporal punishment some of us believe that we are free to violate school rules.”

The findings revealed that poor discipline of learners in schools is influenced by the abuse of the rights of learners. The government gave the learners their human rights but most of them abuse those rights to violate school regulations. The findings revealed that most learners are abusing their rights because they are not clear about their rights. Rossouw (2003) indicates that over-emphasis placed on children’ rights is one of the factors confusing principals, educators and learners in matters relating to the discipline in schools. Principals and teachers are under pressure to recognise learners’ rights, and do not know to which point they should make allowance for their learners’ voices (Rossouw, 2003). According to Flores (2015), the over-emphasis placed on learners’ rights may cause a “don’t-care attitude” and a lack of regard for the educators’ role in the classroom. This may cause some learners not to strive to excel and instead, they will try to influence their classmates negatively to exhibit the same lack of discipline (Flores, 2015).

4.3.2 Main Theme 2: How the stakeholders are involved in maintaining discipline in your school?

This theme was derived from the second research question. The participants were asked how the stakeholders are involved in maintaining good discipline in the schools. An analysis of the data revealed four sub-themes, namely; how the government is involved in maintaining good discipline, how teachers are involved in maintaining good discipline, how the parents are involved in maintaining good discipline and how the Learner Representative Council is involved in maintaining good discipline.

➤ **Sub-theme 1: How the government is involved in maintaining discipline in schools**

Sub-theme 1 is based on main theme 1 which focuses on how the stakeholders are involved in maintaining good discipline in the schools. The study revealed that the government is involved in maintaining good discipline in schools. This finding was confirmed by participants 1, 2, 4 and 6 who indicated that the government is involved by making the laws and policies of schools and is not directly involved in maintaining discipline in the schools. Participant 1 confirmed this finding by responding as follows:

“Currently, our government is not actively involved in maintaining discipline in school. The government only made policies and laws of controlling discipline in schools”, while participant 2 said:

“I cannot say the government is involved in maintaining discipline in our school. What we know is that the policies and laws that control discipline in our school were made by the government.”

Participant 4 emphasised that the government makes laws in parliament but is not directly involved in maintaining discipline. Participant 4 said:

“Our government is only indirectly involved in school disciplinary matters by making laws in parliament”, while participant 6 said: *“We only know one function of the government in maintaining discipline in schools. They make laws only and are never directly involved in schools.”*

According to participants 3, 5, 7, 10, 11 and 12, the government is doing nothing to control discipline and only teachers are involved in maintaining discipline in schools. This finding was supported by participants 3, 5, 7, 10, 11 and 12, who responded as follows:

Participant 3: *“No, our government is doing nothing to maintain discipline in our school.”*

Participant 5: *“The government is surely not involved in maintaining good discipline. They only make laws in parliament but never come to our school.”*

Participant 7: *“Never, never. Our government is never coming to our school to maintain discipline. Only teachers are responsible for maintaining discipline.”*

Participant 10: *“Up to now our government is not coming to our school to maintain discipline. We only see teachers who struggle to maintain discipline in our school.”*

Participant 11: *“Surely, our government is never assisting our school to maintain discipline.”*

Participant 12: *“We are not satisfied about what our government is doing to control discipline. We only see the teachers who maintain discipline.”*

Participants 8 and 9 indicated that the government is involved in school discipline by monitoring the teachers who abuse the learners. Participant 8 responded as follows:

“Yes, the government is assisting us in our school. The government keep on checking if there are teachers who apply corporal punishment in the school and send the police to arrest those teachers.”

Participant 9 supported this perception by responding as follows:

“The role of the government now is to watch if the teachers beat learners and any teacher who beat a learner will face the law.”

The findings revealed that learners do not agree about the current role played by the government in maintaining discipline in schools. The majority of the participants indicated that the government is doing nothing to control discipline and only teachers are involved in maintaining discipline in schools. Another group of the participants indicated that the government is involved by making the laws and policies for schools and the minority group indicated that the government is involved in school discipline by arresting teachers who abuse the learners by applying corporal punishment. In terms of section 3(n), of the National Education Policy Act, Act No. 27 of 1996, the minister of education determined national education policy for the control and discipline of learners at educational institutions (Republic of South Africa, 1996).

➤ **Sub-theme 2: How teachers are involved in maintaining discipline in schools**

Sub-theme 2 emerged from main theme 2, which focuses on how the stakeholders are involved in maintaining good discipline in the schools. The findings revealed that teachers are also involved in maintaining good discipline in schools. This finding was supported by participant 1, 2, 3, 4 and 11 who indicate that in their schools, teachers are involved in the maintenance of good discipline by educating the learners about the discipline which is required in the schools. This finding was confirmed by 5 participants who provided the following responses:

Participant 1:

“The teachers always advise us to be responsible and always attend the undisciplined learners by consulting with their parents.”

Participant 2:

“They often remind us about their responsibility and others also swear at the learners.”

Participant 3:

“Teachers are involved daily showing us what is right to be followed. They keep order and discipline.”

Participant 4:

“Principal and teachers always preach to us on how to stay disciplined. They reprimand learners who misbehave and also punish those who keep on misbehaving.”

Participant 11:

“They guide us about the values of discipline and also promote strict measures for the discipline to grow in our minds.”

According to the majority of participants 5, 6, 7, 8, 9, 10 and 12, teachers are involved in maintaining good discipline in schools by punishing the learners who violate school regulations or the code of conduct of the school. The 7 participants confirmed this function by responding as follows:

Participant 5:

“The teachers punish those who do not comply with the school rules. They sometimes invite outside people to come and motivate us. They are reminded about the importance of coming to school.”

Participant 6:

“The teachers punish all those who do not adhere to the school rules and code of conduct.”

Participant 7:

“The teachers always remind us about school rules, they punish those who are doing wrong for not following them.”

Participant 8:

“The teachers punish those who don't follow the set rules and regulations of the school.”

Participant 9:

“The teachers make sure that we adhere to school rules, become serious about learning, they are punctual and write all tasks that are given to them. Any learner who violates the rules is punished.”

Participant 10:

“The teachers punish and suspend the ones that are misbehaving.”

Participant 12:

“The teachers apply punishment to the learners who disorganized the progress of the school.”

The findings revealed that the teachers are involved in the maintenance of discipline by performing two main functions, namely; the teachers educate the learners about the discipline which is required in the schools and the teachers punish the learners who violate school regulations or the code of conduct of the school. According to The South African Schools Act of 1996 (Department of Education, 1998), an educator at the school shall have the same rights as a parent to control and discipline the learner according to the Code of Conduct during the time the learner is in attendance at the school, any classroom, school function or school excursion or school related activities. The teacher, upon reasonable suspicion, has the legal authority to conduct a search of any learner or property in possession of the learner for a dangerous weapon, firearm, drugs, or harmful dangerous substance, stolen property, or pornographic material brought on to the school property (Department of Education, 1998). Mender and Curwin (2014), emphasise that a teacher must exercise his or her authority in the best interest of the learner, with emphasis on the development of self-discipline, independence and maturity and the best way to set a stage for positive discipline is that teachers must present themselves as friendly, welcoming, respectful and genuinely interested in their students.

➤ **Sub-theme 3: How parents are involved in maintaining discipline in the schools**

Sub-theme 3 was produced by main theme 2 which focuses on how the stakeholders are involved in maintaining good discipline in the schools. The findings revealed that parents are also involved in maintaining good discipline in the schools. This finding was confirmed by participants 1, 3, 4, 6, 9, 10, 11 and 12, who indicated that the parents always come to the school to support the teachers and to talk to their children

about maintaining good discipline in the school. This finding was supported by the 8 participants by providing the following responses:

Participant 1:

“In our school the parents come to talk to their children by being friends with them, and they always talk to their children and not to abuse or shout at them.”

Participant 3:

“Parents are involved by coming to school to talk to their children about their behaviour and also in taking decisions about the future of their children. They improve discipline in schools.”

Participant 4:

“Parents often visit our school and give proper support to teachers in guiding learners. The same guide is also practiced when they are at home.”

Participant 6:

“The parents always come to support the teachers in the applying of disciplinary measures towards learners who violate school rules.”

Participant 9:

“Parents always come to school to ask how their children behave. They also motivate their children to do school-work.”

Participant 10:

“Some parents also avail themselves for any need required by the school. Some parents help the school financially to improve the discipline.”

Participant 11:

“Many parents always come to school to support teachers to bring the school in a disciplined way and also not to support the misbehaving learners. Discipline starts at home.”

Participant 12:

“Parents always come to school to help teachers with disciplinary measures to be implemented at school. They are also involved in their children’s school-work.”

According to participants 2, 5, 7 and 8, the parents that are involved in maintaining good discipline in schools by educating their children about good discipline at home. This function of the parents was confirmed by the 4 participants by responding as follows:

Participant 2:

“The parents provide us with education about discipline in our homes. We start to know good discipline in our homes.”

Participant 5:

“Parents teach us on how to behave in a school environment and enforce punishment if children don’t abide by the rules.”

Participant 7:

“The parents set rules for their children at home and make sure that they follow them.”

Participant 8:

“The parents teach us at home on how to be good children and learners. They set out rules for their children to behave as expected by the school.”

