



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

BY

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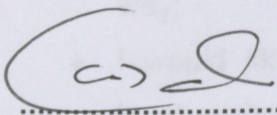
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DECLARATION

I, **GABARA AIFHELI PHINEAS** hereby declare that the dissertation for the degree Master of Public Management at University of Venda hereby submitted by me, has not been submitted previously for a degree at this or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.

M.P. Kivweshaba for his valuable guidance and support during the course of my studies;

- Mrs. Gabara Nyamvembu Emily, my beloved wife, for her words of encouragement, motivation and endless support from the beginning to the completion of this study.
- I would like to thank my Children, Awhatakali Anderson, Zwidofhelangani Tondwane and Tshifhiwa Balob, You were there for me all the way;
- I would like to thank my Brother, Phatuwani Freddy. You were there for me all the



Signature

23.08.2013

Date

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On a personal note, I dedicate this project to my parents' my Mom, Mukhatshelwa

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- And last to Lord Almighty, who strengthened and protected me during my years of hard work and journeys to the University of Venda;

DEDICATION

On a personal note, I dedicate this project to my parents' my Mom, Mukhatshelwa Hangwani Gabara and my Dad, the late Makondelele Andries Gabara. You were there for me all the way.

Historically had used corporal punishment to maintain discipline in schools. Criticism of its effects led to the banning of this form of physical punishment in 1996. But the legislative intervention did not stop the use of corporal punishment in schools. Corporal punishment had effectively disappeared in model-C schools, but it is still relatively common in township schools Mathufi (1997: 32). Reasons for persistence and illegal use of corporal punishment include absence of effective alternatives, and the legacy of authoritarian education practices. These views persist because parents use it at their homes and support its use in schools.

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

Major Findings of this study are the following:

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

ABSTRACT

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

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Major Findings of this study are the following:

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

• Furthermore, participants interviewed expressed frustration over the various types of disruptive behaviour that schools are currently experiencing. Moreover, participants in this research revealed that the major cause of disciplinary problems at schools stems from a lack of parental involvement in their children's education.

• Poor socio-economic conditions of parents and a lack of knowledge and skills of parent involvement serve as major barriers to parent involvement in school.

Major recommendations to address the findings are:

CHAPTER 1: ORIENTATION OF THE STUDY

• Another important recommendation which cannot be over-emphasised is that managers need to ensure that there exists team-work among the educators. The causes of disciplinary problems are addressed if educators are actively involved in the teaching programmes of their school.

• Managers need to facilitate model behavior in educators (Mabeba & Prinsloo 1999:36). According to these authors, educators are supposed to be role-models for their learners. Educators should, therefore, model self-discipline, so as to inculcate self-discipline in learners. Educators should also approach the problem of discipline with empathy for the possible problems the learners may be experiencing at home or at school that cause their poor behaviour.

• Managers need to ensure that educators prepare their lessons well by monitoring this matter. The issue of lesson preparation by educators is of vital importance. Mabeba and Prinsloo (1999:37 & 40) maintain that lessons that are well-prepared enhances discipline in class. Learners respect educators who are prepared, are knowledgeable about the subject they teach, and are authoritative in their instructional and teaching style.

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LIST OF ABBREVIATION

CELP	Centre for Education Law and Education Policy
COLTS	Culture of Learning and Teaching Service
DoE	Department of Education
DET	Department of Education and Training
ETP	Education and Training Policy
HOD	Head of Department
PM	Performance Measurement
LTSM	Learning and Teaching Support Material
MEC	Member of the Executive Council
NFSP	No-Fee School Policy
NSNP	National School Nutrition Program
NSC	National Curriculum Statements
SASA	South African Schools Act No 84 of 1996
SAHRC	South African Human Rights Commission
SFAP	School-Fee-Abolition Policy
SGBs	School Governing Bodies
SDT	School Development Team
SEM	Superintendent of Education (Management)
SGB	School Governing Body
SMT	School Management Team
WSE	Whole School Evaluation
RSA	Republic of South Africa

CHAPTER 1: ORIENTATION OF THE STUDY

1.1 Introduction

This chapter will focus on the rationale, the context, the problem statement and the purpose of this study. The background and legal grounding on which the research is conducted will also receive attention. The study's paradigmatic perspective will be discussed, together with the clarification of the key concepts. This introductory chapter sets out the background for this study. It clarifies its main research problem, the aims of the research, the main research question and the subsidiary research questions. It further explains the purpose and objectives of the research, and it provides an introduction to the succeeding chapters.

1.2 Background to the study

Corporal punishment had effectively disappeared in model-C schools, but it is still relatively common in township schools Maithufi (1997: 32). Reasons for persistence and illegal use of corporal punishment include absence of effective alternatives, and the legacy of authoritarian education practices. These views persist because parents use it at their homes and support its use in schools. There is tension between prohibitions of corporal punishment in schools and increase parent involvement. Unfortunately, the banning of physical punishment without replacing it with any tangible strategy resulted into various forms of student antisocial behaviors. In this study the focus will be on disciplinary problems as experienced by educators in schools, which impact negatively on teaching and learning. Disciplinary problems often need active supervision to be reduced (Johnson-Gros, Lyons & Griffin 2008:39). According to Short, Short and Blanton (1994:ix), many educators express frustration over the energy they spend in controlling learners in the classroom, energy and time that could have been used for the facilitation of learning. Short, et al. (1994:iv) also indicate that administrators spend a great deal of time struggling with learners' disciplinary problems.

achievements by learners. Consequently, many teachers are leaving the profession. Corporal punishment which was frequently used as a disciplinary measure in the past has been abolished by the law of the country, which is enshrined in the Republic of South Africa`s Constitution. The Constitution of 1996 is the supreme law of the country. It is the commander of the uncommanded commanders. There is no one who is above the law. Thus, there is no one who is allowed to apply corporal punishment in schools, but there is a need of effective learning and teaching in schools. In secondary schools the situation is worse than in primary schools, because the learners, as adolescents, now become aware of their rights, namely to privacy, to freedom of religion, belief, opinion, and expression, among others.

Tension and irritability

Major (1990:1) indicates incidents involving learners calling educators foul names, making obscene gestures when educators tell them what to do, or trying to break up fights. In Major`s (1990:29) view, a well-planned lesson does not prevent disciplinary problems while a disorganized, unprepared educator, instead of having problems, has chaos. Lewis (1991:3) confirms that many educators become frustrated because they spend many hours developing what they believe are exciting, relevant lessons, only to have learners` misbehavior destroy the experience for everybody.

The direct involvement of the researcher in the teaching profession, specifically in a secondary school, made her realize how disciplinary problems are impacting on educator morale, more so than in the past. Learners these days talk as they wish, and are capable of causing an educator to feel that he or she is unwanted in the classroom. From observations and by means of informal interviews the researcher also became aware that educators generally experience stress. In this regard, classroom conditions have been found to significantly influence educators` feelings and attitudes (Earthman & Lemasters 2009:323). Ill-disciplined learners, who are disrespectful towards educators, have a negative impact on teaching and learning in this country. According to Pager (1994:16), educators at one school in the Western Cape reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of

achievements by learners. Consequently, many teachers are leaving the profession. The above are all signs of a low morale. Other authors (for example, Block 2008:416; Eklund 2009:25; Ferguson & Johnson 2010:302; McIntyre 2010:349; Perrachione, Petersen & Rosser 2008:1; Vanderslice 2010:298) also found that the lack of a supportive and friendly school environment influences educators' job satisfaction and may cause them to leave the profession. In our country (South Africa) today teaching is regarded as a stressful profession. Lewis (1991:2) indicates a number of physical and emotional symptoms related to the stress that educator's experience. These include:

- Tiredness and a lack of energy;
- Tenseness and irritability;
- Sore throats, coughs and colds;
- swelling, aching joints, and painful muscles;
- Headaches, depression, nausea, dizziness;
- A reduced interest in sex, and
- Chest, back, and stomach pains.

The abovementioned indicates that the issue of discipline in schools needs urgent attention. There is much work to be done since in some schools the situation has reached alarming proportions. This research will concentrate on the types of disciplinary problems that are experienced in secondary schools in the area where the researcher is based. The aim is to be able to make recommendations to bring about an improvement of the disciplinary problems faced by the educators in Dzondo Circuit, and hence, to their morale in the schools.

1.3 Statement of the problem

1.4 General Objective

After the advent of democracy in 1994, South Africa passed legislation which required a paradigm shift for educators in South Africa in the way discipline was conducted in schools. The change in the Constitution of Republic of South Africa of 1996 laid the

foundation for education in South Africa, with the emphasis on human rights and dignity, meaning that no one should be punished or treated in an inhuman way. This was followed by the passing of the Law against Corporal Punishment (Act 33 of 1997) which legislated that corporal punishment is unlawful, and that if an educator is found guilty of such an offence, he or she could be liable, on conviction, to a sentence which could be imposed for assault. The Schools' Act of the Republic of South Africa (Act 84 of 1996) also clearly stated that no person may administer corporal punishment to a learner at a school. As indicated in the South African School Act (1996) section 8 (1), a Code of Conduct is a written statement of rules and principles concerning discipline in schools. It explains the kind of behaviour educators expect from each learner, and the standard of behaviour a school has to maintain.

Despite the provision of legislative, educators felt unhappy and helpless when it came to the challenge of the learners' lack of discipline in Dzondo Circuit. This is indicative of low educator morale. The school climate influences the extent of disciplinary problems in a school situation, which in turn, has an impact on educator morale. Types of disciplinary problems that learners exhibit in schools today, namely; arriving late at school; missing lessons; smoking in the toilets; playing with matches in classrooms; making rude remarks towards teachers; and throwing pencils and pens across the classrooms. The nature of leadership and governance in a school could have a significant influence on the lack of discipline in those schools. The role of management to address disciplinary problems is important in Dzondo Circuit. The researcher believes that disciplinary problems may be the main reason for the low educator morale. Hence, in this study the focus will be on the challenges of disciplinary problems on educator morale in Dzondo circuit.

1.4 General Objective

The aim of the study is to investigate the challenges of disciplinary measure and their impact on educator morale in schools of Dzondo Circuit, Vhembe District

1.5 Specific Objectives

- To examine the influence of educators life experience on classroom discipline practice.
- To determine the causes of disciplinary problems that are being experienced in these schools;
- To investigate the extent to which these disciplinary problems are impacting on educator morale.
- To determine the types of disciplinary problems that are being experienced in selected secondary schools; and
- To recommend to managers to address the problems with discipline in secondary schools, and to improve educator morale

1.6 Research Questions

- What are the educators' views on the types of disciplinary problems they experience?
- What are their views on the causes of the disciplinary problems they experience?
- What is the impact of disciplinary problems on educator morale?
- How managers address the problems with discipline in secondary schools, and to improve educator morale?

1.7 Significance of the study

The significance of this study dwells solely in the fact that its findings will undoubtedly assist the department of education in particular the circuit manager of Dzondo and other relevant stakeholders about the challenges of disciplinary measures. The significance of the study is that it benefits from educators, principals and the district and circuit officials that disciplinary measures cause impact on the educator's morale. The study further more; assessed the level of discipline in schools in order to help the Department of

Education to come up with the best strategies to combat learners' bad behaviors in schools. It also reminds the principals of the role they must play in managing the performance of educators. The study also reminds educators that through effective implementation of disciplinary procedures, they can benefit not only financially, but also academically.

1.8 Limitations of the study

Funds are a limiting factor as the study required a lot of funds for travelling, typing, binding and photocopying. The main limitation lies in the scope of this study. Schools in all provinces in South Africa need to be researched to enhance the generalisability of studies such as this one. The limited use of specific grades for this study might fail to expose certain differences that could occur at different phase or grade levels.