The findings revealed that the parents are involved in two main functions of maintaining good discipline of learners in the schools, namely: the parents always come to the school to support teachers and to talk to their children about maintaining

good discipline in the school and the parents are involved in maintaining good discipline in schools by educating their children about good discipline that start at home. The role of the parents in maintaining good discipline in schools is confirmed by Wingle (2008) who emphasises that the parents are supposed to look into the social behaviour of their children and their friends circle to avoid or minimise the negative peer pressure. According to Nelson (2002), parents are the first link in effective school discipline practices. Massa, Zhang & Zhang (2015) indicates that when parents show due civility and respect; their children reflect it in their interaction with their educators. On the other hand, if parents fail to exhibit reverence to others, the learners will imitate the behaviour and show little or no respect for their educators (Schuck, 2015). It is very important for parents to talk good about educators and not criticise them with learners; and they must also not criticise teaching and learning or school environment as it increases the level of discipline.

➤ **Sub-theme 4: How Learner Representative Council is involved in maintaining discipline in schools**

Sub-theme 4 was produced by main theme 2 which focuses on how the stakeholders are involved in maintaining good discipline in the schools. The findings revealed that Learner Representative Councils are also involved in maintaining good discipline in the schools. This finding was confirmed by participants 1, 2, 3, 4, 7, 8, and 10 who indicated that the Learner Representative Councils maintain good discipline in the schools by inviting learners to the meetings to educate them about good discipline. The following participants 1, 2, 3, 4, 7, 8, and 10 confirmed by responding as follows:

Participant 1:

“In our school, the LRC always invites us to the meetings to discuss disciplinary issues.”

Participant 2:

“The LRC promotes discipline as they hold regular meetings with us to discuss our behaviour.”

Participant 3:

“The LRC convenes meetings to encourage us to listen to their teachers and also take instructions by following school’s rules. To do their school-work.”

Participant 4:

“The LRC invites us to the meetings to encourage us to behave and have progress. Well-disciplined leaders lead by example, taking instructions, writing tasks.”

Participant 7:

“The LRC organises meetings to encourage learners to follow the school rules and lead them towards doing school-work.”

Participant 8:

“The LRC holds meetings with us to encourage us to follow the school rules and to obey what teachers say to them.”

Participant 10:

“The LRC holds meetings to encourage learners to behave.”

According to participants 5, 6, 9, 11 and 12 the Learner Representative Councils maintain good discipline in the schools by always monitoring their behaviour in the schools. Participants 5, 6, 9, 11 and 12 confirmed by providing the following responses:

Participant 5:

“The LRC always watch our behaviour at school in order to identify learners who have bad behaviour and then teach them to follow the path of code of conduct.”

Participant 6:

“The LRC upholds the school’s disciplinary standards as stipulated in the code of conduct by monitoring the behaviour of all learners and taking those who violate the code of conduct to the SMT and teachers.”

Participant 9:

“The LRC ensures that learners behave as required by the school rules. They also encourage learners to take care of school properties and show respect to others.”

Participant 11:

“The LRC helps teachers in keeping control at school and also reprimanding those who misbehave.”

Participant 12:

“The LRC helps in maintaining discipline in the classroom by watching the behaviour of the learners and encouraging them to behave well.”

The findings revealed that there are two main duties of the Learner Representative Councils, namely; they maintain good discipline in the schools by inviting learners to the meetings to educate them about good discipline and always monitoring their behaviour in the schools. They hold meetings to discuss disciplinary issues, behaviour, problems and motivate them to respect the code of conduct. They monitor the behaviour of learners in order to ensure that learners behave as required by the school rules, to reprimand those who misbehave and take those who violate the code of conduct to the SMT and teachers. According to the South African Schools Act No. 84 of 1996, the Learner Representative Council should represent the interests and views of the learners within the school, and they should also promote proper conduct of learners but do not have the authority or right to punish other learners (Department of Education, 1998). The Learner Representative Council exists for the benefit of the students in order to help students share ideas, interests, and concerns without tutors, other members of different faculties, administrative staff and to build harmonious relationships between students themselves (Bukaliya & Rupande, 2012).

4.3.3 Main Theme 3: The strategies that should be implemented to maintain discipline in the school

Main theme 3 was based on the third research question which focused on the strategies that should be implemented to maintain good discipline in the schools. The participants were asked about the effective methods of maintaining good discipline in the schools. An analysis of the data revealed four sub-themes, namely; the government should support schools in maintaining discipline, parental involvement, giving rewards to learners with good and best behaviour, educating learners about policies of behaviour and involving the Learner Representative Councils in maintaining good discipline in the schools.

➤ **Sub-theme 1: The government should support schools in maintaining discipline**

Sub-theme 1 was produced by main theme 3 which focused on the strategies that should be implemented to maintain good discipline in the schools. This finding was confirmed by participant 1, 2 and 3 who indicated that the government must send the professionals to maintain discipline in the schools. Participant 1 responded as follows:

“Government must allow police to visit schools frequently and randomly search the unwanted materials”, while participant 2 said:

“Government must do awareness campaigns to caution us about the consequences of not attending school” and participant 3 responded as follows:

“The government must hire school social worker to help in counselling us on the problems that they we face.”

According to participant 4 the government must also arrest learners who commit crime and not only adults. Participant 4 provided the following response:

“Government should introduce no age restriction to those who commit crime. Those who commit crime should be arrested and be punished.”

Participant 5 emphasised that the role of the government is to monitor learners with criminal records. Participant 5 responded as follows:

“The government must check the past records of learners who are troublesome and monitor them and also Involve SAPS to learners who cause trouble in the school.”

Participants 6, 7 and 8 also supported that the government should also contribute to the maintenance of discipline of learners in schools. Participant 6, 7 and 8 indicated that the government must maintain discipline in schools by educating or training the learners to behave well. The 3 participants confirmed this finding by providing the following responses:

Participant 6:

“Government must adopt the style of training some of us to be young police officers while we are still at school level and this will help in curbing discipline at school. Those trained as future young police officers will join the police force after completing their Grade 12.”

Participant 7:

“The government must develop a campaign of teaching us about a good way of living with other people.”

Participant 8:

“We must be educated about the consequences of our actions. Counselling is important in all schools because of the abuses that learners experienced from their environment.”

According to participants 9 and 11, the government must force all the learners to comply with disciplinary policies and regulations by monitoring them. The participants responded as follows:

Participant 9:

“The government must monitor all of us in order to identify those who are acting against it and to ensure that we all obey disciplinary laws.”

Participant 11:

“The government must employ the security guard at schools who will monitor us by searching the incoming and the outgoing of learners and teachers.”

Participant 12:

“Government should set monitoring and preventative measures that will ensure that learners do not bring weapons at school.”

Participant 10 also supported that the government must also maintain the discipline of learners but emphasised that learners who violate school regulations must be punished. Participant 10 responded as follows:

“The government must punish all the wrong doers or learners who break school rules.”

The findings revealed that the government should be involved in the maintenance of discipline in the schools by educating the learners are good discipline, monitoring all learners, employing the security guard at schools who will monitor us by searching, setting monitoring and preventative measures that will ensure that learners do not bring weapons at school and punish all the or learners who violate the code of conduct. The role of the government or Department of Basic Education in South Africa is to design the legislations, policies and regulations which are aimed at maintaining good discipline of learners in schools (Rossouw, 2003). In order to develop and maintain a culture of discipline, dignity and respect in schools; the national Department of Basic Education have also released a guide for educators, about alternatives to corporal

punishment (Department of Education, 2000). The guide, indicates that the teachers must adopt a whole school approach in the school policies, establish ground rules which should be seriously and consistently implemented, manage the learning process and environment enthusiastically and professionally, devise positive strategies to deal with attention-seeking learners and involve parents in school problems solutions (Department of Education, 2000).

➤ **Sub-theme 2: Parental involvement in maintaining discipline of learners**

Sub-theme 2 was produced by main theme 3 which focused on the strategies that should be implemented to maintain good discipline in the schools. The findings revealed that good discipline should be maintained in schools by involving parents. This finding was confirmed by participants 1 and 2 who responded as follows:

Participant 1:

“Parents must be the agents of bringing discipline at school, they must continuously be involved in their children’s conduct.”

Participant 2:

“Parents must be involved and committed in educating their children about good discipline.”

According to the two participants, parents must also contribute to the maintenance of good discipline of learners. The parents must be the mediators of creating good discipline in schools, be regularly involved in the discipline of their children and they must always educate their children about good discipline. According to Byron and Rozemeijer (2001), the parents have a legal obligation to ensure that their children behave well at schools. Children who do not receive love and good care from their parents are likely to have no respect for them and they may extend this perception to all other figures of authority in their life, including their teachers and the school itself (Monroe, 2005). According to Paluck (2016) the factors related to the lack of parental involvement in schools that influence decline of discipline are single parent homes, lack of parental care and control at home, the negative influence of television and social media and neighbourhood and community problems that influence the home.

➤ **Sub-theme 3: Giving rewards to learners with good and best behaviour**

Sub-theme 3 was produced by main theme 3 which focuses on the strategies that should be implemented to maintain good discipline in the schools. The findings revealed that good discipline should be maintained in schools by giving rewards to learners with good and best behaviour. Participants 3, 9 and 10 confirmed this finding by providing the following responses:

Participant 3:

“Schools must give rewards to learners for their good participation behaviour in school.”

Participant 9:

“Schools must reward learners for their good behaviour at school.”

Participant 10:

“Promote competitions of learners for their participation of good discipline and reward the learners with best discipline.”

According to an effective method of improving the discipline of learners in schools is to congratulate and reward learners who exhibit best discipline in the schools (Mestry & Khumalo, 2012). According to Docking (1996), giving of rewards to well-behaved learners and praising them, is also significant in maintaining good behaviour of learners because it maintains appropriate behaviour and reduces behaviour problems. Docking (1996) also warns against criticizing bad behaviour while ignoring good behaviour. This view is supported by Wragg (2001) who asserts a teacher should promote good behaviour by a reward or praise.

➤ **Sub-theme 4: Educating learners about disciplinary policies**

Sub-theme 3 was produced by main theme 3 which focuses on the strategies that should be implemented to maintain good discipline in the schools. The findings revealed that good discipline should be maintained in schools by educating learners

about disciplinary policies. Participants 4, 5, 8 and 11 confirmed this finding by responding as follows:

Participant 4:

“We must be educated and encouraged to follow school rules and regulation at all times.”

Participant 5:

“Teachers and parents must educate us in good discipline and school’s rules must be placed in an open space to be seen by all of us and be followed.”

Participant 8:

“Schools must train us through disciplinary lessons that will encourage us to respect one another.”

Participant 11:

“Teachers must introduce programs for educating us about good discipline in the school.”

The findings revealed that another best method to maintain good discipline in the schools is to educate learners about disciplinary policies. This should be achieved by educating and motivating learners to follow school regulations, placing regulations in an open space, providing disciplinary lessons and introducing programmes for disciplinary education. Teachers and parents must first educate learners about their rights, namely; the right to be treated fairly and responsibly; to be taught in a safe and disciplined school environment; and to be treated with respect (Department of Education, 2000). The learners must be taught about the rules, regulations, and provisions which learners are supposed to comply with, which are found in the code of conduct (Monroe, 2005). All these and also other areas, are meant to ensure that the learners are treated fairly and justly and are not to be punished for offences they did not commit (Monroe, 2005).

➤ **Sub-theme 5: The Learner Representative Councils should be involved in maintaining discipline**

Sub-theme 5 was produced by main theme 3 which focuses on the strategies that should be implemented to maintain good discipline in the schools. The findings revealed that good discipline should be maintained in schools by involving Learner Representative Councils. Participants 6, 7 and 12 confirmed this finding by providing the following responses:

Participant 6:

“The Learner Representative Councils must be allowed to train us about the required behaviour in schools.”

Participant 7:

“Schools must motivate our Learner Representative Council to monitor and educate us about good discipline in the school.”

Participant 12:

“Schools must involve the Learner Representative Council in decision making of disciplinary issues.”

The findings revealed that schools should involve Learner Representative Councils in maintaining good discipline by involving educating and monitoring learners and also participate in taking decisions about disciplinary problems. According to the South African Schools Act of 84 of 1996 (SASA), learners must participate in the management structure of a school (LRC) but they must be exemplary with good behaviour and discipline should prevail from the leaders (Department of Basic Education, 1998). The Learner Representative Councils in South Africa are responsible for protecting the rights of young people in schools and ensuring that there is good discipline in schools (Mathebula, 2005).

4.4 CONCLUSION

This chapter presented an analysis and interpretation of data collected through individual interviews. The data analysed and interpreted in this chapter were collected from 12 teachers and 12 learners from selected schools of Namakgale Circuit in Mopani District of the Limpopo Province. All the questions of this study were responded by the participants, which indicate that the questions were clear and easy to understand. The Thematic Data Analysis Method was used to analyse the data qualitatively. The data were presented in two sections. The first section presented data collected from teachers and the second section presented data collected from learners. The findings of this study revealed the factors that contribute to good discipline in schools, how various stakeholders maintain discipline in schools and the strategies that should be implemented to maintain discipline in schools. Chapter 5 provides a summary of the study, discussion of findings, recommendations and conclusions.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The primary aim of this study was to explore the factors that influence discipline among secondary school students in Namakgale Circuit, Limpopo Province. Chapter 4 presented the findings of the data collected by means of individual interviews that were obtained as part of an exploratory study to investigate the factors that influence discipline among secondary school students in order to identify the reasons for the challenges experienced and the possible solutions for improving discipline. In this study, 12 educators and 12 learners from six selected schools in the Namakgale Circuit, Limpopo Province were interviewed. Specifically, the interviews were used to answer the following primary research question:

- Which factors influence discipline among secondary school students in schools in Namakgale Circuit, Limpopo Province?

The following secondary research questions were formulated to answer the primary research question:

- Which factors contribute to discipline in schools?
- What are the stakeholders involved in maintaining discipline in schools?
- Which strategies are applicable to enhance discipline in schools?
- The above research questions were used as a reference point in designing the interview questions. The analysis of the data is based on the above four research questions. This final chapter includes a summary of chapters, a summary of research findings, recommendations and concluding remarks.

5.2 SUMMARY OF CHAPTERS

In this section, the summary of chapters is presented in order to integrate the study. In Chapter 1, the background and rationale of the study, statement of the problem that triggered the study, main and sub-research questions, purpose of the study, the significance of the study, delimitation and ethical consideration, and chapter outline of the research were presented.

Chapter 2 provided an overview of the literature on the factors that influence discipline among secondary school students in Namakgale Circuit, Limpopo Province. The

literature review included the theoretical framework, factors that influence discipline in schools, stakeholders who partake discipline in schools and the strategies that can be implemented to enhance discipline in schools.

Chapter 3 focussed on research design methodology based on the main research question, namely; “which factors influence discipline in secondary school students in Namakgale Circuit, Limpopo Province”. It also incorporated the research approach, population of the study, research sampling methods, data collection, data analysis, trustworthiness and credibility of the research and the ethical considerations.

Chapter 4 presented an analysis and interpretation of data collected through individual interviews.

Chapter 5 outlines the findings, conclusions of the study and makes recommendations that emanate from the findings of the investigation as discussed in the previous chapters. The findings are summarised in the next section according to the research questions. In this chapter, an overview of previous chapters, conclusions of findings and recommendations are presented.

5.3 FINDINGS OF THE STUDY

This section focuses on the presentation of a summary of the findings of the study and is based on the research questions of the study. In this study, individual interviews were used to collect data from educators and learners.

5.3.1 Research Question 1 to Both Teachers and Learners: *What are the factors that influence discipline in secondary schools?*

The participants were requested to explain the factors that influence discipline in secondary schools in the Namakgale Circuit, Limpopo Province. An analysis of the data provided by the educators revealed that the family background of the learners influence discipline in secondary schools. This implies that learners with good

discipline come from disciplined families while learners with poor discipline come from families with poor discipline. This is due to among other reasons, parents who are always at work without time for their children and this results in children lacking clear parental guidance on behaviour and discipline. This definitely means that the background of the learners with regard to their discipline is their families and communities. Poor school leadership and management also contribute to discipline in schools. In the schools, there is one main structure that is responsible for school leadership and management, namely; the school management team (SMT). In many schools, the SMT is not effective because there is no cooperation between the principal, deputy principal and heads of department. The SMT members believe that the principal is too authoritarian, and they don't support him. The SMT also takes a very long time to make critical final decisions of disciplinary problems and most of the final decisions are not supported by some members of the SMT. The findings of the study also revealed that peer pressure also influences the discipline of learners in schools. This implies that the behaviour of the learners in the groups is determined by their friends. In the groups they start to do things that they could not do if they were not in the groups.

Furthermore, the interviews with 12 learners from six selected schools in the Namakgale Circuit in Limpopo Province, revealed that learners developed their discipline from their families. The learners come to school with good or poor discipline because their parents are not serious about the behaviour of their children. When the learners come to school, most of them misbehave, do not obey school rules and do not take teachers' instructions, find it normal to fight teachers. Some learners also don't have self-control, show no respect to teachers and they talk while the teacher is teaching. The findings also revealed that there are, however, few learners who come to school with good discipline from their homes. These learners with good discipline developed from home, they respect teachers and other learners, they come to school on time, take orders from the principal and teachers and they write school activities.

The views of educators and learners who were interviewed about the factors that influence discipline in secondary schools, are supported by many researchers. Noum (2015) indicates that the family and the community are the first and second institutions respectively, which shape a learner's behaviour at school. This perception is confirmed

by Robertson (1999), who indicates that some children are disruptive at schools because they have been subjected to distorted or inadequate care throughout childhood due to a variety of family and economic difficulties. Byron and Rozemeijer (2001) indicate that in many families, there is limited interaction between parents and children because the parents are not always at home. It is because of that neglect that they are demanding attention in the classroom. According to Byron and Rozemeijer (2001), the amount of time spent between parents and children has been declining and children spend more time in interaction with other people in the community than with their own parents. According to Van Wyk and Pelser (2014), school leadership has been having difficulties to cope with learners' misconduct, but the establishment and implementation of sound discipline policies are seen by many leaders as a measure that could assist leadership to cope with disciplinary problems. It is therefore important that individuals who occupy official positions as school leaders, work together as teams in order to solve disciplinary problems in schools. The findings are also confirmed by Njoroge and Nyabuto (2014) who reveal that many learners misbehave because of pressure from their peers at schools. In the groups, the learners develop the feeling of togetherness in order not to be excluded from the group. According to Charles (2002) learners are often incited to misbehave by peers or school mates, and Bezuidenhout (2013) maintains that adolescents display disruptive behaviour in groups and not individually, while Lukman and Kamadi (2010), argue that the peer pressure influences what the adolescent values, knows, wears, eats and learns.