1.9 Delimitation of the study

The focus of this study is to investigate the impact of disciplinary problems on educator morale in schools and the management thereof. Dzondo is located in rural part of the Vhembe District in the Limpopo Province, South Africa. This research focused on the impact of disciplinary problem of selected rural public primary schools and secondary schools in the Dzondo Circuit of Vhembe District.

1.10 Definitions of the concepts

1.10.1 Disciplinary problems

Rogers (1991:4) describes 'disciplinary problems' as forms of disruptive and anti-social behavior, which, in this case, contribute to the high stress levels of educators, such as:

- Resistance to teacher direction;

- Argumentativeness or procrastination;
- Defiance, or swearing at the teacher; and
- Frequent frustrating behaviour, such as calling out and talking out of turn.

1.10.2 Secondary schools

Secondary schools are schools offering education to learners from Grade 8 up to Grade 12. Usually learners enter Grade 8 at the age of 14 years, and leave after completing Grade 12, at the age of 18 years.

1.10.3 Educator morale

The impression that an educator is generally content with his/her work is an indication of a high morale. Conversely, evidence of disaffection and of widespread malaise, is described as a low morale (Evans 1998:21). The Word Thesaurus function indicates that 'morale' is synonymous with "confidence", "self-esteem", "drive" (in other words, 'motivation'), and "spirits".

1.10.4 Management

Two forms of management can be identified, namely classroom management and school management. De Wet (in: Van der Westhuizen 1991:39) regards 'management' as a social process whereby the manager co-ordinates the activities of a group by means of planning, organising, guiding, and supervising in order to achieve specific goals. The educator is the manager in his or her own classroom, while the principal is the manager of the school.

1.11 Organisation of the study

CHAPTER 1: BACKGROUND OF THE STUDY

This chapter outlines the introduction, statement of the problem, objectives of the study, the research question, significance of study, definition of concepts, delimitation, limitations and organisation of the study.

CHAPTER 2: LITERATURE REVIEW

Chapter 2 presents literature study on critical analysis management of discipline of learners in schools. The discussion includes the introduction, approaches to alternative forms of discipline, gender theories which investigate the effects of corporal punishment, arguments against corporal punishment, discipline and punishment in South African schools, code of conduct and school rules, punitive disciplinary measures in code of conduct and school rules. Preventive disciplinary measures and theories of school discipline are also discussed.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter contains the introduction, the research design, and research methodology, population of this research, sampling methods and size, methods of data collection, methods of data analysis, Validity and reliability, and finally the ethical considerations.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents data analysis and data interpretation. It includes the biographical profile of respondents.

CHAPTER 5: FINDINGS, RECOMMENDATION AND CONCLUSION

This chapter discusses the main findings, recommendations and the conclusion. It is the chapter that explains the findings and the action that should be taken to remedy the situation. The purpose of the research is to find the best alternative that can maximize people's standard of living and social welfare.

was given. In this chapter the types of disciplinary problems and their causes will be explained. By means of a literature review the researcher aims to investigate secondary school disciplinary issues in countries throughout the world. As mentioned before, the types and causes of disciplinary problems will be the focus of the review. This chapter will focus on educator morale. The chapter deals with the definitions of educator morale and what influences it, the effect of a high and a low educator morale, and how the educator's morale is affected by disciplinary problems.

The literature review has revealed that the morale of educators plays a major role in determining the effectiveness of the running of the schools. In this study the issue of a low educator morale will be closely looked into. The aim is to ultimately make recommendations to improve both the disciplinary problems and the educator morale. Koutsouli (in: Krishnaveni & Anitha 2007:154) stated that students require a humanistic approach, the effective communication skills of the teacher, and the ability to maintain discipline in the classroom. Classroom management is a main aspect of efficient teaching. It fosters learner involvement and facilitates a productive learning environment.

2.1 Legislative framework

The passing of the Education Laws Amendment Act 31 of 2007 (Government Gazette, 2007:75) included new measures to strengthen safety regulations at schools, including random searches and drug testing at schools.

CHAPTER 2: LITERATURE REVIEW

Learners have a constitutional right to receive education in a safe school environment.

2.1 Introduction 24 of the Constitution. Therefore educators have a legal duty in terms of the common law principle, *in loco parentis*, to ensure the safety of learners in

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2.2 Legislative framework constitutional duty to ensure a safe school environment by making a number of provisions in the South African Schools Act, 1996 (Act 84 of 1996).

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conduct must be aimed at establishing a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process.

2.2.1 The Constitution of the Republic of South Africa of 1996

Learners have a constitutional right to receive education in a safe school environment, according to Section 24 of the Constitution. Therefore educators have a legal duty in terms of the common law principle, in loco parentis, to ensure the safety of learners in their care. Teachers who are not on playground duty, or who leave their classes unattended, seem to be, according to the learners' responses, contributing to the creation of an unsafe environment for learners. Bullies that are waiting for a chance to attack or threaten innocent learners, and other learners who want to address unresolved breaktime issues, might make use of the time when educators choose to leave the classroom.

Thus, teachers should accept that they could be legally accountable for not protecting learners' rights. Section 12(1)(c) of the Constitution in turn provides that all persons have the right to freedom and security of the person, which includes the right to be free from all forms of violence from either public or private sources. Notwithstanding the fact that the rights to bodily and psychological integrity, dignity, privacy and equality are enshrined in the South African Bill of Rights and therefore protect learners, bullying is still being ignored by many teachers as just "children's nonsense", and many learners must face the psychological consequences on a daily basis.

2.2.2 The South African Schools Act (Act no 108 of 1996)

National legislation fulfils its constitutional duty to ensure a safe school environment by making a number of provisions in the South African Schools Act, 1996 (Act 84 of 1996). In Section 8(1) of the South African Schools Act, 1996 (Act 84 of 1996), school governing bodies are obligated to draw up a code of conduct for learners after consultation with learners, parents and educators. In terms of Section 8(2), the code of conduct must be aimed at establishing a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process.

Section 8(4) places a legal obligation on learners to comply with the code of conduct of the school they attend, and in terms of Section 8(5) a code of conduct must make provision for due process to safeguard the interests of the learner and any other party involved in disciplinary proceedings. This implies that the school's disciplinary committee must take certain procedural steps in accordance with the rules of natural justice (e.g. the audi alteram partem rule or "listen to the other side") before taking action against a learner (Prinsloo, 2005:7). The Act also includes expulsion of learners as a corrective measure where serious misconduct has been committed.

2.2.3 School rules, code of conduct, safety policies from schools

With regard to discipline, school governing bodies also have a duty to ensure that their codes of conduct include policies and procedures that are appropriate for dealing with matters such as drugs, sexual harassment, bullying and other forms of abuse, and that these policies are implemented and revised on an ongoing basis. Therefore the code of conduct is central to discipline in any school.

The researcher requested a copy of the school rules and code of conduct from each of the participating schools. Each of the nine schools provided a neatly typed code for their particular school. Even though all the schools had codes of conduct, not all of them were comprehensive to the extent of detailing how they would provide the learners with a safe environment. They all had long term goals, although not all stated short term goals clearly, nor indicated ongoing school improvement activities. In all the schools, the code of conduct, except for the vision and mission statement, seemed to present a list of do's and don'ts, and the consequences of not following the rules.

2.3 Factors influencing morale in Dzondo Circuit

Regarding factors that determine educator morale, Evans (2001:291) stated, the most striking factor to emerge as influential on teachers' morale, job satisfaction and

motivation is school leadership. Whether it was the extent to which it enabled or constrained teachers, created and fostered school professional climates that were compatible with teachers' ideal, or engaged their commitment and enthusiasm, the leadership affected by the head teachers was clearly a key determinant of how teachers felt about their jobs.

However, she later indicated that this relationship was not as simplistic as she thought at first, and that other factors also influence educator morale. School management plays an indirect role or sometimes a more direct one (Evans 1997:835-837). If the school principal is a poor manager, this influences the morale of the educators negatively. There could be various reasons for being a poor manager, such as a manager or principal with a hierarchical approach to management, or a leader that makes the educators feel undervalued and unappreciated. This would also be true of school principals who find it difficult to handle ill-disciplined learners.

The school climate also influences educator morale. Educators are being pushed to the limit; expectations placed on them seem to be expanding exponentially (Lumsden 1998:1). The same sentiment was echoed by Hicks and Smith (in: Mackenzie 2007:89) where they indicated that educator morale was, at that stage, at an all time low in Australia, with educators feeling under-valued, frustrated, unappreciated and demoralised. In her study Evans (1997:840-843) found three factors to be particularly influential in educators' morale and attitudes. These were: professionalism, the relative perspective, and realistic expectations.

- Professionalism is a professional-oriented perspective which incorporates values and a vision. Some educators have a wide vision and others a more restricted, classroom-focused, and intuitively-based outlook. Educators with a wide vision that is mismatched with a school that does not make room for such as vision, would experience low morale and dissatisfaction.

2.4 • The relative perspective afforded by educators to their work is related to how they see their work in relation to other factors. For example, if they compare their current experiences, such as the discipline or lack thereof at a particular school with those of another school where they were previously employed, they are able to rate their current experience as satisfactory or not, and exhibit a high or low morale.

• How realistic educators' expectations are met by what they experience at school, influence satisfaction and morale. For example, new educators who have just completed their studies may not be expecting the lack of discipline that they experience at school. This can lead to a low morale.

Campbell (1999:24-29), Atkinson (2000:45-46) and Evans (1998) found that the following factors determine educator morale:

- Interaction with learners: Unless there are disciplinary problems, educators will derive satisfaction and motivation from working with learners in the classroom.
- Autonomy: Educators desire the freedom to develop their own strategies and teaching methods. They may also want to make use of their own methods of discipline.
- Accomplishment: Educators want to believe they are successful at facilitating learning in the classroom, and in handling discipline.
- Task significance: Educators experience job satisfaction and a high morale when they believe the work they do has a positive effect on the learners and on others.
- Recognition and praise: Educators' morale is enhanced if they are praised for their efforts and their achievements. This recognition serves to reinforce their commitment.

• Achievement: Teachers often speak of their pleasure at seeing the progress of a particular learner, and indicate that this raises their morale.

2.4 Educator morale and job satisfaction in Dzondo Circuit

Job satisfaction and educator morale are related. Evans (1997:832) defines 'morale' as "...a state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which he or she perceives as significantly affecting his or her total work situation". She describes 'job satisfaction' as "...the state of mind determined by the extent to which the individual perceives his/her job-related needs to be met". She suggests 'job comfort' and 'job fulfillment' as the components of job satisfaction.

When looking into the distinction between morale and job satisfaction, Smith (in: Evans 1997:832) does not hesitate to indicate that morale supersedes job satisfaction, in the sense that job satisfaction is a static, shallow concept, whereas morale is dynamic and looking-forward. Evans (1997:832) shares the same sentiments when she indicates that job satisfaction is present-oriented, and is a response to a situation, and morale is future-oriented and anticipatory.

Herzberg and Grigaliuma (in: Mafora 2004:6) indicated that job satisfaction is brought about by a combination of factors which relate to the execution of work, and those factors are called 'satisfiers'. According to them, 'satisfiers' are defined as factors which contribute to job satisfaction if present, but not to dissatisfaction if absent. Satisfiers include achievement, recognition, responsibility, advancement, the work itself, as well as an opportunity for professional growth.

According to Guion (in: Mani & Devi 2010), 'morale' is the extent to which an individual's needs are satisfied and the extent to which the individual person perceives that satisfaction as stemming from his total job satisfaction. Herzberg (in: Mani & Devi 2010) compiled the following list of factors that give rise to satisfaction and that raise morale:

- Achievement: Teachers often speak of their pleasure at seeing the progress of a particular learner, and indicate that this raises their morale.