5.3.2 Research Question 2 to Both Teachers and Learners: *How are the stakeholders involved in maintaining discipline in your school?*

The educators and learners were asked to explain how the stakeholders are involved in maintaining discipline in their schools. The educators revealed that there are five stakeholders who are involved in maintaining discipline in their schools, namely; Teachers, School Governing Body (SGB), Parents, Learner Representative Council (LRC) and the South African Police Services. According to the findings, the

Department of Education represented by teachers is not involved in maintaining discipline in the school and the department:

- always listens to the learners' side of their story and not of educators,
- concentrates more on learners' rights than responsibilities,
- does not provide disciplinary policies for the smooth running of schools,
- banned corporal punishment and is unable to replace corporal punishment by other disciplinary measures;
- is unable to monitor discipline in schools;
- does not support the teachers to maintain discipline of learners.
- The findings also revealed that teachers are always involved in the maintenance of discipline of learners because they
- manage their classes effectively,
- always communicate with parents and involve them in the maintenance of discipline.
- always punish learners who violate school rules,
- are active in the formulation of classroom rules, which guides the behaviour of learners,
- guide and motivate learners to respect the code of conduct of the school,
- keep records of troublemakers,
- ensure that all learners comply with the code of conduct of the school.

The school governing body is also responsible for the maintenance of discipline in the school. According to the educators, the school governing bodies do not always maintain discipline in schools, but they assist schools by sometimes;

- participating in the formulation of code of conduct of learners,
- helping teachers in motivating learners to respect the rules and regulations of the school,
- advising teachers to punish and detain the learners who violate school regulations,
- talking to learners about discipline,
- coming to school to communicate with parents of learners on how to help in solving problems of their learners,

- organising parents' meetings, and
- monitoring the behaviour of learners to check if they comply with the code of conduct.

The educators indicated that the SGB contribute very little towards maintaining good discipline in the school environment. The parents do not always participate in the maintenance of good discipline in the schools but they sometimes;

- come to school and enquire about their kids' performance,
- support teachers when they are called to school,
- Monitor their children's work.

The educators indicated that the parents sometimes check their kids' homework, encourage their children to wake up early, to read their books and write home-works and to keep good manners.

The educators also revealed that the Learner Representative Councils contribute to poor discipline in the school. According to the findings, Learner Representative Councils;

- contribute to poor discipline since they are also not adhering to the rules of the school, lack self-discipline, display poor leadership and disrespect their teachers,
- are always concerned about learners' rights and not their discipline,
- encourage other learners not to do school-work,
- don't know their role as LRC members.

The educators also indicated that the South African Police Services are also responsible for maintaining discipline in schools. The South African Police Services sometimes;

- come to the schools to apprehend criminals if a learner was involved in criminal activities,
- visit schools to address by reminding learners on how they should conduct themselves,
- come to school once or twice in a term to search learners with drugs using sniffer dogs,

- visit schools for motivational talk with stakeholders, and to search for unwanted weapons from learners,
- visit the school with community policing forum to come and motivate learners not to commit crime.

The interviews with 12 learners from six selected schools also revealed the role of the stakeholders in maintaining discipline in the school. The findings revealed that the government maintain discipline in schools by making the laws and policies of schools, but it is not directly involved in maintaining discipline in the schools. The learners emphasised that the government is currently not actively involved in maintaining discipline in schools and only teachers are struggling in maintaining discipline in schools. The learners emphasised that the government is never assisting the school to maintain discipline and the government keeps on checking if there are teachers who apply corporal punishment in the school and so that they are suspended from work.

The interviews with learners also revealed how teachers are involved in maintaining discipline in schools. According to the learners, teachers are highly involved in the maintenance of discipline by:

- educating the learners about the values of discipline which is required in the schools;
- always advising learners to be responsible;
- attending undisciplined learners by consulting their parents;
- reprimanding learners who misbehave and punish or suspend those who keep on misbehaving; and
- sometimes inviting outside people to come and motivate learners.

The interviews with learners also revealed how parents are involved in maintaining discipline in schools. The learners emphasised that parents are involved by:

- coming to school to guide and talk to their children about their behaviour;
- always coming to school to support the teachers in applying of disciplinary measures towards learners who violate school rules;
- coming to school to help the school financially to improve the discipline;
- assisting learners to wake them up on time and prepare to go to school;

- assisting learners to do homework and
- setting rules for their children at home and make sure that they follow them.

The learners who were interviewed also indicated how Learner Representative Councils are also involved in maintaining good discipline in the schools. The findings revealed that Learner Representative Councils maintain good discipline in the schools by:

- inviting learners to the meetings to educate them about discipline;
- holding regular meetings with learners to discuss their behaviour, encourage them to listen to their teachers, follow school rules and do their school work;
- always watching learners' behaviour at school in order to identify learners who have bad behaviour;
- encouraging learners to take care of school properties and show respect to others; and
- helping teachers in keeping control at school and also reprimanding teachers who misbehave.

The views of educators and learners about the role of stakeholders in maintaining discipline was supported by various authors who have researched in learner discipline. Wingle (2008) confirms the role of the parents in maintaining good discipline in schools by emphasising that the parents are supposed to look into the social behaviour of their children and their friends circle to avoid or minimise the negative peer pressure. According to Nelsen (2002), parents are the first link in effective school discipline practices. Massa, Zhang and Zhang (2015) indicate that when parents show due civility and respect; their children reflect it in their interaction with their educators. In terms of section 3(n), of the National Education Policy Act, Act No. 27 of 1996, the Minister of Education must determine national education policy for the control and discipline of learners at educational institutions (Republic of South Africa, 1996).

According to The South African Schools Act of 1996 (Department of Education, 1996), an educator at the school shall have the same rights as a parent to control and discipline the learner according to the Code of Conduct during the time the learner is in attendance at the school, any classroom, school function or school excursion or school related activities. The teacher, upon reasonable suspicion, has the legal

authority to conduct a search of any learner or property in possession of the learner for a dangerous weapon, firearm, drugs, or harmful dangerous substance, stolen property, or pornographic material brought on to the school property (Department of Education, 1998). Mendler and Curwin (2014), emphasise that a teacher must exercise his or her authority in the best interest of the learner, with emphasis on the development of self-discipline, independence and maturity and the best way to set a stage for positive discipline is that teachers must present themselves as friendly, welcoming, respectful and genuinely interested in their students.

According to the South African Schools Act No. 84 of 1996 (SASA), the Learner Representative Council should represent the interests and views of the learners within the school, and they should also promote proper conduct of learners but do not have the authority or right to punish other learners (Department of Education, 1998). The Learner Representative Council exist for the benefit of the students in order to help students share ideas, interests, and concerns without tutors, other members of different faculties, administrative staff and to build harmonious relationships between students themselves (Bukaliya & Rupande, 2012).

5.3.3 Research Question 3 to Both Teachers and Learners: *What are the strategies that should be implemented to maintain discipline in the school?*

The educators and learners were asked to explain the strategies that should be implemented to maintain good discipline in the school. An analysis of data obtained from the educators, who revealed that the Department of Basic Education should design new policies of maintaining good discipline in schools and ensuring that the policies are implemented effectively, and the schools should educate learners about school policies and monitor them. The findings also revealed that teachers should:

- always use daily registers in monitoring learners' punctuality and performance of their work,
- compile monthly reports, re-enforce culture of positive behaviour by inviting experts and professionals to educate learners about school policies,

- coach and mentor learners and apply punishment such as cleaning of classrooms, disciplinary hearings, warnings or detention, and
- train and motivate learners in good discipline by giving rewards to learners who display outstanding discipline.

The educators also indicated that the collaboration of the SMT, SGB and parents will assist in promoting good behaviour in schools. The school should draw a list of parents who will help teachers to keep discipline, and the SMT and SGB members should always work together in helping parents to know their role at school, child-care and assisting their children with school-work at home. The educators also emphasised that schools should create recreational centres that will always keep the learners busy with activities and promote group work.

The learners who were interviewed also indicated the strategies that should be implemented to maintain good discipline in the school. According to the learners, in order to maintain discipline in schools the government must:

- allow police to visit schools frequently to randomly search the unwanted materials in the school;
- do awareness campaigns to caution learners about the consequences of not attending school;
- hire school social worker to help in counselling learners on the problems that they face;
- arrest and punish learners who commit crime;
- involve SAPS to learners who cause trouble in the school;
- adopt the style of training some learners to be young police officers while they are still at school level and this will help in curbing discipline at school. Those trained learners as future young police officers will join the police force after completing their Grade 12;
- develop a campaign of teaching learners about good way of living with other people and the consequences of poor discipline; and
- employ the security guards in schools, who will monitor learners by searching the incoming and the outgoing of learners and teachers.

The learners also indicated that parents should be involved in maintaining discipline.

The parents must:

- be the mediators of creating discipline in schools;
- be regularly involved in the discipline of their children; and
- educate their children about discipline.
- according to the learners, the schools must also play a role in maintaining discipline by
- giving rewards to learners with good behaviour; and
- introducing programs for educating and encouraging learners to follow school rules and regulations.

The learners also indicated that discipline should be maintained by involving Learner Representative Councils. The learners emphasised that Learner Representative Councils must be allowed to train learners about the required behaviour in schools, monitor the discipline of learners in the school and making decisions of disciplinary issues.

The findings are supported by many authors and experts. According to Byron and Rozemeijer (2001), the parents have a legal obligation to ensure that their children behave well at schools. Children who do not receive love and good care from their parents are likely to have no respect for them and they may extend this perception to all other figures of authority in their lives, including their teachers and the school itself (Monroe, 2005). According to Paluck (2016) the factors related to the lack of parental involvement in schools that influence decline of discipline are single parent homes, lack of parental care and control at home, the negative influence of television and social media and neighbourhood and community problems that influence the home. According to Mestry and Khumalo (2012), schools should improve the discipline of learners by congratulating and rewarding learners who exhibit best discipline in the schools. According to Docking (1996), giving of rewards to well-behaved learners and praising them, is also significant in maintaining good behaviour of learners because it maintains appropriate behaviour and reduces behaviour problems. Docking (1996) also warns against criticizing bad behaviour while ignoring good behaviour. This view is supported by Wragg (2001) who asserts that a teacher should promote good behaviour by a reward or praise.

Teachers and parents must first educate learners about their rights, namely; the right to be treated fairly and responsibly; to be taught in a safe and disciplined school environment; and to be treated with respect (Department of Education 2000). The learners must be taught about the rules, regulations, and provisions which learners are supposed to comply with, which are found in the code of conduct (Monroe, 2005). According to the South African Schools Act of 84 of 1996 (Section 11(1) of SASA), learners must participate in the management structure of a school (LRC) but they must be exemplary with good behaviour and discipline should prevail from the leaders (Department of Basic Education, 1998). The Learner Representative Councils in South Africa are responsible for protecting the rights of young people in schools and ensuring that there is good discipline in schools (Mathebula, 2005). Wyk and Pelsler (2014) emphasise that learners should be educated about school discipline policies and rules in order to regulate all aspects of their behaviour and teachers are not only supposed to prohibit misbehaviour but rather to provide for a prohibition of specific negative occurrences. According to Bray (2005), the discipline policies are indispensable in establishing and maintaining an environment conducive to learning as well as to create order, non-violence, and safety in the school. These findings are also confirmed by the South African Schools Act 84 of 1996, which indicates that the School Management Team (SMT), School Governing Body and the parents are the overall organizers, co-ordinators and supervisors of all the activities in the school and they should work together to improve and maintain good discipline of learners. Mamwenda (2004) also emphasises that parents have a legal obligation to ensure that their children behave well during the process of teaching and learning. The findings are also supported by Gyan, Baah-Korang, McCarthy and McCarthy (2015), who emphasise that good discipline of learners can also be promoted in schools by involving learners in play activities and awarding well-behaved students.

5.4 RECOMMENDATIONS

In view of the findings of this study, the following recommendations are made for improving discipline in Namakgale Circuit:

- The Department of Basic Education should design new policies of maintaining discipline in schools and ensure that the policies are implemented effectively.

- The schools should re-enforce a culture of positive behaviour by inviting experts and professionals to educate learners about school policies.
- The teachers should apply legal punishment such as cleaning of classrooms, for the learners who violate the school code of conduct.
- The teachers should motivate learners in discipline by giving rewards to learners who display outstanding discipline.
- The SMT and SGB members should always work together in helping parents to educate their children about discipline,
- Schools should involve Learner Representative Councils to train learners about the required behaviour in schools and to monitor the discipline of learners.
- Schools should involve social workers to help in counselling learners with disciplinary problems.
- The schools should also create recreational centres that will always keep the learners busy.

Lastly, as an explorative study, this study raised the following questions for further research and further studies in the area of maintaining discipline in schools:

- How can principals be best equipped to implement effective strategies for maintenance of good discipline among secondary school students?
- What are models of best practice of discipline that can be emulated and replicated for secondary schools?
- What can the institutions of higher education include in their initial teacher development programmes that might improve the maintenance of good discipline in schools?

5.5 CONCLUSIONS

This study found that there are number of factors that influence discipline in secondary schools in Namakgale Circuit. The origin of discipline starts from the foundation of the basic education which is given by parents. The study found that the involvement of the parents in the education of their children was a solution towards discipline in schools. All the participants of the study concurred with the statement which says discipline starts at home. The evidence arising from the study makes a case for professional development of teachers as fundamental to improve the discipline of

learners in schools. As mentioned above, further studies are needed to investigate how schools and provinces can best meet the challenge of improving the discipline of learners in secondary schools. It is hoped that the findings of this study will improve the relationship between all the stakeholders of schools in order to empower educators with the relevant knowledge and skills to improve the maintenance of discipline in schools, in order to enhance the learners' academic performance.

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APPENDICES

APPENDIX A: INTERVIEWS SCHEDULES AND TRANSCRIPTIONS

LEARNERS' INTERVIEW QUESTIONS

1. Explain why we need discipline in the school.
2. Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.
3. If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?
4. Explain how the Learners' Representative Council (LRC) influence discipline in your school.
5. How do your school teachers do to control discipline in your school?
6. Do you think peer groups or gangs affect discipline in your school? Motivate your answer.
7. What can parents do to improve discipline in the schools?
8. In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?
9. Do you think the learners' rights contribute to poor discipline in the school?
10. Which strategies must be implemented to maintain good discipline in the school?

TEACHERS' INTERVIEW QUESTIONS

1. Please briefly explain why your learners should be disciplined.
2. Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.
3. If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?
4. What are the school characteristics that are associated with disciplinary problems in your school?
5. Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

6. Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.
7. Explain how teachers are involved to maintain discipline in your school?
8. Explain how the learners' parents assist your school in maintaining discipline.
9. What is the role of School Governing Body (SGB) in maintaining good discipline in your school?
10. Explain how the police (SAPS) are assisting your school in maintaining good discipline?
11. Which strategies should be implemented to maintain good discipline in the school?

LEARNERS' TRANSCRIPTIONS

Participant 1

1. Question: Explain why we need discipline in the school.
Response: Discipline is needed in schools in order to have respect, punctuality and responsibility within the school between learners and teachers.
2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.
Response: Undisciplined, most of them do not take responsibility for their actions, they either fight teachers or continue with bad behaviour, most of them are not punctual.
3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?
Response: Most of them come from families with no respect and undisciplined. Discipline need to start at home, so they find it normal to disrespect and fight teachers. Peer pressure also contributes to this, some copy from their friends.
4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.
Response: LRC members should lead by example, their behaviour and how they respect other people has an influence on learners.
5. Question: How do your school teachers do to control discipline in your school? And How:
Response: They always advice learners to be responsible and always attend the undisciplined learners by consulting with their parents.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, more learners find themselves in groups in order to be protected. Our school is experiencing a lot of fights between learners themselves, and also between learners and teachers.

7. Question: What can parents do to improve discipline in the schools?

Response: Parents must reframe from the way they treat their children, parents should attend their children by being friends with them, and they should always talk to their children and not abuse or shout at them.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Government must allow police to visit schools frequently and randomly search the unwanted materials.

9. Question: Do you think the learners' rights contribute to poor discipline in the school? Motivate

Response: No, most of the learners' rights are not practiced at school, what lead to such behaviour is peer pressure and abusive families which also make those learners to abuse other learners and teachers.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Parents must be the agents of bringing discipline at school, they must continuously be involved in their children's conduct.

Participant 2

1. Question: Explain why we need discipline in the school.

Response: So that learners can obey school rules and behave well.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.

Response: Undisciplined, most of them are misbehaving and not taking teachers' instructions.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: Undisciplined, most come from dysfunctional families, also peer group pressure contribute and lack of parental discipline.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: They promote discipline as they hold regular meetings with learners to discuss about their behaviour.

5. Question: How do your school teachers do to control discipline in your school?

Response: They often remind learners about their responsibility and others also swear at the learners.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, peer group pressure is so influential, the results of undisciplined learners and formation of gangs at school.

7. Question: What can parents do to improve discipline in the schools?

Response: Parents are supposed to provide educational resources and support learners.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Government must do awareness campaigns to caution learners about the consequences of not attending school.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, learners have poor discipline because of misusing their rights, and they misbehaviour in the name of having rights.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Parents must be committed in writing about their helping of their children. During meetings they must sign register to show their present.

Participant 3

1. Question: Explain why we need discipline in the school.

Response: So that the school can have order, respect and well managed.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.
Response: Undisciplined, learners don't instructions from the teachers and some show disrespect to mothers who prepare food for learners. They sometimes show not respect to young teachers.
3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?
Response: The undisciplined ones, come to schools with unwanted weapons, they fight with other learners, they don't respect teachers, they misbehave, they don't take instructions from their teachers.
4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.
Response: LRC encourage learners to listen to their teachers and also take instructions by following schools' rules. To do their schoolwork.
5. Question: How do your school teachers do to control discipline in your school?
Response: Teachers are involved daily showing learners what is right to be followed. They keep order and discipline.
6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.
Response: Yes, peer group or gangs do illegal things at school, fighting other learners, bring weapons in school, doing unwanted things that disrupts school activities.
7. Question: What can parents do to improve discipline in the schools?
Response: Parents must be involved in talking to learners and also in taking decisions about the future of their children. They must improve discipline in schools.
8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?
Response: Government must hire school social worker to help in counselling learners on the problems that they are faced with.
9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: No, learners' rights promote good discipline. They become free in the education and learn responsibly.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Schools must give rewards to learners for their good participation behaviour in school.

Participant 4

1. Question: Explain why we need discipline in the school.

Response: We need discipline in order for the school to stay civilized and have progress.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.

Response: Well disciplined, they respect their teachers and other learners. They come to school on time.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: They take orders from the principal and teachers. They come to school on time, write school activities.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: Well-disciplined leaders leads by example, taking instructions, writing tasks. They will encourage other learners to behave and have progress.

5. Question: How do your school teachers do to control discipline in your school?

Response: Principal and teachers always preach to learners on how to stay disciplined. They reprimand learners who misbehave and also punish those who keep on misbehaving.

6. Question; Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, in their groups they pressurize other learners to follow their bad behaviour of disrespecting teachers even bullying other learners.