- Recognition: Recognition can raise educator morale. This recognition must be from society at large, from the government acknowledging the school in some way (for example, by making it a Beacon school), from one's superiors, or from the parents.
- Responsibility: Responsibility can raise morale, especially if the teacher feels that he or she can use that responsibility to make improvements in the teaching and learning in the school.
- Promotion: This is an interesting issue, since it seems that it is not the increased pay in itself that raises morale. Instead, it is the recognition granted in offering the promotion that is the biggest boost to morale.

The job satisfaction and morale of educators have far-reaching implications for student learning, the strength of the organisation, and the physical or psychological health of the educator (Mendel, in: Lumsden 1998:99). The effect of high educator morale will be discussed in the next section.

2.5 The effect of high educator morale

The importance of educator morale is indicated by Miller (in: Lumsden 1998:11) where he notes that educator morale can have a positive effect on learners' attitudes and learning. Raising the educator morale level is not only making teaching more pleasant for educators, but also making learning more pleasant for learners. This creates an environment that is more conducive to learning. This is confirmed by Ellenberg (in: Lumsden 1998:78) where he maintains that where the morale was high, schools showed an increase in learners' achievement.

For schools to function effectively, educators must possess high morale, courage, self-discipline, enthusiasm, willingness to share, and the conviction of the ability to achieve success (Hay & Miskel, in: Mani & Devi 2010:3). In accordance with this, it is important that policy-makers, principals and all role-players have to ensure high educator morale

in schools. Andrew (in: Don Reis 2007:13) indicates that a high morale is associated with belongingness, togetherness, and a positive self-esteem or group esteem. High morale leads educators to work commitment (Cohen, in: Roby 2009:859).

2.9 The effect of the school environment

Increased morale means that teachers enjoy teaching and learners enjoy learning (Valentic 2005:3). The same sentiments are echoed by Hay and Miskel (in: Mani & Devi 2010:4) where they state that in a healthy school environment where the educator morale is high, educators feel good about themselves and at the same time feel a sense of accomplishment from their job. They enjoy their work. High educator morale is associated with team spirit among teachers, enthusiasm for teaching, pride in their work, and high levels of energy (Hart, Wearing, Conn, Carter & Dingle 2000:226).

Research has also shown that high morale is positively related to an increase in the quality of

A positive morale causes educators to put more effort into their work, whereby producing high learner achievement, which in turn makes educators feel good about their work (Andrew, in: Don Reis 2007:14). According to a survey done with 749 educators in Ireland, positive events strengthen educators' motivation and resilience (Morgan, Ludlow, Kitching, O'Leary & Clarke 2010:191). It was the perception of events in the classroom in particular that impacted most significantly on motivation. Anderson and Kyprianou (in: Steyn 2002:86) acknowledge the fact that excellent performance by educators, consistent achievement of results, co-operation in handling problems, the willingness to accept responsibility and to accommodate changes, are some of the signs of high morale or motivation shown by educators.

As pointed out, educator morale is positively and significantly related to motivation. According to Tukani (1998), a well-motivated educator is the best guarantee against the conscious or unconscious lowering of educational standards. In fact, several authors (in: Tukani 1998) agree that motivation is a very important tool in the success of any educational interaction between educators and learners. Motivation functions as an encouragement to the educator in order to help evolve acceptable solutions to a variety of administrative and disciplinary problems. In contrast to the above, educators

sometimes show signs of a low morale. This may be related to a lack of discipline in schools. The effect of low educator morale will be discussed in the next section.

2.6 The effect of low educator morale

Hart (in: Don Reis 2007:12) points out that a low morale in educators has significant and serious disadvantages for schools, and for education. In the following paragraphs this will be indicated. Low educator morale can lead to a decrease in productivity, or even to burnout. Haberman (2005:1) makes use of a behavioural definition of 'burnout', and defines it as "...a condition in which educators remain as paid employees but stop functioning as professionals". Burnout is associated with a loss of concern for and detachment from the people with whom one works, a decrease in the quality of teaching, depression, more use of sick leave, concerted efforts to leave the profession, and a cynical and dehumanised perception of learners (Mendel, in: Lumsden 1998:1).

Accordingly, Haberman (2005:1), points out that teaching has become a high-stress occupation, with a larger percentage of educators visiting doctors due to stress caused by their work. Such low levels of satisfaction and morale can lead to decreased teacher productivity and burnout. Low educator morale causes educators to leave the profession (Rhodes 2006:157). Mackenzie (2007:92) also indicates that educators with a low morale may begin to lose heart, take increased sick leave, look for alternative employment, and develop a cynical attitude to learners, teaching, and the entire system of education. According to Nichols (2006:1), many educators in American schools suffer from low morale, and veterans often speak of their own retirement. "They can't wait!" (due in part to low pay, a lack of respect and a 'no child left behind' policy). The educators agree that they cannot understand why anyone would want to enter the teaching profession, even though there are some moments of joy that occasionally lift their spirits.

This indicates that a low morale leads to a lack of job satisfaction and motivation. In informal interviews with educators teaching at secondary schools in the Dzondo Circuit (where this research is conducted), it was indicated that the majority of them would leave the teaching profession immediately if they were offered any alternative choice of career. One of the educators explained, “The type of learners we have today makes one think about early retirement. Their lack of respect and insubordination are changing our working environments into a monster on a daily basis”.

Subbiah (2004:9), in her position as an educator at a secondary school in Kwazulu-Natal, indicated that she had first-hand experience of educators who were faced with tension and problems in managing discipline in the classroom. This was driving young educators out of the profession by droves. Mackenzie (2007:93) echoed the same sentiments where he indicated that young educators who initially begin their career with enthusiasm and positive expectations looked for a change in direction after three to five years, while experienced educators, suffering from low morale, are retiring early or leaving the profession to seek other employment opportunities. Accordingly, a survey with educators in Ireland, strongly suggested that an absence of positive experiences undermined the commitment and efficacy of newly qualified educators (Morgan et al. 2010:191).

It was the perception of events at micro-level (such as misbehavior of learners) that impacted most significantly on motivation. Moreover, the importance of certain experiences was more related to frequency than intensity. A study in England and Wales confirmed the above (Rhodes, Nevill & Allan 2004:75). Young educators were worried about many aspects of teaching, including poor learner discipline, and that made them consider leaving the profession. Low educator morale is associated with negative emotions and attitudes, as illustrated by the following studies:

- Hart (in: Don Reis 2007:12) indicates that low morale results in educators lacking pride, energy and enthusiasm.

- The same sentiments are echoed by Andrew (in: Don Reis 2007:13) where he indicates that low morale is associated with frustration, alienation, and powerlessness. If educators experience low morale, the consequence is that the learners will ultimately suffer.
- According to Mwangi and Mwai (2002:31-42), low educator morale leads to educators' apathy, poor job performance, increased value for material rewards (such as salary), dissatisfaction with the school authorities, a high turnover and constant absenteeism from school.
- In research done by Bietz (1996) it was found that the low level of motivation and morale of educators can be indirectly measured in many ways. For example, educators reported high levels of absenteeism, truancy, laziness, substance abuse as well as frequency of leaving the profession.
- Anderson and Kyprianou (in: Steyn 2002:86) indicated that educators who are demoralised or demotivated often display apathy and indifference to work, a poor record of time-keeping, high absenteeism, a lack of co-operation in handling problems, and exaggeration of the effect or difficulties when handling problems.
- Low morale in educators is associated with stress, which is manifested in different ways. McManus (1995:140) expresses the view that the stress of managing large groups of learners with all their demands and difficulties is sometimes compounded by uncertainties and unrealistic expectations. That is why educators, confronted by troublesome behaviour, can never be sure how much they themselves have contributed to the problem.
- Campbell (2000) indicates that the emotional problems that educators experience in South African schools are evident from the media reports on suicidal tendencies, depression, and the aggressiveness of educators and learners.
- Lewis (1991:2) also indicates that for many educators, stress associated with problems in the classroom is a major cause of resignation from the profession. He furthermore (1991:81) indicates that the educator may think in an irresponsible manner due to stress and a low morale. Unthinking educator

The lack of motivation and a low morale among educators and learners have a negative impact on teaching and learning. Unmotivated educators will always experience a lot of disciplinary problems in their classes. Disciplinary problems also impact negatively on educator morale. This issue is addressed in section 3.7.

2.7 The impact of disciplinary problems on educator morale

In this study the focus is specifically on the relationship between educator morale and learner disciplinary problems. Geiger (2000:383), an American author, regarded a lack of discipline as a chronic problem in the classroom, and the manner in which it is being handled as determining the amount of learning that is taking place in schools. To complement this observation, another American author, Fuentes (2003:17-20), indicated that every year more than three million students are suspended, and nearly 100 000 more are expelled from kindergarten up to grade 12 in the United States of America.

Many learners face police action for disciplinary problems that cannot be handled by the schools. Some authors (in: Steyn & Wolhuter 2003:225-232) maintain that disciplinary problems are almost the same in different parts of the world. Experience with disciplinary problems in schools in three developed countries (the United States of America, Great Britain and Australia) has shown that disciplinary problems are not unique to certain countries, and they can and should be managed by pedagogical intervention. In a study in England and Wales it was found that young educators had deep concerns about the levels of stress they would have to face, and that poor learner discipline was the third out of 20 factors why educators wanted to leave the profession (Rhodes, Nevill & Allan 2004:75). This issue results in a poor teaching and learning environment which impacts negatively on the morale of educators.

Mole (1990:5) indicated that student misbehaviour interferes with effective teaching and learning, and lowers the morale of educators. It can lead to helplessness and anger

(Split & Koomen 2009:86). Lumsden (1998:2) also indicated that in the United States of America and in some other countries educators identified learners as the primary and central factor with an impact on the educators' professional enthusiasm. Joseph (2000:28) echoed the same sentiments where he indicated that student behaviour is one of the major factors which contributes to stress, demoralization, and the drop-out of educators and lecturers from education.

Wilson, Malcolm, Edward and Davidson (2007:66) found, by means of a study conducted in England, that learners' truancy lowered educator morale. The passion for teaching is also significantly influenced by learner behaviour (Carbonneau, Vallerand, Fernet & Guay 2008:977). With regard to race, Morris (2005:25-48) discovered that school officials viewed the behaviours of white Asian American learners as non-threatening in comparison to those of their counterparts in other cultures. Thus, educators who mainly teach Asian Americans have a relatively high morale.

The school climate influences the extent of disciplinary problems in a school situation, which in turn, has an impact on educator morale. Hernandez and Seem (2004:256) believe that school violence is a reflection of the school climate. Factors such as high expectations among school staff, learners, and parents for learner achievement, orderly school and classroom environments, and high educator morale may lead to the positive treatment of learners. This will, in turn, result in the active involvement of learners in matters pertaining to the school, as well as positive social relationships among learners, which may reduce disciplinary problems.

According to Rogers (1991:167), in classroom management it is easy to discipline from emotion, and much of the emotion is self-indulgent. Educators sometimes say that their learners infuriate them to such an extent that they find themselves in a position where they say the first thing that comes to their minds. Lewis (1991:4) agrees and indicated that some educators do not know how to control poor learner behaviour. Such educators handle disciplinary problems in an unpleasant manner. For example, they

become sarcastic or lose their self-control, and scream at the learners. Thus, some educators' frustration with their learners' unacceptable behaviour leads to stronger-than-desired responses. This may lead to greater disciplinary problems and even lower educator morale.

In McManus'(1995:143) view, stressed educators with a low morale cannot think objectively and/or effectively, and this affects teaching and learning at school in one way or another. Many educators bear their low morale in painful isolation, and that may influence the health of the educator, both mentally and physically. Alidzulwi (2000) explains that in Venda, in the Limpopo Province in South Africa, disciplinary problems have reached alarming proportions, since daily classroom routines no longer receive attention, to an extent that some schools have turned into battlefields. Learners do not respect their educators while, on the other hand, educators go on strikes, have sit-ins and chalk-downs, as some of them are no longer loyal to their professions. Accordingly, one of the reasons why, in the Western Cape, educators experienced their profession as unpleasant and wanted to quit, was the lack of discipline in schools (Alidzulwi 2000).

Naong (2007:283-300) investigated the impact of the abolition of corporal punishment in South Africa on educator morale. Of the 269 educators who were fired by the Government for committing serious offences, these offences included the use of corporal punishment. According to Kobeka (in: Naong 2007:283), many educators believed that without corporal punishment, discipline could not be maintained, because the learners would not show respect or work hard.

The dilemma of the educators was that they were not supported while in a stage of transition from a system that supported what was viewed as inhumane practices (that included corporal punishment), to a system that promoted health and well-being. In addition, they suffered from 'change fatigue' that influenced their work ethic, job satisfaction, and morale (Naong 2007:285). Thus Naong (2007:295) concluded that

educators felt unhappy and helpless when it came to the challenge of the learners' lack of discipline. This is indicative of low educator morale.

2.8 The role of institutional leadership and management to enhance morale

Some of the views of Lumsden (1998:99) correlate with those of Evans (2001:33), and will now be discussed. Both authors believe that institutional leaders and managers play a role in influencing the morale of educators in schools. When examining the implications of policy and practices for management and leadership in an institution, Evans (2001:302) indicated that it is at this level that educator morale and job satisfaction are best enhanced and improved. Mercer and Evans (in: Evans 2001:302) recognise that, although there are limits to what may be achieved, institutional leaders and managers do have the scope to redress the negative effects of government policy and rhetoric upon teachers' attitudes to their work.

These authors refer to school managers' failure to address the issue of job satisfaction among staff members as 'professional myopia', "There appears to be an element of short-sightedness on the part of senior staff members who have the responsibility for ensuring the highest quality of performance from teachers....there is a great and perhaps largely unnecessary loss to the teaching profession".

The above statement sheds light on the importance of managers and leaders in influencing the day-to-day running of the school because of its effect on teacher morale. Evans (2001:303) illustrates the capacity that educational leaders and managers have for buffering their staff against potentially demoralising, dissatisfying, and demotivating imposed changes. The evidence based upon a secondary school headmaster's first-hand experience corroborates this, "Many teachers face poor prospects, low morale and even lower pay levels, but treat them right and they will move mountains for you" (Stephens, in: Evans 2001:303).

Evans (2001:303) further indicated that institutional leadership and management can do much to foster job-related attitudes by helping to create and sustain a work context that is conducive to high-morale, job satisfaction, and motivation. She suggests two approaches of educational management that are not mutually exclusive, and may be combined, namely a teacher-centered and a contractual approach.

Evans (2001:303) presents the teacher-centered approach (which stems from the 'child-centered' approach) as an educational management and leadership ideology that is based on the premise that leaders and managers have as much responsibility towards the staff of whom they lead and manage as they do towards learners within their institution. This responsibility extends as far as endeavouring to meet as many individual needs as possible.

According to Evans (2001:303), the main emphasis here is that the teacher-centered approach focuses on the individuals who make up the staff, rather than the staff unit as a whole. It treats individuals differently and is responsive to the diversity that constitutes the 'staff'. In Evans' (2001:303) opinion, as with a child-centered approach (which focuses on the individual child), the teacher-centered leader would try to develop a work context that is underpinned by a professional culture of tolerance, cooperation, compromise, and consideration for others for as much of the time as possible.

According to Evans (2001:304), the contractual approach may include the formulation of a 'contract' of commitment, or what is effectively a service level of agreement. In the process, principals and departmental heads could list what they consider to be specific features of their management and leadership in the form of an outline of behaviour to which they expect to adhere. The contract would be reviewed annually in the light of comments from staff members. The contract will then be accepted as a code of conduct which will assist in regulating behaviour at the school. (The Code of Conduct was discussed in section 2.5.). The views of Evans (2001:11) on institutional leadership and management coincides with those of Lumsden (1998:99), as will now be explicated.

Lumsden (1998:2) posits that a healthy school environment and high teacher morale tend to be related. She further maintains that the principal's ability to create a positive school climate and culture can affect teacher morale. Adams (in: Lumsden 1998) highlights the issue further where he states, "Principals who control many of the contingencies in the work environment and are the source of much reinforcement for teaching, are the keys to improving the morale and self esteem of the teachers".

A recent report from the National Center for Education Statistics 1997 (Lumsden 1998:45) on job satisfaction among American teachers identified the following to improve educator satisfaction and morale: more administrative support and leadership; good. To conclude her study Lumsden (1998:99) highlights five important ways which school managers can use to enhance the morale of educators:

- People who feel empowered tend to have a high morale. People are more personally involved in their work within an organisation when (i) they have a voice in what happens to them; and (ii) their work has meaning and significance in contributing to a higher purpose or goal.
- When teachers' sense of self-determination and purpose are supported by their managers, they relate to the learners in a qualitatively different manner.
- By treating teachers in ways that empower them, such as involving them in decisions about policies and practices (e.g. related to disciplinary matters), and acknowledging their expertise, school leaders and managers can help sustain teacher morale.
- Principals can also strengthen teacher morale by actively supporting teachers. Effective principals serve as guardians. They provide assistance with instructional time and with learners' disciplinary matters, allow teachers to

develop disciplinary codes, and support teachers' authority in enforcing policies in the classroom (Blaze & Kirby, in: Lumsden 1998:32).

Although teachers can take steps individually to preserve their professional satisfaction and morale, they must also be nurtured, supported and valued by the broader school community. When teachers are provided with what they need to remain inspired and enthusiastic in the classroom, the learners as well as the teachers will benefit. They should therefore also be supported in disciplinary issues.

• Not reporting to after-school detention or Saturday school.

2.9 Types of disciplinary problems

• Truancy;

Lewis (1991:4) distinguishes three overlapping types of misbehaviour which are regarded as disciplinary problems for the educator in the classroom, namely misbehaviour that inhibits the learner's own learning, misbehaviour by one learner which is destructive to the learning of another, and misbehaviour which is disrespectful, defiant or abusive to the educator. According to Lewis (1991:9), the misbehaviour can be committed intentionally or unintentionally.

Lewis (1991:39) further outlines the situations where the learners' behaviour can become real disciplinary problems for the educator, and can impact negatively on his or her morale. He classifies these problems as educator-owned problems, and are listed by him (Lewis 1991:39) as follows:

• A learner consistently comes to class late and disrupts the flow of the class;

• He/she talks while the teacher is addressing the class;

• He/she writes graffiti on school property;

• Another one continuously calls out in class;

• One is not listening and asks questions that have already been answered;

• Another one defies the teacher and refuses to follow instructions; and

• Another one moves around in the class to the point of becoming a distraction.

In the researcher's own daily observation, the types of disciplinary problems listed above are mostly caused by specific learners, and they do impact negatively on educator morale. Rosen (1997:51-52), another American author, distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely:

- Missing lessons, absconding;
- Defiance of school authority;
- Not reporting to after-school detention or Saturday school;
- Class disruption;
- Truancy;
- Fighting;
- The use of profanity;
- Damaging school property;
- Dress code violations;
- Theft; and
- Leaving campus without permission.

The other common types of disciplinary problems experienced in American schools, as mentioned by Donnelly (2000:1-3), include fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration. According to the researcher's point of view, the types of disciplinary problems mentioned above are the ones being experienced in our everyday teaching in South African secondary schools.

2.10 Causes of disciplinary problems

Through observation and informal interviews, the researcher has learned that disciplinary problems are almost the same in the different schools, although the intensity may differ from school to school. This is the reason why authors in many parts of the world keep on mentioning the same types of disciplinary problems. Zimba (1996:186-214) indicates that misbehaviour in a number of schools in Namibia inhibits optimal

teaching and learning. Recurrent disciplinary problems in that country include disrespect, disobedience, fighting, class disruption, leaving books at home, and failure to do homework. McManus (1995:68) lists several types of misbehaviour which make the work of educators difficult. These include:

- Repeatedly asking to go to the toilet;
- Missing lessons, absconding;
- Smoking in the toilets;
- Pushing past the educator;
- Playing with matches in class;
- Making rude remarks to the educator;
- Taking the educator's property;
- Wearing bizarre clothing and make-up;
- Threatening the educator;
- Leaving class early; and
- Commenting on the work.

Hayward (2003:11) indicates that it saddens him to hear how learners talk to young educators these days, showing them no respect. He refers to it as the 'right syndrome', which is placing constraints on educators, and may cause them not to last in the profession very long. Wilson (2008:225) confirms that if educators do not have positive relationships with their learners, it effects their job satisfaction, and eventually also learner outcomes.

2.10 Causes of disciplinary problems

Alidzulwi (2000:9) like most authors, regards parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools (Alidzulwi 2000:99). This is especially true in black families (Shiluvane 1999:77).

Alidzulwi (2000) points out that many parents in Venda are not involved in the education of their children, causing poor results, high drop-out rates, and the absence of discipline in schools. Bowman (2004:3) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. A psychologist is quoted by Louw and Barnes (2003:10-11), claiming that he has never seen a problem child, only problem parents. In his study, Varma (1993:79) also points out that those learners who behave badly at school do not receive proper discipline at home.

Educators play a significant role in the management of school discipline, as indicated in In the researcher's opinion the statements made by several authors indicate the extent to which parents are being blamed for the disciplinary problems in schools. Thus, bad behaviour can be seen to have its roots in the quality of parenting as evinced by erratic discipline, parental disharmony, and the approval of bad behaviour (Varma 1993:76). Hayward (2003:9) 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 this behaviour and show little or no respect for their educators (Louw & Barnes, 2003:10-11).

Learners have a tendency of behaving badly at school because they feel that schooling is something that is done Varma (1993:76) reckons that the important predictors of juvenile conduct problems uncovered by a vast amount of research include factors such as poor, harsh or erratic discipline, parental conflict, poor supervision of the child, and parental attitudes and actions that condone the child's bad behaviour. In addition, Butchart (1998:240) indicates that a high percentage of young people are struggling to reconcile themselves with the many losses caused by divorce, blended families, highly transient lifestyles, poverty, disabilities discrimination, uncertain cultural values, and confusing relationships with adults. All these problems, coupled with the rapid changes in the economic, political and social arenas, seriously affect children, and the ability of adults to give them adequate care.

Sikhwari (1999:99) did a study on parental involvement in rural schools in the Limpopo Province. His major findings were that many parents are uninterested and negative towards the school, they have limited time, and there exists a total separation between the school and the parents. There was a total lack of the implementation of the ideas of educators on parental involvement.

2.10.1 The role of the educators

Educators play a significant role in the management of school discipline, as indicated in a study by Mtsweni (2008:99) in Limpopo. If the entire school is involved in supporting positive learner behaviour, not only is their behaviour affected favourably, but also their academic achievement (Luisseli, Putman, Handler & Feinberg 2005:183-198).

Educators who do not actively involve learners in classroom activities may experience disciplinary problems. Several researchers (in Varnham 2005:87-104) believe that the involvement of learners in matters pertaining to their education reduces behavioural problems. In his research Varnham (2005:87-104) found that learners have a tendency of behaving badly at school because they feel that schooling is something that is done to them rather than a process in which they are valued as significant participants. Short, et al.(1994:13) are of the opinion that learners who tend to drop out of school perceive little sense of belonging. But, learners who are actively engaged and interested in classroom activities, stay on task at a higher level than learners less interested and involved.