7. Question: What can parents do to improve discipline in the schools?

Response: Parents should often visit schools and give proper support to teachers in guiding learners. The same guide should also be practiced when they are at home.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Government should introduce no age restriction to those who commit crime and those who commit crime should be arrested and be punished.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, learners misbehave due to having rights. They misuse their rights on things that leads them astray.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Learners must be encouraged to follow school rules and regulation at all the time.

Participant 5

1. Question: Explain why we need discipline in the school.

Response: In order to enforce learners to obey school rules and behave in a manner as expected.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.

Response: Undisciplined. They don't have self-control, they talk when the teacher is teaching during lessons.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: Poor discipline is caused by peer pressure, learners form groups and plan to behave badly, and they influence each other and harass the disciplined ones.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: When the LRC members have bad behaviour and are not well disciplined it is easy for students to follow the path as their leaders.

5. Question: How do your school teachers do to control discipline in your school?

Response: They punish those who do not comply with the school rules. They sometimes invite outside people to come and motivate the learners. They are reminded about the importance of coming to school.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, it contributes as the learners within each group pressurize each other to behave in a bad way and causing the environment uncontrollable.

7. Question: What can parents do to improve discipline in the schools?

Response: Teach their children on how to behave in a school environment and enforce punishment if children don't abide by the rules.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Check the past records of learners who are troublesome and monitor them. Involve SAPS to learners who cause trouble in the school.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, ever since corporal punishment was banned learners are behaving badly as nothing is done at them. The misuse of their rights cause ill-discipline in schools.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Schools rules must be placed in an open space to can be seen by all members and be followed.

Participant 6

1. Question: Explain why we need discipline in the school.

Response: For the school environment to be more conducive for learning and teaching.

2. Question: Are the students in your school well-disciplined or undisciplined?

Motivate why you say they are well-disciplined or not disciplined.

Response: Well disciplined, there is always order and good control in the school.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: There is a culture of enforcing discipline from long which is practiced by the SMT and teachers. Undisciplined learners are not allowed or not admitted at our school.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: They uphold the school's disciplinary standards as stipulated in the code of conduct and their actions are regulated by the SMT and teachers.

5. Question: How do your school teachers do to control discipline in your school?

Response: They punish all those who do not adhered to the school rules and code of conduct.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, group members influence one another to engage themselves against the school's code of conduct, and also not to listen to teachers.

7. Question: What can parents do to improve discipline in the schools?

Response: Parents support teachers in the applying of disciplinary measures towards learners who violate school rules.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Government must adopt the style of training young police officers at school level who will help in curbing discipline at school. Those trained young police officers will join the police force after completing their Grade 12.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, because learners have more rights than their parents and teachers, so it is so frustrating for teachers to teach without safety.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Learners must be given freedom to lead in different groups of area of learning.

Participant 7

1. Question: Explain why we need discipline in the school.

Response: To have control and learners that respect each other.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.

Response: Well disciplined, they respect each other and also support each other.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: They follow the set rules which are in their classrooms. They behave well and work their schoolwork.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: They encourage learners to follow the school rules and lead them towards doing schoolwork.

5. Question: How do your school teachers do to control discipline in your school?

Response: They always remind learners about school rules, they punish those who are doing wrong by not following them.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, because they bring unwanted weapons like knives, pangas. They encourage other learners to copy their bad behaviour of not respecting.

7. Question: What can parents do to improve discipline in the schools?

Response: Set rules for their children at home and make sure that they follow them.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Develop campaign of teaching learners about good way of living with other people.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, learners do things that are not allowed at school. They are proud to tell teachers that they have rights.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Schools must promote learners' involvement in taking decision, and also the introduction of studies.

Participant 8

1. Question: Explain why we need discipline in the school.

Response: To have an organized school.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.

Response: Undisciplined, learners have no respect towards teachers and other learners.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: Undisciplined because teachers are too soft and lenient to learners. Family background also contribute as most parents fail to discipline their children at home. The same children lack respect to other people, they arrive at school late and do what they like.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: LRC encourages learners to follow the school rules and to obey what teachers say to them.

5. Question: How do your school teachers do to control discipline in your school?
- Response: Punish those who don't follow the set rules and regulations of the school.*

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, if a learner befriends learners that are well disciplined then the school ends up having the disciplined learners.

7. Question: What can parents do to improve discipline in the schools?

Response: Parents must teach their children at home on how to be good children and learners. They should set out rules for their children to behave as expected by the school.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Learners must be educated about the consequences of their actions. Counselling is important in all schools because of the abuses that learners experienced from their environment.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, government have given learners rights without explaining the way they should use them. It for the government to address learners on how to use their rights in a responsible way.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Schools must train learners about lessons that will encourage learners to respect one another.

Participant 9

1. Question: Explain why we need discipline in the school.

Response: Discipline set limits for learners to know what is right or wrong to be practiced at school.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.

Response: Well disciplined, since the beginning of the year no crime or violence has been reported. No policemen came to our school in relation to crime committed by learners.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: Lack of parental support, involvement in school activities. Learners are not motivated towards the right direction of education.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: They ensure that learners behave as required by the school rules. Encourage learners to take care of school properties and show respect to others.

5. Question: How do your school teachers do to control discipline in your school?

Response: They make sure that learners adhered to school rules, become serious about learning, they are punctual and write all tasks that are given to them.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, learners tend to do wrong things influenced by their peer group. They must be surrounded by well-behaved learners who will give them constructive advices.

7. Question: What can parents do to improve discipline in the schools?

Response: To know what is required by school at their children. To motivate their children on doing schoolwork.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: The government must enforcement law and justice to those who are against it. Counselling and monitoring of learners must also be looked at.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, learners are undisciplined because of their rights.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Schools must reward learners for their good work done at school.

Participant 10

1. Question: Explain why we need discipline in the school.

Response: Because discipline develop the learner into strong individuals and to be well behaved.

2. Question: Are the students in your school well-disciplined or undisciplined?

Motivate why you say they are well-disciplined or not disciplined.

Response: Well disciplined, because they follow all the school rules without troubling teachers, and they are behaved well.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: They are coming from the undisciplined families, lack parental guidance. Influenced by their friends and the abuse from home.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: They must hold meetings to encourage learners to behave.

5. Question: How do your school teachers do to control discipline in your school?

Response: Punishing and suspending the ones that are misbehaving.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, because negative attitudes and bad behaviour of learners are caused by peer group. Bad performance in school is caused by bad influence from other learners.

7. Question: What can parents do to improve discipline in the schools?

Response: Parents must help school financially to improve the discipline. Avail themselves for any need required by the school.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Government must revisit school rules and amend them for better education of learners. Punish must be allowed to the wrong doers.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, because some learners use their rights in a wrong way which lead to poor discipline and bad behaviour in schools.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Promote competitions to learners for their participation of good discipline.

Participant 11

1. Question: Explain why we need discipline in the school.

Response: We need discipline in our school in order for the smooth running with respect to one another.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.

Response: Well disciplined, learners will follow each and every instruction from the teachers.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: We always have good results for the grade 12 at the end the year.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: By helping teachers in keeping control at school and also reprimand those who misbehave.

5. Question: How do your school teachers do to control discipline in your school?

Response: They guide us about the values of discipline and also promote strict measures for the discipline to grow in our minds.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: No, because we never had any case related to peer groups.

7. Question: What can parents do to improve discipline in the schools?

Response: They should support teachers to bring the school in a discipline way and also not to support the misbehaving learners. Discipline must start at home.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: The government must employ the security guard at schools who will search the incoming and the outgoing of learners and teachers.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, as learners we acknowledge our rights, but we have to follow rules and regulations of the school.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Introduce programs for management and leadership build to learners and teachers.

Participant 12

1. Question: Explain why we need discipline in the school.

Response: Because discipline brings the school environment under good control and management, it prevents disruptions by learners.

2. Question: Are the students in your school well-disciplined or undisciplined? Motivate why you say they are well-disciplined or not disciplined.

Response: Well disciplined, because there are no cases of learners who disrespect teachers.

3. Question: If the learners are well-disciplined or undisciplined, what are the factors that contribute to discipline or poor disciplined?

Response: Parents are involved in schools' activities, they highly support their children and motivate their children to study.

4. Question: Explain how the Learners' Representative Council (LRC) influence discipline in your school.

Response: They help in maintaining discipline in the classroom by encouraging learners to study.

5. Question: How do your school teachers do to control discipline in your school?

Response: They apply punishment to learners who disorganize the progress of the school.

6. Question: Do you think peer groups or gangs affect discipline in your school? Motivate your answer.

Response: Yes, because at our school there is a code of conduct that addresses different category of cases done by learners, and one of them is a peer group pressure. By applying the code of conduct this reduce the level of crime in the life of learners.

7. Question: What can parents do to improve discipline in the schools?

Response: Parents are involved in their children's schoolwork. Help teachers with disciplinary measures to be implemented at school.

8. Question: In other schools of South Africa, there are learners who kill other learners and even teachers. What can the government do to solve this problem?

Response: Government should set preventative measures that will ensure that learners do not bring weapons at school.

9. Question: Do you think the learners' rights contribute to poor discipline in the school?

Response: Yes, because some learners tend to be disrespectful in schools because of their rights which protects from any punishment from teachers.

10. Question: Which strategies must be implemented to maintain good discipline in the school?

Response: Schools must involve learners in decision making and teach them what is good for their future.