An educator who involves his or her learners in class, treats them as people who are capable of thinking for themselves, and do not treat them as objects to be cajoled and shaped into manageable underlings who need to climb on board the educator's behaviour track experience less disciplinary problems. The learners are perceived as people capable of sophisticated patterns of thought and interaction. Even their misbehaviour can be a source of understanding of the life world of adolescents

(Butchart 1998:78). Short et al. (1994:8) emphasize that negative learner behaviour seems to decrease in schools where the educators have created climates of learner belongingness and involvement. In a study done by Mabeba and Prinsloo (1999:37), it was indicated that learners prefer strict educators who involve them in the management of discipline, educators who are always ready to allow them to determine the consequences of their behaviour, and who also make them responsible for the consequences of their behaviour. Bowman (2004) confirmed that report notes impact student behavior significantly. Mabeba and Prinsloo (1999:37) agree that learners prefer participative decision-making. However, in most cases educators are not ready to allow it, and these conflicting views may create disciplinary problems.

The educators' attitudes also influence discipline at school. Lordon (in: Short et al. 1994:12) categorizes the detrimental attitudes of an educator that may lead to learners' misbehaviour as follows:

- The Tardiness Syndrome or the educator who is always late for class and in starting the lesson.
- The "He is not my child" Syndrome, or the educator who ignores learners who misbehave in class.
- The "I'll keep a low profile" Syndrome, or the educator who is present in body but not in mind.
- The "It's none of my business" Syndrome, or the educator who tries to become an ally of the learner by telling the learner, "I'll stick to my business, you stick to yours".

Some educators are irresponsible and believe that their task is only to teach, and that the issue of discipline should be taken out of their hands by the system (Varma 1993:3). That is why a general concern is brought to the fore by several authors, namely that educators are no longer as committed to their profession as in the past. Karakus and Aslan (2009:425) found that the educators' commitment was influenced by personal

characteristics such as gender, marital status, and tenure. Day (2005:563-577) also found that the educators' commitment tends to decrease progressively over the course of their teaching career.

Rogers (1991:28) believes that educators who force learners to do something may not succeed; instead, it encourages learners to act in a stubborn manner. The educator who is always harsh and forceful in giving instructions may never be successful, especially when dealing with power-seeking grade sevens. Two researchers, Mabeba and Prinsloo (1999:37), also reckon that educators who do not prepare their lessons thoroughly or meaningfully, promote a negative self-esteem in learners, with little or no participation in the classroom. This creates disciplinary problems.

2.10.2 Political, social and economic factors

According to the Bible, a child is not naturally inclined to be good and innocent in the presence of God and his or her fellow human beings (in: Rossouw 2003:419). Rossouw (2003:419) mentions that man fell into sin at the beginning of humankind. This explains the presence of misconduct, deviant behaviour, and disciplinary problems in the lives of human beings.

Rossouw (2003:424) also indicates the over-emphasis placed on children's rights as one of the factors confusing principals, educators and learners in matters relating to the discipline of learners at school. He further indicates that some principals are under pressure to recognise learners' rights, and do not know to which point they should make allowance for their learners' voices. He mentions (2003:424) that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. He furthermore points out that 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.

Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

Children who experience social alienation from significant others are often misbehaved. According to Lewis (1991:74), this situation arises within most families where children feel rejected. This finding (the significant relationship between isolation and poor behavior) is supported by Butchart (1998:242) where he indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. According to him (1998:242), these feelings experienced by the child may ultimately develop into what is referred to as 'psychological pains', which may cause problems such as physical assault, gang violence, substance abuse, and many others.

In his analysis of the social aspects of truancy and absenteeism, Reid (in: Varma 1993:78) identifies the following social and economic elements as being present in the homes of children who are often absent from school:

- Families at the lower end of the social scale; fathers typically in semi-skilled or unskilled work.
- Families in which parental (both paternal and maternal) unemployment is a norm.
- Families on low incomes.
- Families living in overcrowded conditions.
- Families living in poor standard housing.
- Poor material conditions within the home.
- Families where the children are being abused.
- Families where the children are being supplied with free school meals.
- Families where the parents are passive victims of an appalling environment and unsure of their constitutional rights.

The political situation in South Africa is also blamed for children's misbehaviour by Moloji (in: Rossouw 2003:416) where she states that the involvement of the youth in the liberation struggle which ended in 1994 caused them to develop "...arrogance towards adults, that is, both educators and parents". Accordingly, Maree (in: Rossouw 2003: 416) also blames the political situation of the nineties in South Africa where the causes of violence in schools were politically motivated. He mentions gang activities, the lack of transformation, learners carrying guns and smoking dagga, a lack of counseling services, the intolerance of school management towards some groups, and parental apathy.

In South Africa corporal punishment has been abolished. In the Constitution it is stated that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way (the SASA, Act 84 of 1996 Subsection 8(1), in: RSA 1996). The South African Schools Act indicates that each school should make sure that the School Governing Body adapts a Code of Conduct that encourages good behaviour among learners. However, not all Codes of Conduct can influence how discipline is maintained at school.

The results of the above-mentioned study indicate the following: In spite of the fact that 40% of the educators felt helpless, 99% of them indicated that they made use of their own personal methods of maintaining discipline in their classes. According to Naong (2007), it was unfortunately not clear if corporal punishment still formed part of the methods of discipline the educators used even though it was not allowed.

2.10.4 The curriculum

2.10.3 Learners with emotional problems

The relevancy of the curriculum to learners' needs also influences discipline at school. When learners have emotional problems, this may cause them to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt (Lewis, 1991:86). Rossouw (1991:100) further maintains that learners

(2003:423) mentioned that some learners play with cell phones in class, and when the educator confronts them they start acting aggressively to impress their classmates.

Learners with emotional problems are particularly disruptive when certain teaching methods are used. For example, Rossouw (2003:423) comments on active learning approaches which allow learners to speak out aloud. As the lesson progresses some learners take advantage of the situation and start making a lot of noise. Thus they are troublesome. Rossouw, furthermore (2003:425), mentions that learners with emotional problems often have no respect for human dignity, hence younger learners are often victimized and bullied by older ones. He (2003:425) indicates that some learners have a negative influence on others, for example, a group of learners may admire and imitate individuals who are unruly and arrogant. This is typical behaviour of adolescents in secondary school.

Mabeba and Prinsloo (1999:35) share the same sentiments where they indicate that the main reason why learners misbehave can be summed up as wanting attention, desiring power (influence and intimidation), revenge (retaliation and vendettas), and a display of inadequacy (frustration and pain). The two authors believe that these emotional problems may be aggravated by a number of factors, such as the family and the learner's home circumstances, the influence of the peer group, the school organisation and school climate, the relevance or lack of the curriculum, the personality and qualifications of the educators, the teachers' teaching styles, and more.

2.10.4 The curriculum

The relevancy of the curriculum to learners' needs also influences discipline at school. In research done by Raven (in: Besag 1991:109), it was ascertained that learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society. Besag (1991:109) further maintains that learners

resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Accordingly, Doveton (1991:131) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities. He (1991:131) emphasises the importance of linking the curriculum to the philosophy and customs of a particular society.

2.11 The management of school discipline

Pretorius, as cited by Louw (in: Mtsweni 2008:39), links the authoritarian style of leadership to autocratic communication, the excessive control of learners, and domination, as well as to unpedagogic and compulsive exercising of power that undermine the learners' feelings of freedom and security. McKay and Romm (in: Mtsweni 2008:39) agree when they indicate that an authoritarian style of leadership causes learners to resort to violence, because they are frustrated by not having a say in what concerns their well-fare and well-being at school.

Egwuonwu (2008:25) points out that prior to the democratic dispensation in South Africa, corporal punishment was an established, authoritarian approach to disciplining learners. "Spare the rod and spoil the child" was a popular adage that was forced down the throats of every educator and child in a bid to make him/her accept discipline. Maree (in Egwuonu 2008: 25) added that the proponents of corporal punishment justify its administration on various grounds, indicating how it is capable of building character, contributing to the rapid reduction or elimination of unwanted behavioural patterns, and facilitating learning, whilst at the same time teaching respect for rules and authority.

The Department of Education (2000:5) indicates that Christian National Education was designed to support the apartheid system by schooling children to become passive citizens who would accept authority unquestioningly. Educators were encouraged to use the cane as a way of keeping control and dealing with those who stepped out of line.

But that notion did not last long. In 1994 the Department of Education (2000:7) pointed out several weaknesses in this style of enforcing discipline on learners when they concluded that “violence begets violence”. In 1994 the Department of Education abolished corporal punishment. In line with the above-mentioned reasons the two largest teacher unions, the South African Teachers Union and the National Teachers Organisation of South Africa, have given their support to the banning of corporal punishment and the development of alternative strategies for discipline (Department of Education 2000:6). In section 10 of The South African Schools Act it was made clear that corporal punishment may not be used in public schools and independent schools.

2.12 Conclusion

This chapter presented an overview of educator morale, the relationship between educator morale and job satisfaction, the effect of high and low educator morale, and the impact of disciplinary problems on educator morale, as well as the role of institutional leadership and management to enhance morale. This chapter presented an overview of the types of disciplinary problems, and their causes, the management of discipline in schools, the role of the Code of Conduct, and classroom management strategies for educators. In the next chapter, the research design will be explained. The focus will be on sampling and methods of data collection.

According to Huysamen (1995:163) research methodology is the creation and development of techniques and strategies to collect data, the development of methods to investigate and improve the psychometric properties such as reliability and validity of the data obtained by means of these techniques and the analysis of such data. In this study, research methodology involved a selection of appropriate research approaches, research methods, sampling procedures, respondents and instruments for collecting and analyzing data. In this study quantitative and qualitative methods were used.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the scope of the research and where it is going to be conducted. The chapter also outlines how the research is going to be conducted. The study population, method of data collection, analysis of data will clearly be outlined. The concepts around the topic of the study have been explained in this chapter.

3.2 The study area

This study was conducted in Dzondo Circuit under Vhembe District of Education which is found in Limpopo Province. Dzondo circuit offices are in rural areas. Dzondo Circuit has 15 schools which include 8 primary and 7 secondary schools. Though the circuit itself is in the rural, all the schools that are under this circuit are in rural areas. The furthest school in this circuit is about 28km from the circuit office.

3.3 Research Methodology

According to Huysamen (1995:163) research methodology is the creation and development of techniques and strategies to collect data, the development of methods to investigate and improve the psychometric properties such as reliability and validity of the data obtained by means of these techniques and the analysis of such data. In this study, research methodology involved a selection of appropriate research approaches, research methods, sampling procedures, respondents and instruments for collecting and analyzing data. In this study quantitative and qualitative methods were used.

3.3.1 Quantitative Research

Quantitative research methods include the implementation of statistics to measure data. Statistics, according to Leedy (1993:244), are a very simple matter but are a powerful tool in the hands of the researcher who is able to view their nature and interrelationships more understandably. Through statistics, therefore the researcher is able to conceptualize what otherwise might be incomprehensible (Leedy, 1993:244), hence the advantages of this study. The facts gathered from questionnaires were translated into tabular form. This was done so that the facts (statistics) could be interpreted more clearly.

Quantitative research tends to be associated with measuring (Barnes, 1992:108). According to Good (1993:279) as well as Denzin and Lincoln (1994:4), quantitative studies emphasise the use of numerical measures to arrive at specific findings. Data collection in quantitative research is accumulated by means of inanimate instruments such as scales, tests, surveys, questionnaires and computers (Storbeck, 1994:73). Creswell (1994:4) is of the opinion that because quantitative research is impersonal and experimental it is not suitable to study human phenomenon. Contrary to Creswell's view (1994:4), a quantitative questionnaire has been regarded a suitable technique to gather some of the information from respondents in this study.

However, testing instruments such as scales, psychometric testing and other detailed statistical analysis was not applied. A limited amount of quantitative analysis was done. The idea of using this kind of strategy even in research of human phenomenon is justified by Best and Kahn (1993:204), Kerlinger (1986:481) and DeSwardt (1998:32). These writers maintain that in some qualitative research (Human phenomena) a limited quantification is included viz, counting the number of occurrences of an event. According to Kerlinger (1986:481), all materials are potentially quantifiable. Quantification was implemented in this study. The number of occurrences in each theme or category identified was counted. The categories with high frequency

occurrences were regarded as fairly significant to the problem investigated and reflected the major problem with regard to the poor management and role of school discipline in combating violence in schools of Vhembe district, Limpopo Province

3.4 Population of the study

3.3.2 Qualitative research

According to McMillan and Schumacher (2006:316), qualitative research design involves relatively small-scale studies for in-depth investigations with the aim of understanding social phenomena from the participants' perspectives, using interactive strategies in real-life situations. The researcher selected an essentially qualitative approach for data collection and analysis, as this study investigates the perspectives of learners and principals or senior managers (SMT members) on the current management of discipline in primary and secondary schools. The aim of the researcher was to examine the discipline challenges that primary and secondary schools and their staffs in the Vhembe region actually face on a daily basis regarding the provision of a safe environment for learners to study.

Therefore the researcher made an effort to gather as much of the true feelings, beliefs and ideals, experiences, thoughts and actions of the participants as possible, as suggested by McMillan and Schumacher (2006:373). Qualitative research was considered appropriate for this study because it enabled the researcher to gain understanding and insight into the challenges teachers and learners experience regarding discipline issues, and into how this can be addressed to promote a safe learning environment for all.

The researcher is a teacher and has experience of working with learners of all ages, thus he could relate to the experiences of colleagues. Perhaps as result of this, participants seemed willing to share and discuss their problems and solutions with the researcher on a personal level during the interviews. By interacting directly with the principals and senior management, the researcher focused on what the issues or

problems were regarding the maintenance of discipline at the level of each school as a whole.

3.4 Population of the study

Donald and Pamela (2003:78), defined population as the group upon which the researcher is interested in making inferences. Population is defined as a set of entities in which all the measurements of interests to the practitioner or researcher are presented (Powers, Meenaghan & Toomey 1985:235). The population in this study was comprised of school principals, educators, and parent's component of SGBs. From this population a sample was drawn. The population targeted in this study included all educators, SMT and learners (N = 2520) at Dzondo Circuit

3.5 Sampling

A sample can be viewed as a subset of measurements drawn from a population in which researchers are interested. Researchers study the sample in an effort to understand the population from which it was drawn and as a means for helping a researcher to explain some facet of the population (Powers, 1985:236). All groups of respondents played a vital role in the disciplining learners. The sample of the study was consisted of principal, SMT, educators and SGB.

3.6 Sampling methods

Miles and Huberman (1994:27) remark that samples in qualitative research tend to be purposeful, partly because the initial definition of the universe is more limited and partly because social processes have a logic and a coherence. The logic and power of purposeful sampling derive from its emphasis on in-depth understanding which leads to information-rich cases for in-depth study. The aim of sampling in social research,

according to Mouton (1996:132), is to produce representative selections of population elements.

In order for the study to reach accurate results, a purposeful sample was applied in the investigation of how participants view the disciplinary measure in the Dzondo circuit. This study employed purposive sampling taken from members of the SGBs, consisting of school principals, educators', stakeholders and parent component members of the selected schools.

3.8.1 Questionnaires survey

3.7 Sampling Size

A self-administered questionnaire was used to collect data on disciplinary problems and

According to Wimmer and Domminick (1988:68), determining an adequate sample size is one of the most controversial aspects of sampling. How large a sample should be in order to be representative of the population has no simple answer (1983:68)? Best and Kahn (1993:19) stated that there is no fixed number or percentage of subjects that determine the size of an adequate sample. It may depend upon the nature and the population of interest or data gathered and analysed.

3.1 Sampling size of the study

TARGET	STUDY POPULATION	STUDY SAMPLE
Principal	20	10
SMT	50	20
Learners	2000	20
educators	300	60
SGB	150	10
Total	2520	120

3.8 Method of Data collection

of scale was used, since it was seen as effective for answering the research questions, and provided the possibility of a neutral answer.

The researcher from qualitative research considers that method of collecting data such as interviewing, questionnaires, and others (de Vos 2002:440). The choice of data collection method for the researcher was the questionnaires because were useful in the process of controlling or checking whether the researcher has identified all the constituent element of a concept.

3.8.1 Questionnaires survey

On the other hand Patton (1990:379) argues that verbatim transcription is regarded as the essential raw data for qualitative analysis.

A self-administered questionnaire was used to collect data on disciplinary problems and on educator morale. Questionnaires are used by researchers to convert the information given by respondents into data (Tuckman 1994:216). According to Tuckman (1994:216), by means of questionnaires it may be indicated what people know or what their views or attitudes on a topic are. This type of instrument requires effective planning beforehand in order to ensure that data can be objectively analysed afterwards. The questionnaire was designed as follows:

Section A:

Personal information: This is general background information about the educators participating in the research, and includes gender, age, years of teaching experience, and qualifications.

Section B:

Types of disciplinary problems: These were outlined in Chapter 2

Causes of disciplinary problems: These causes were explained in Chapter 2

In this research, a three-point Likert scale was used, since it was seen as effective for answering the research questions, and provided the possibility of a neutral answer.

3.8.2 Open-ended Interviews

The researcher audio-taped the interviews with senior management and transcribed them directly afterwards. Cohen et al. (2000:280) warn that transcribing will inevitably lose data from the original live interview situation, and that there is a potential for distortion and the reduction of complexity. On the other hand Patton (1990:379) argues that verbatim transcription is regarded as the essential raw data for qualitative analysis. One of the questions the researcher asked herself was whether some of the questions could be too sensitive for senior management members to answer. The researcher realized that it could not have been easy for a senior management team member to discuss discipline problems in his/her school with a total stranger, and this could in fact affect the validity and reliability of the data.

3.10 Research ethics

The literature review enabled the researcher to compile questions suitable for addressing the research problem, and in analyzing the data, the theories of different educationalists were used to corroborate or challenge the views held by principals and SMT members as they emerged in the interviews. The researcher conducted in-depth personal interviews with principals and other members of the senior management teams of the reviewed schools, focusing on the participants' individual circumstances in their own setting. The interviews aimed at understanding these subjects' perceptions and discovering the meanings that they attached to school violence and discipline.

3.9 Method of data analysis

Miles & Huberman (1994:345) state that data analyses is the process of systematically searching and arranging the interview transcription, field note, and other materials that are accumulated to increase the researcher's own understanding of them and to enable

one to present what one has discovered. Analysis of data obtained from individual interviews was done through identifying common themes from the respondent's description of their experiences. Irrelevant information was separated from relevant information in the interviews. The relevant information was broken into phrases or sentences which reflect a single or specific thought. The phrases or sentences were grouped into categories that reflected the various aspects of meanings. The various meanings identified were used to develop an overall description as seen by the respondents (McMillan & Schumacher, 2001:464).

The data analysis was grouped into categories. An analysis was done using Statistical Package Social Sciences (SPSS) immediately after the data has been collected and after the results were interpreted in order to generate research report. The results were presented in the form of tables and percentages. A brief discussion representing tables was given to summarize the whole data.

3.10 Research ethics

McMillan and Schumacher (2010:117-125) list a number of ethical considerations for quantitative research. The following were adhered to in this project:

3.10.1 Voluntary participation

No educator was forced to participate in any way. Participation was entirely voluntary. Participants could stop their participation at any time.

3.10.2 Informed consent

Adequate information on the aims of the research, the procedures that would be followed, possible advantages and disadvantages for the respondents, the credibility of the researcher, and how the results would be used, were given to the respondents. This

enabled the respondents to make an informed decision on whether they wanted to participate in the research or not. The consent of all other relevant parties (such as the principals) was also obtained. This is illustrated in Appendix A.

3.11 Conclusion

3.10.3 Deception of subjects and/or respondents

In this chapter the research methodology has been discussed for this study. The No form of deception was inflicted upon the respondents. In other words, withholding information or offering incorrect information to ensure participation of subjects was considered unethical.

3.10.4 Violation of privacy

The privacy of the respondents was protected at all costs. No concealed media such as video cameras, one-way mirrors or microphones were used.

3.10.5 Actions and competence of the researcher

The researcher ensured that he was competent to undertake the research project. This implied thorough preparation before embarking on the project and requesting the participation of educators. During the research no value judgements were made under any circumstances.

3.10.6 Confidentiality and anonymity

Information about the respondents was considered confidential. Only the researcher had access to names and data. This was ensured in the following ways:

- Collecting data anonymously; and
- Reporting only group, not individual, results.

In addition to the above, the names of the five participating schools would not be revealed.

3.11 Conclusion

In this chapter the research methodology has been discussed for this study. The researcher concluded that the population and sampling procedures as well as research instruments, data collection techniques and data analysis were more appropriate in the methodology. Population and sampling procedures indicated all respondents involved in the research and how they were selected to form a sample. Questionnaires and interview were used as data collection instrument to guarantee the success of this research.

Chapter four begins with an explanation of how the ordinal data in the survey was displayed and analysed. The "Strongly Disagree" and "Disagree" number of responses for each question was added together, likewise with the "Agree" and "Strongly Agree" sub-continuum. The total average of all the responses in the survey for the disagree and agree number of responses were calculated. The resulting averages were then taken as a standard response, against which, all the survey responses (for all question responses and sub-category averages) are displayed for comparison purposes.

The interpretation and discussion of results was supported by tables, which clearly display the survey data that was being analysed within each sub-category. Specific explanations with regards to the validity test. For analysis purposes, all questionnaire responses were found to be reliable. The chapter concludes with a summary of all the discussions regarding retention issues in tabular form, indicating which of the responses reflected are below.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In chapter three, the research design, methodology and the instrument that was used to investigate the research problem were described. In this chapter, the data that was collected from the responses to the questionnaires that were administered among administrators, parents and teachers and SGB was presented, analysed and interpreted. The focus of this chapter was, therefore, the summarized presentation of research results.

Chapter four begins with an explanation of how the ordinal data in the survey was displayed and analysed. The “Strongly Disagree” and “Disagree” number of responses for each question was added together; likewise with the “Agree” and “Strongly Agree” sub-continuum. The total average of all the responses in the survey for the disagree and agree number of responses were calculated. The resulting averages were then taken as a standard response, against which, all the survey responses (for all question responses and sub-category averages) are displayed for comparison purposes.

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4.2. Biographical profile of respondents

One of the questions articulated in the questionnaire was to determine the demographic profile of the respondents; this was presented in a manner in which the percentages of males could be compared to the percentages of females. In doing so, the gender in the majority could easily be identified, as well as generally determining the sum total of the whole population.

Table 4.1: Distribution of respondents by gender

SEX	Frequency	Percentage
Male	55	46
Female	65	54
Total	120	100%

Table 4.1 reflects that out of the 120 questionnaires which were distributed. The table further shows that 65 (54%) were females while 55 (46%) were males; hence the majority of respondents were females. This shows that females were more responsive to meetings than males. Females show concern to the future of their children than males. Again it shows that men are less concerned about education due to the security which they have in their families and at their work places. When the security declines, they will start to realize the value of education for themselves and for their children.

Widower	3	3
Divorced	6	5
Total	120	100

The Table shows that the majority of the respondents were married, i.e. five principals, five chairpersons, two educators and eight parents. Out of the fifty twenty respondents, two respondents were unmarried two were widows and one are divorcee. It can be argued, therefore, that people who are married tend to be responsible people than the

Table 4.2: The frequencies and percentage of respondents by parents' education level

	Frequency	Percentages
University	36	30
College	18	15
Secondary school	12	10
Primary school	18	15
Do not go to school	36	30
Total	120	100

Table 4.2 shows the frequencies and percentage of respondents by parents' education level. Almost half of their parents had their education up to secondary level, which was 10 percent (12 respondents) followed by primary school with 15 percent (18 respondents). While, 30 percent (36 respondents) had their parents' did not attend school, 30 percent (36 respondents) and 15 percent (18 respondents) had their parent' education level at colleges and universities.