TEACHERS' TRANSCRIPTIONS

Participant 1

1. Question: Please briefly explain why your learners should be disciplined.

Response: To be responsible adult in future. To promote good behaviour, for a safe environment to live on.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined?

Response: Not disciplined, no rules that are adhered to. A learner will break windows at school deliberately so, but no action will be taken against that learner.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: There are no factors that motivate them, they just let them be and it also depend on who the learner is.

4. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Late coming, banking of classes, not writing activities, swearing at each other.

5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.
Response: Yes, because they always listen to the learners' side of their story not of educators. All powers have been given to learners.
6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.
Response: Contribute to poor discipline since they are also not adhering to the rules of the school. They always state the learners' rights.
7. Question: Explain how teachers are involved to maintain discipline in your school?
Response: Educators always try to report all the ill manners of the learners to the leaders, but nothing is being done.
8. Question: Explain how the learners' parents assist your school in maintaining discipline.
Response: Parents do not assist we see them only in the last quarter of the school to defend their children to be progressed to the next grade.
9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?
Response: SGB do not play any role in maintaining good discipline, we only see them when projects are maintained at school.
10. Question: Explain how the police (SAPS) are assisting your school in maintaining good discipline?
Response: SAPS sometimes come to our schools to apprehend criminals only if a learner was involved in outside criminal activities.
11. Question: Which strategies should be implemented to maintain good discipline in the school?
Response: Daily register should be kept by educators in monitoring learners' late coming and also what learners are doing. Monthly reports should be compiled to see if there is any progress at the end.

Participant 2

1. Question: Please briefly explain why your learners should be disciplined.
Response: For effective teaching and learning.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: Not disciplined, they always need to be pushed in order to carry instructions.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: Undisciplined – Peer pressure, lack of parental guidance and involvement, substance abuse, anger due to poor family backgrounds.

2. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Poor managerial skills from both teachers and management. Poor leadership skills.

3. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Poor discipline, learners are given rights which goes with responsibilities but concentrating more on rights than responsibilities.

4. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: LRC contributes to poor discipline, they lack self-discipline, display poor leadership, and they disrespect their teachers.

5. Question: Explain how teachers are involved to maintain discipline in your school?

Response: They manage classes, they coach learners in different extra-curricular activities.

6. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: Parents are not cooperative, when they are called for meetings only few attends.

7. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: The SGB was involved in the drawing of code of conduct for learners.

8. Question: Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: The SAPS assign a cop to work together with school in terms of discipline. They visit our school to address by reminding learners on how they should conduct themselves.

9. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: School should re-inforce culture of positive behaviour by inviting experts and professionals to coach and mentor learners.

Participant 3

1. Question: Please briefly explain why your learners should be disciplined.

Response: In order to instil a sense of responsibility and accountability in them.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: Some are disciplined, and some are not. The disciplined ones are seen by doing and completing tasks given to them on time and they are focused. The undisciplined ones always they do their tasks but copy from others.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: Disciplined, the desire to learn and to achieve are factors that motivate them, but the undisciplined ones, it is because of laziness and not be purpose driven.

4. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Lack of parental involvement in disciplining of the learners. The withdrawal of corporal punishment by our government.

5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: They contribute to poor discipline having scrapped out corporal punishment in schools was a serious mistake the government did. The bible says spare the rod spoils the child.

6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Poor discipline, they encourage learners not to do schoolwork for they themselves as the leaders they are not disciplined and do not do their schoolwork.

7. Question: Explain how teachers are involved to maintain discipline in your school?

Response: As teachers we try to get parents involved by letting them know that their children are not participating in their schoolwork. And by detaining them every Friday for 2 – 3 hrs.

8. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: They come and apply corporal punishment in front of the teacher concerned.

9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: SGB encourages punishment and detention.

10. Question: Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: Once or twice in a term they come and search learners with drugs using sniffer dogs and kids involved in gangsterism, they are given lashes by the police.

11. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: School should draw a list of parents who will help teachers to keep discipline for the whole year and this should be a norm of the school.

Participant 4

1. Question: Please briefly explain why your learners should be disciplined.

Response: Discipline is very important in one's life, therefore learners should be disciplined for the smooth running of the institutions.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: Some are disciplined, and some are not, because of the government rules that are given to schools, it promotes learners not to be discipline.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: If disciplined, they are easy to work with and they can also relate to it in future and everyday living, but if not, they are not and unbearable.

4. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Bullying, fights, late comers, absenteeism, not writing all the tasks, banking classes.

5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: To poor discipline, because of the laws that they put in place to prohibit discipline to be maintained in schools.

6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: To poor discipline because they cannot divert from the rules of the school.

7. Question: Explain how teachers are involved to maintain discipline in your school?

Response: For the smooth running of the institution. For effective teaching and learning. For law and order to prevail.

8. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: They sometimes check their kids' homework and signing on the learners' reports, some come to school and enquire about their kids' performance.

9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: They come to school in the gatherings of learners and talk to learners and other stakeholders.

10. Question: Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: They visit our school for motivational talk with stakeholders, and also visit unannounced to search for drugs and unwanted weapons.

11. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: Apply punishment which can be cleaning of classrooms, disciplinary hearings, warnings or detention.

Participant 5

1. Question: Please briefly explain why your learners should be disciplined.

Response: It helps learners to listen to their teachers carefully and to make them manage time and stay active for the day's activities.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: Undisciplined, they do not keep time, they are late for their lessons, forced to submit their tasks, don't write their exercises, disrespect their teachers and school rules.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: Absenteeism, peer pressure, overcrowded classroom, lack of parental support.

4. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Poor leadership, bad results at the end of the year, lack of management for both teachers and SMT.

5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Yes, the government provide schools with curriculum plan, which is not organized, provide infrastructure and other resources which they fail to monitor them. No amended rules to address the replacement of corporal punishment.

6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Yes, to poor discipline, they don't know their role as LRC members, misrepresent the learners by not adhering to school rules, not active in the program of the school.

7. Question: Explain how teachers are involved to maintain discipline in your school?

Response: Active in the formation of classroom rules, make sure that learners get attention, make sure that learners are quite during teaching time. Reminding learners about school rules which need to be adhered to.

8. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: Teach learners how develop good morals, always support teachers when they are called to school. Make sure that their learners are on time getting to school. Monitor their children's work and be sure that the given tasks are written.

9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: To communicate with parents of learners on how to help in solving problems of their learners.

10. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: The government should promote the implementation of policies of class size by schools and leadership programs for the managers.

11. Question: Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: By punishing the undisciplined learners so that they can start to behave well.

Participant 6

1. Question: Please briefly explain why your learners should be disciplined.

Response: To bring order in the school environment, for conducive teaching and learning.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: Not disciplined, they fail to submit tasks which are given, they don't see the seriousness of the common task which the department is sending to school, and they don't come to school regularly.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?
Response: Undisciplined, late submission of tasks, late coming and not putting on school uniform, causing fights at school, failing to write the assessment tasks.
4. Question: What are the school characteristics that are associated with disciplinary problems in your school?
Response: Poor performance by learners, failing to make submission to circuit office on time, teachers and learners not observing time.
5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.
Response: Yes, to poor discipline. Government instruct schools to progress learners even if they don't qualify which encourage laziness to learners. Always blame teachers for poor results. Poor communication between government and schools.
6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.
Response: To good discipline, they are able to talk to their peers and also encouraged other learners to observe school rules.
7. Question: Explain how teachers are involved to maintain discipline in your school?
Response: Motivate learners, guide learners, remind learners about their role as learners. They give counselling to learners for positive mind set.
8. Question: Explain how the learners' parents assist your school in maintaining discipline.
Response: When parents are called, they avail themselves.
9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?
Response: Remind other parents about their involvement in the education of their children.
10. Question: Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: The school is assigned a police officer who assist and attend problems at school.

11. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: Schools should make sure that learners follows school policy to the latter and also encouraged to know it by heart.

Participant 7

1. Question: Please briefly explain why your learners should be disciplined.

Response: To control and have an organized school.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: High percentage of our learners are disciplined, and few are undisciplined. Few cases are reported from teachers.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: Not complying with school rules, not submit their work, late coming and not putting on school uniform. The disciplined one are doing well in their studies, cooperative to their teachers.

4. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Wearing of school uniform, being punctual, attending class, good performance by learners.

5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Poor discipline, corporal punishment not allowed, promote laziness by allowing learners to write home tests.

6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: LRC contribute to good discipline, they follow the school code of conduct to the latter.

7. Question: Explain how teachers are involved to maintain discipline in your school?

Response: They everyday make sure that learners are on school uniform, control daily registers, encouraged learners to write all given tasks.

8. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: Encourage their children to wake up early, to read their books and write schoolworks, to keep good manners.

9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: They sometimes take rounds at school, call parents meeting for school issues.

10. Question: Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: They have to patrol our school, check and search the drugs and dangerous weapon at school.

11. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: School should make competitions as a way of motivating learners to all those who are behaving and those who are misbehaving.

Participant 8

1. Question: Please briefly explain why your learners should be disciplined.

Response: In order to make learners to concentrate in their studies.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: They are disciplined, they are abides by the rules and regulations of the school.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: Educators are communicating with them politely and this leads to them to behave ethically.

4. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Learners are bully and always are absent from school. They disrespect their teachers.

5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Yes, they are contributing towards good discipline of learners. School policies that are supplied to school must have a way of handling the misconduct of learners.

6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Yes, they contribute because they help teachers to deal learners that are misbehaving.

7. Question: Explain how teachers are involved to maintain discipline in your school?

Response: Teachers help in managing classrooms during teaching time and also during the extramural activities.

8. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: When a learner misbehave, parents are informed and also asked to visit the school so that parents can agree on punishment to give to a learner.

9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: If a learner has done a serious misconduct, the SGB together with the SMT will talk to the parent and a learner.

10. Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: Our school adopted a police officer who continuously visit the school with a team of police officers and community policing forum to come and motivate learners not to commit crime.

11. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: SMT and SGB members should work together in helping parents to know their role at school and also at home about good care of their children.

Participant 9

1. Question: Please briefly explain why your learners should be disciplined.

Response: So that they can manage their work on time and be successful in their studies.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: They are undisciplined, they can't balance their schoolwork and fun.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: They don't understand reasons for studying. They don't have a long-term goals in their studies. They can't resist peer pressure.

4. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Learners not coming to school regularly, learners in the lower grades are not serious in writing schoolwork. There are many absenteeism of learners.

5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Yes, government want to see a pass results of learners without helping teachers to shape learners behaviour.

6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Mostly poor discipline. The LRC appears to be irresponsible and always absent during the course of the year, and they only show presence during the time of functions.

7. Question: Explain how teachers are involved to maintain discipline in your school?

Response: They keep record of troublemakers. They engage learners who are not complying to school rules.

8. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: Parents will come to school and report their learners' behaviour to the principal.

9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: They monitor the behaviour of learners to check if it will lead to their successful pass at the end of the year.

10. Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: They often visit the school and discipline learners who are addicted to drugs and bullies.

11. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: Schools should build more places of recreational for learners who will be supervised their LO teachers.

Participant 10

1. Question: Please briefly explain why your learners should be disciplined.

Response: They are to be disciplined so that teaching and learning can smoothly take place.

2. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: Undisciplined. Learners are not coming to school on time and also knock off after break.

3. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: Poor results at the end of the year. A lot of dropouts every year.

4. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Disrespect of learners to their educators. Want to be progressed to the next grade even if they don't come to school.

5. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Yes, Government play an important role in the education of learners. It provides resources for the smooth running of schools.

6. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: No, they don't know their role to play in the structure of education as a whole.

7. Question: Explain how teachers are involved to maintain discipline in your school?

Response: Teachers are trying their level best to educate learners even though learners are not serious about their future.

8. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: Parents want to see their children with good future by helping teachers in keeping control at school.

9. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: SGB members will help teachers in motivating learners about good future after completing their studies.

10. Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: Police contribute little in the education of learners. When they meet learners in the streets during school hours, they were supposed to take learners back to school.

11. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: Educating learners about school policies and also learn to adhere to instructions at all the times.

Participant 11

1. Question: Please briefly explain why your learners should be disciplined.

Response: So that they can focus on what they are doing at school.

3. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.

Response: Only few are disciplined. They don't care about what they are taught at school, and this is proved by the high failure rates at the end of year.

4. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?

Response: Lack of parental support. By coming to school unprepared.

5. Question: What are the school characteristics that are associated with disciplinary problems in your school?

Response: Fighting of learners during lessons, not taking orders from the teachers.

6. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: Yes, to poor discipline. Government is quite about the discipline in schools.

7. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.

Response: To good discipline. They are always helping teachers to identify learners who are not doing their schoolwork.

8. Question: Explain how teachers are involved to maintain discipline in your school?

Response: Teachers are highly involved in the classroom and also during breaks.

9. Question: Explain how the learners' parents assist your school in maintaining discipline.

Response: It is the responsibility of parents to wake up their children everyday on time.

10. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

Response: SGB is failing in bringing discipline at school because few parents are actively involved in the education of their learners.

11. Explain how the police (SAPS) are assisting your school in maintaining good discipline?

Response: Police are not much involved in schools, because when they are called, they sometimes come or not come.

12. Question: Which strategies should be implemented to maintain good discipline in the school?

Response: Group work to learners should be promoted everyday by the school in the activities of learners.

Participant 12

1. Question: Please briefly explain why your learners should be disciplined.

2. *Response: A school is a place learning, discipline is required for the process of teaching to take place.*
3. Question: Are your learners disciplined or undisciplined? Motivate why you say they are disciplined or not disciplined.
4. *Response: Undisciplined. Learners don't see the importance of education.*
5. Question: If the learners are disciplined or undisciplined, what are the factors that motivate them to be disciplined or undisciplined?
6. *Response: They are passive in writing schoolwork. They are absent and some come to school at the own time.*
7. Question: What are the school characteristics that are associated with disciplinary problems in your school?
8. *Response: Teachers complaining about learners. Parents complaining the failure rate of grade 12 learners every year. Teachers not coming to school regularly.*
9. Question: Do you think the government contributes to good discipline or poor discipline in schools? Motivate your answer.
10. *Response: Contribute to poor discipline. Government does not have a way of motivating teachers because of poor salaries that teachers earn.*
11. Question: Do you think the Learner Representative Council (LRC) contributes to good discipline or poor discipline in schools? Motivate your answer.
12. *Response: Poor discipline. Government does not say anything about improving the structure of LRCs in schools.*
13. Question: Explain how teachers are involved to maintain discipline in your school?
14. *Response: Teachers are always trying to keep discipline in school but to a wrong people who do not see the importance of attending school.*
15. Question: Explain how the learners' parents assist your school in maintaining discipline.
16. *Response: Parents have relaxed about the education of their children, their children belongs to the government. They support whatever the government says without looking to the consequences thereafter.*
17. Question: What is the role of School Governing Body (SGB) in maintaining good discipline in your school?

18. *Response: SGB contribute little towards good discipline in the school environment.*
19. Explain how the police (SAPS) are assisting your school in maintaining good discipline?
20. *Response: SAPS is assisting schools in keeping order for the smooth running of schools by principals and teachers.*
21. Question: Which strategies should be implemented to maintain good discipline in the school?
22. *Response: Government should be highly involved in the restructuring of education with a hope of bringing discipline at school.*

APPENDIX B: CONSENT FORM

LETTER OF INFORMATION

Title of the Research Study: Factors that influence discipline in secondary school in Namakgale Circuit, Limpopo Province.

CONSENT

Statement of Agreement to Participate in the Research Study:

I hereby confirm that I have been informed by the researcher, (*Matladi Herman Matlou*), about the nature, conduct, benefits and risks of this study - Research Ethics

Clearance Number: Sedu/20/CSEM/16/0210

- I have also received, read and understood the above written information (*Participant Letter of Information*) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant	Date	Time	Signature
I,

(*Matladi Herman Matlou*) herewith confirm that the above participant has been fully Informed about the nature, conduct and risks of the above study.

Full Name of Researcher

Matladi Herman Matlou

Date.....

Signature.....

Full Name of Witness (If applicable)

.....

Date

Signature.....



APPENDIX C: APPLICATION LETTER

P.O. Box 2136
PHALABORWA
1390
29.09.2020

The H.O.D
Limpopo Department of Education
Private Bag X9489
Polokwane
0700

Sir/Madam

PERMISSION TO CONDUCT RESEARCH

I am a Masters student at the University of Venda, my student no: 18022849; contact no. 0829357393 and my email: matloumh@gmail.com and engaged in a research project in secondary schools in the NAMAKGALÉ CIRCUIT, MOPANI DISTRICT. My research study is entitled: "FACTORS THAT INFLUENCE DISCIPLINE IN SECONDARY SCHOOL IN NAMAKGALÉ CIRCUIT, LIMPOPO PROVINCE". The research will involve learners and educators from secondary schools within Namakgale Circuit.

Therefore, I humbly request a permission to conduct this research. You are further assured that data collected during the investigation will be highly confidential.

For further information about this study, please contact my supervisor, Prof. T.S Mashau, at this number: 0606748860

Thanking you in anticipation.

Yours Faithfully

MATLADI HERMAN MATLOU

APPENDIX D:



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2

Enq: Mabogo MG

Tel No: 015 290 9365

E-mail: MabogoMG@edu.limpopo.gov.za

Matlou MH
P O Box 2136
Phalaborwa
1390

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **“FACTOR THAT INFLUENCE DISCIPLINE IN SECONDARY SCHOOL IN NAMAKGALE CIRCUIT, LIMPOPO PROVINCE”**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MATLOU MH

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

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- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
- 5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Mrs Dederen KO
Acting Head of Department

12/10/2020
Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MATLOU MH



APPENDIX E: ETHICAL CLEARANCE

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:

Mr MH Matlou

STUDENT NO:

18022849

PROJECT TITLE: **Factors that influence discipline in secondary school in Namakgale circuit, Limpopo Province.**

PROJECT NO: SEDU/20/CSEM/16/0210

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof TS Mashau	University of Venda	Supervisor
Dr TA Mesengani	University of Venda	Co - Supervisor
Mr MH Matlou	University of Venda	Investigator - Student

Type: **Masters Research**

Risk: **Straightforward research without ethical problems**

Approval Period: **September 2020 – September 2022**

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would these be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project.
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected.
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
 - The required annual report and reporting of adverse events was not done timely and accurately,
 - New institutional rules, national legislation or international conventions deem it necessary

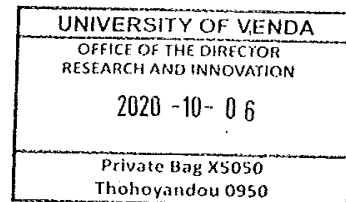
ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: **October 2020**

Name of the RESSC Chairperson of the Committee: **...M. Manjoro-Mwale.**

Signature: *Manjoro*



UNIVERSITY OF VENDA
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