Table 4.3: Marital status of the respondents

	Frequency	Percentages
Married	96	80
Unmarried	10	8
Widow	5	4
Widower	3	3
Divorced	6	5
Total	120	100

The Table shows that the majority of the respondents were married, i.e. five principals, five chairpersons, two educators and eight parents. Out of the fifty twenty respondents, two respondents were unmarried two were widows and one are divorcee. It can be argued, therefore, that people who are married tend to be responsible people than the

unmarried ones. One is then tempted to say that SGBs in Dzondo Circuit are actually governed and managed by responsible managers and leaders. There is also a proof that these respondents have children in the schools they serve as SGB members. In terms of South African Schools Act, Act 84 of 1996, a parent can only be elected to serve in the SGB when he or she has the child in that particular school. This table indicates that, the respondents are that the members of the School Governing Bodies have children in their respective schools they are serving.

Table 4.4: Respondent Age

	Frequency	Percentages
Under 30	19	16
31-40	48	40
41-50	29	24
Over 50	24	20
Total	120	100

Table 4.4 indicates that 16% of the sample, representing SMT members in this study, was less than 30 years of age. Forty percent of the sample, representing SMT members were aged between 31 and 40 year, whilst 24% of the sample, representing SMT members, was aged between 41 and 50 and 20% of respondents were aged of over 50.

The majority of SMT members were younger than SGB members. The age difference might influence the relationship between SGB and SMT. Traditionally older people want to be listened to. There may also be a discrepancy in the pace of decisions and implementation timescales between the two constituencies, with the younger SMT members keen to make progress and the older SGBs keen to first investigate all implications. This may frustrate the two camps. It is also likely that the older average age of the SGB component may also impact on the rate at which change is adopted. It is a long established fact that older people in general tend to resist change.

4.3 Quantitative data analysis

The data was analysed using a SPSS computer based programme for analyzing data from social science studies. The results highlight impact of disciplinary problem.

Table 4.5: Poor discipline is the major cause of the bad results in schools

	Frequency	Percentages
Strongly Disagree	2	2
Disagree	8	7
Neutral	29	24
Agree	57	47
Strongly Agree	24	20
Total	120	100

In Table 4.5 indicate that 81 respondents, which constituted 67 percent of the total sampled, were the participants who responded by agreeing and strongly agreeing to the statement. 29 respondents which is equivalent to 24 percent of the total respondents remained neutral. Only 10 respondents which represented 9% they disagreed. This indicates that poor discipline causes bad results in schools. Many respondents view poor discipline as a cause of bad results in schools. Bad results indicate poor delivery of services and ineffective use of tax payer's money.

The majority of the respondents, which constituted (67%), agreed that good results are the products of good discipline in schools. Therefore, discipline should be reinforced for the schools to obtain good and quality results.

Table 4.6: Various types of disciplinary problems prevail in my school

	Frequency	Percentages
Strongly Disagree	14	12
Disagree	10	8
Neutral	20	17
Agree	16	13
Strongly Agree	60	50
Total	120	100

Table 4.6 indicates that 76 respondents which constituting 63 percent of the total sampled was strongly agreed with the statement, while 20 respondent remained neutral with the statement. 24 respondents which constituting 20 percent of the total sampled was strongly disagreed with the statement.

As seen from Table 4.6, about 63 percent of the educators indicated that various types of disciplinary problems prevail in their schools. Thus it is clear that almost all the schools in the Circuit are experiencing some form of disciplinary problems, regardless of the high level of experience and high qualifications most of the educators have.

Table 4.7: Bad behavior emanate from poor parenting at home

	Frequency	Percentages
Strongly Disagree	18	15
Disagree	14	12
Neutral	10	8
Agree	30	25
Strongly Agree	48	40
Total	120	100

Table 4.7 reveals that 78 respondents which constituting 65 percent of the total sampled was strongly agreed with the statement while 10 respondent which constituting 8

percent of the total sampled was remained neutral with the statement. 32 respondents which constituting 27 percent of the total sampled was strongly disagree with the statement. According to Table 4.7, 65% of the respondents indicated that a lack of discipline in public schools is a main concern. The role of the educators in managing discipline is always of crucial importance. Respondent indicated that educators who do

Table 4.8: The lack of discipline in public schools is a main concern

	Frequency	Percentages
Strongly Disagree	42	35
Disagree	18	15
Neutral	6	5
Agree	30	25
Strongly Agree	24	20
Total	120	100

Table 4.8 reveals that other causes of disciplinary problems were agreed upon by more than 45% of the respondents. They are the following: a desire for power leading to deviant behaviour (50%); the lack of understanding of the world promoting deviant behaviour (5%); autocratic principals being unable to control discipline in schools; classes consisting of mostly boys being uncontrollable and the ever-changing curriculum confusing learners.

Table 4.9: Lack of preparation exacerbated misbehavior in learners.

	Frequency	Percentages
Strongly Disagree	36	30
Disagree	18	15
Neutral	14	12
Agree	10	8
Strongly Agree	42	35
Total	120	100

Table 4.9 indicates that 52 respondents which constituting 43 percent of the total sampled was strongly agreed with the statement while 14 respondents remained neutral with the statement. 54 respondents which constituting 45 percent of the total sampled was strongly disagreed with the statement. The role of the educators in managing discipline is always of crucial importance. Respondent indicated that educators who do not prepare their lessons thoroughly promote a negative self-esteem in learners, and this promotes disciplinary problems. The respondents also agreed in large numbers that the teachers' lack of preparation exacerbated misbehavior in learners.

Table 4.10: The impact of disciplinary problems on educator morale

	Frequency	Percentages
Strongly Disagree	48	40
Disagree	12	10
Neutral	12	10
Agree	14	12
Strongly Agree	34	28
Total	120	100

Table 4.10 indicates that 48 respondents which constituting 40 percent of the total sampled was strongly agreed with the statement while 12 respondents which constituting 10 percent was remained neutral. 60 respondents which constituting 50 percent of the total sampled was strongly disagreed with the statement. The educators in general indicated that disciplinary problems in their schools were affecting their morale to a greater or lesser agree. Many confirmed that they became angry, felt irritated, lost their tempers in class, and shouted at the learners. Respondents also indicated that learners infuriate them to an extent that they find themselves in a position where they say the first things that come to their minds.

Table 4.11: Tight disciplinary measures by management can worsen violence in schools

	Frequency	Percentages
Strongly Disagree	19	16
Disagree	10	8
Neutral	24	20
Agree	24	20
Strongly Agree	43	36
Total	120	100

Table 4.11 is about the findings with regard to the tight disciplinary measures that can result in high rate of violence. In other words it is about solving a problem by creating another problem. Here 56% of the participants had strongly agreed and 24% had strongly disagreed. The investigation revealed that tight disciplinary measures could result in another disciplinary problem or worsen the violence in schools. It means that learners can be more stubborn and arrogant when they are treated very strictly. In this regard management should have a good timing and approach when implementing tight disciplinary measures to avoid worsening of disciplinary problem in schools

Table 4.12: Too much schools work gives to learners is one of disciplinary measure to combat violence in schools

	Frequency	Percentages
Strongly Disagree	14	12
Disagree	10	8
Neutral	0	0
Agree	24	20
Strongly Agree	72	60
Total	120	100

Too much school work given to learners is one of disciplinary measures to combat violence in schools. Table 4.12 shows that 80% of the participants strongly agreed that more work given to learners could combat violence in schools and only 20% strongly disagree. These findings are a wakeup call to the management team in schools, to ensure that more exercises, homework and tests should be given to learners. If learners have nothing to do, the alternatives activities would be playing which could results in fighting and bullying. Therefore more work should be given to learners to combat violence in schools in Vhembe district

Table 4.13: Teachers are contributing to disciplinary problems in schools.

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	7	6
Neutral	28	23
Agree	54	45
Strongly Agree	31	26
Total	120	100

Table 4.13 indicates that, 85 participants, which represented 71 percent of the participants who either agreed or strongly agreed that teachers were contributing to disciplinary problems in schools. Only 8 which are 6 percent of the participants either disagreed or strongly disagreed. 28(23%) participants were neutral. From these findings, it shows that 70.7% participants believed that teachers were also contributing to disciplinary problems in schools. This could be in schools where there was poor control by school management. The management should set the examples with regard to work ethics. Managers need to come to work earlier and leave later than all other workers. The schools should have their policies intact to avoid teachers to contribute to disciplinary problems in schools. If teachers do respect their lessons and respect themselves, disciplinary problem could be easily managed.

Table 4.14: The school policy and codes of conduct comply with the learner's rights to learn, according to the constitution of the RSA, Act 108 of 1996.

	Frequency	Percentages
Strongly Disagree	7	6
Disagree	14	12
Neutral	30	25
Agree	50	42
Strongly Agree	18	15
Total	120	100

The participants did support the availability of school policy and school codes of conduct. 68 respondents agreed that the school policy was in line with the learner's rights to learn. Only 18 respondents disagreed with the statement. 25% were neutral (Table 4.14)

The results show that most of the participants are not conversant with the policy of the school. Therefore, the school management team should let the parents, learners and teachers know about the policy of the school, particularly the policy concerning school discipline.

Table 4.15: Parents do support effectively the educators in managing discipline in schools.

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	30	25
Neutral	24	20
Agree	54	45
Strongly Agree	12	10
Total	120	100

Concerning the issue of parents supporting educators, 69 respondents were positive by agreeing with the statement. 66 respondents represented 55 percent of the population they strongly agreed. On the other hand 33 participants responded by disagreed. 28 respondents remained neutral (Table 4.15). From the above results, only 55 percent agreed that parents did support educators in managing discipline in schools. 55% which was supporting could be from the educated families, who know about the value of education. Those who don't support educators should be convinced during parents meeting that education is the key for any development programme. Parents should be encouraged to check their children's home works, tests, assignments and school uniform. Parents should be encouraged to visit school in order to get reports about their children's progress and conducts.

Table 4.16: Disciplinary committee is executing its duties effectively in disciplining learners.

	Frequency	Percentages
Strongly Disagree	14	12
Disagree	12	10
Neutral	12	10
Agree	53	44
Strongly Agree	29	24
Total	120	100

According to the Table above, 82(68%) respondents responded positively to the statement. 68 percent responded by either agreed or strongly agreed. 12 (10%) remained neutral. 26 respondents which constituting 22 percent of the total sampled was strongly disagreed with the statement (Table 4.16).

This indicates that disciplinary committee was executing its duties exceptionally well. The fact that there are still disciplinary problems in schools could be the issue of lack of

parental support in schools. Therefore parents should be motivated at their family meetings and burial society meetings as well as at the civic meetings.

4.4 Analysis of data collected through interview

Interview data were collected from either principals or senior management members, as well as from learners in the respective schools. The researcher interviewed six principals and three senior management team members from primary and high schools. An interview guide was used and some of the questions were adapted during the interview if required. A copy of the interview guide was given to the interviewees beforehand to read in their own time, and an opportunity was given to ask questions if something was not clear before the interview started. All interviews were recorded, after permission was granted. The verbal data were transcribed verbatim after each interview.

4.4.1 Factors influencing educators morale

Respondent 1 indicates that:

The most striking factor to emerge as influential on teachers' morale, job satisfaction and motivation is school leadership. Whether it was the extent to which it enabled or constrained teachers, created and fostered school professional climates that were compatible with teachers' ideal, or engaged their commitment and enthusiasm, the leadership affected by the head teachers was clearly a key determinant of how teachers felt about their jobs.

Respondent 2 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 this behaviour and show little or no respect for their educators.

Respondent 3 indicates that:

Educator morale can be influenced positively. Respondent 2 concluded that educator morale can be improved positively if the environment is peaceful, and social problems are dealt with effectively. Respondent indicates that "...to improve educator morale, positive teaching experiences should outweigh the negative teaching experiences which will lead to a better quality of work life.

Respondent 4 indicates that:

Many parents are uninterested and negative towards the school, they have limited time, and there exists a total separation between the school and the parents. There was a total lack of the implementation of the ideas of educators on parental involvement.

Respondent 5 reveals that:

Teacher education fails to cover the problems related to classroom behaviour issues, and subsequently educators lack the adequate skills, knowledge, and training in classroom management. Respondent also reveals that poorly qualified and incompetent educators as well as the "work-to-rule" attitudes of educators exacerbate the problem.

Respondent also indicates that the over-emphasis, placed on children rights as one of the factors confusing principals, educators and learners in matters relating to the discipline of learners at school.

Respondent 6 shows that:

Some principals are under pressure to recognize learners' rights, and do not know to which point they should make allowance for their learners' voices.

Respondent 7 indicates that:

Educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. Respondents furthermore points out that 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. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

Respondent 8 indicates that:

Educators to use discipline rather than punishment proactively and constructively. It is expected that the learners experience an educative, corrective approach where they will learn to exercise self-control, to respect others, and to accept the consequences of their actions.

4.4.2 The role of the educators on the disciplinary problem

Respondent 1 indicates that:

Educators who do not actively involve learners in classroom activities may experience disciplinary problems.

Respondent 2 indicates that:

Learners have a tendency of behaving badly at school because they feel that schooling is something that is done to them rather than a process in which they are valued as significant participants.

Respondent 3 indicates that:

Learners who tend to drop out of school perceive little sense of belonging. But, learners who are actively engaged and interested in classroom activities stay on task at a higher level than learners less interested and involved. An educator who involves his or her learners in class, treats them as people who are capable of thinking for themselves, and do not treat them as objects to be cajoled and shaped into manageable underlings who need to climb on board the educator's behaviour track experience less disciplinary problems.

Respondent 4 indicates that:

The learners are perceived as people capable of sophisticated patterns of thought and interaction. Respondents emphasize that negative learner behaviour seems to decrease in schools where the educators have created climates of learner belongingness and involvement.

Respondent 5 indicates that:

Learners prefer strict educators who involve them in the management of discipline, educators who are always ready to allow them to determine the consequences of their behaviour, and who also make them responsible for the consequences of their behaviour. Respondents confirmed that report notes impact student behavior significantly. Respondents also agree that learners prefer participative decision-making. However, in most cases educators are not ready to allow it, and these conflicting views may create disciplinary problems.

4.4.3 School rules and codes of conduct

Copies of the schools' codes of conduct and school rules for learners were available in all nine schools. Six of the nine schools in the research include in their schools' codes of conduct the procedures to be followed in the event of serious misconduct.

Respondent 2 states that:

“Codes of conduct must contain provisions of due process which must be followed in disciplinary proceedings against learners who have transgressed the code of conduct”. These authors furthermore state that fair procedures safeguard the interest of the accused and ensure the promotion of fairness and lawfulness. Since school rules can be considered to be subordinate legislation, educators and governing body members should be aware of the fact that certain regulations apply to the drafting of school rules, and that they should comply with these regulations when drafting the school rules.

Respondent 3 said that:

Their school rules are based on four human rights, and that each human right has subdivisions which relate to that right.

Respondent 4 said:

“...we keep saying to them that, if you violate somebody’s human right, you have broken a school rule”.

Some of the primary school interviewees mentioned that their schools had taken the trouble to write their school rules in a language that was comprehensible for younger learners.

The respondents had to respond to each scenario by explaining how they would deal with each case which involved bullying, violence (with a weapon) and physical fighting. The respondents agreed that most cases have to be examined individually, and that the punishment would be according to how serious the situation is. For instance, some schools might see stealing odd things like a pen here or fifty cents there as minor incidents. Some even “accept” bad language because they see it as part of the learners’ vocabulary at home and perhaps not intended as an insult, so there is no harm in it. One of the respondents commented as follows: “Other schools might consider a slap on the wrist just as harmful as a punch in the face”.

Nevertheless, all the respondents agreed that in cases of serious misconduct such as assault with or without a weapon or illegal drug-dealing, they would not hesitate to call the police. It seems as if there is a good relationship between the schools and the South African Police Service. All respondents agreed that the parents of the perpetrator(s) would be called in, and that the case would be referred to the governing body. All the schools’ codes of conduct stipulated that a hearing would be held to discuss the situation, attended by the perpetrator and his or her parents, and that the schools’ governing body would then determine what the verdict would be.

Respondent 5 shows that:

The accused may be allowed legal representation in certain instances; however, none of the respondents said that they had ever experienced a disciplinary hearing where the accused was accompanied by a legal representative.

4.4.4 Discipline problems that occur the most in schools

The researcher wanted to find out the most common discipline problems teachers have to deal with in schools.

Respondent 1 reported that: the following constitute the most common discipline problems: substance abuse, violence (mostly stabbings), disrespect towards teachers, not doing homework, coming late to school and sexual harassment.

It seems as if the lack of parental involvement is of great concern to many teachers, since the latter see the role of the parent as playing an important part in how learners react towards discipline at school.

Respondent 2 replied that: One of the things that would definitely improve discipline would be for parents to become more accountable and involved in their children's school activities.

Respondent 3 that: if parents did not involve themselves in disciplining their children, any attempt from the school to change the undesired behaviour would fail.

Respondent 4 also states that: discipline at home forms part of school discipline.

Respondent 5 commented:

“...I think it’s the breakdown between the parents and the child, that in my opinion is the reason why we have discipline, the code of conduct and all those, but at the end of the day it is how the parents equip their child for school”

4.4.4 Disciplinary procedures and punishment in schools

To find out whether the educators have control of the discipline situation in their schools was a sensitive issue to embark on, and required a genuine, honest response from the respondents.

Respondent 1 replied that:

“No, the kids know that the teachers are scared to punish them and they use that against them. Corporal punishment is the only way that they will listen, and it works. They come in here very big, but when I’m finished with them they’re not so tough anymore”.

It is the mindset of educators such as these that could in fact contribute to a climate in which bullying becomes endemic in a school. However, it is not only educators that are guilty of using physical punishment to make learners do as they say; children frequently learn from parents or caregivers how to behave and interact with others, and they may internalise inappropriate guidelines regarding acceptable and unacceptable behaviour.

Respondent 2 indicates that:

“... For a number of families, violence is the order of day. The children step out of line, and the parents beat them into submission, and that’s how they learn to use their fists, not their mouths. It is different to the values that we try to teach them at school.

The National Department of Education states that corporal punishment promotes the notion that it is okay to hurt children, and advises adults who are concerned with the disciplining of children to negotiate with young people to set limits, consequences and rewards; this empowers children and gives them a sense of responsibility. According to a manual on the alternatives for corporal punishment by the National Department of Education, young people and adults need to know that children have a right to express their views.

The study sought to confirm that effective democratic management in disciplining Respondent 3 states that:

“the child who is capable of forming his or her own views, has the right to express those views freely in all matters affecting the child, and ... the views of the child should be given due weight, in accordance with the age and maturity of the child”.

Even if the views of learners differ from those of educators, as seems to be the case in School as mentioned above, channels of communication need to be kept open and young people should be allowed to develop their own ideas and visions. A difference of opinion between learners and educators should not make the latter feel threatened so that they resort to corporal punishment as the only way they can control the situation.

Respondent 4 replied that:

“...a lot of teachers struggle with learners that have no respect for adults; often a teacher will start crying because of the way they treat her”.

Respondent 5 replied that:

The disciplinary methods that are used in most of the researched schools are mostly positive rather than negative, and respondents said that positive measures form the basis of their schools' disciplinary procedures.

It seems that after a series of interventions to solve a discipline problem, most schools would take serious misconduct such as violence with the intent to do bodily harm to their governing bodies, so that further steps could be taken according to the schools' codes of conduct.

4.5 Conclusion

The study sought to confirm that effective democratic management in disciplining learners in schools, towards the success of learners in their studies. As corporal punishment has been abolished, it is only through partnership between educators and parents that discipline can be maintained and good results can eventually be achieved. Through this study it is very clear that partnership between educators and parents can play an integral part towards the success of the learners. Partnership through this study confirms the way that educators can demonstrate pastoral care towards learners and at the same time respecting parent despite their low level of education.

5.2.2 Dealing with misconduct

Participants from this research indicated that a code of conduct is central to deal with disciplinary problems at school. However, some participants revealed that they were not involved in the drawing up of the school's code of conduct and this had a major impact

CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter summarises the study, draws conclusions that emerged from the findings and gives recommendations in response to the conclusions.

5.2 Major Findings

The following sub statement provide the major findings of the study

5.2.1 Discipline in school

The findings of this research clearly show that schools are experiencing disciplinary problems. However, the intensity of these disciplinary problems varies from school to school. Participants consider discipline to be an important aspect in the life of the school and complained that without good discipline, no effective teaching and learning can take place. Furthermore, participants interviewed expressed frustration over the various types of disruptive behaviour that schools are currently experiencing. Moreover, participants in this research revealed that the major cause of disciplinary problems at schools stems from a lack of parental involvement in their children's education. Poor socio-economic conditions of parents and a lack of knowledge and skills of parent involvement serve as major barriers to parent involvement in school.

5.2.2 Dealing with misconduct

Participants from this research indicated that a code of conduct is central to deal with disciplinary problems at school. However, some participants revealed that they were not involved in the drawing up of the school's code of conduct and this had a major impact

on whether democratic structures are prevalent at the school. Moreover, some schools still use corporal punishment to deal with discipline problems. Furthermore, some participants felt that there are no proper structures in place to deal with discipline problems as well as insufficient opportunities for parents to become involved in the management of discipline at schools.

5.2.3 Disciplinary structures at school

The RCL body was initially introduced at schools to consolidated democracy at school level. According to the SASA (RSA 1996b), it is compulsory for all schools establish an RCL schools in this research have indicated that they do have an RCL structure in place, but some schools complain that the RCL is not fully functional. Moreover, participants have revealed that they have a written policy on learner involvement in discipline. Yet at some schools this policy is not put into practice. It is merely formal structure and learners have no authority to deal with discipline issues at school. Participants further added that insufficient opportunities were created for learners to become involved in the management of discipline at schools.

5.2.4 Lack of communication and collaboration

Findings of this study revealed that communication/collaboration between the teachers and parent was not sufficient. Furthermore, the parents had indicated that there is no collaboration and co-operation from senior management and educators when it comes to matters pertaining to the parents. Some participants revealed that the school principal's involvement with the parents is minimal. Moreover, participants in the research felt that communication links between educators and parents were also not always good because educators often tended to be busy with other activities.

5.2.5 Training

The investigation showed that no formal training was provided for some SGB. Therefore, these SGB were not able to perform their tasks effectively. However, some participants indicated that they attended workshops but they complained that this was not sufficient to prepare them for their many duties. This lack of training had a negative impact on SGB involved in management structures at school. Unless SGB receive adequate training, their involvement in the management of discipline at school will not be able to perform their duties effectively. Moreover the research revealed that the Teacher Liaison Officers (TLOs) who were in charge of the SGB had also not been sufficiently trained to perform their duties. They felt that their training should be on an ongoing basis so that they would be better equipped to guide and train the SGB.

5.2.6 Challenges faced by the RCL/SGB representatives

Research findings indicate that the participants are experiencing many challenges in their jobs. They found out that there was a serious lack of time to perform their duties effectively and still manage their schoolwork activities. They complained that there were not enough support structures available to them and their peers tended to take advantage of them. They seemed to think that most of their time was wasted on trying to deal with disruptive learners and this negative impact on their schoolwork. Moreover, RCLs complained that some educators had no control of learners within the classroom and these educators were also not setting a good example for the learners to follow. Examples were that educators answer cell phones during class time and used bad language. Thus RCLs revealed that this makes their tasks a little more difficult and challenging.

5.3 Discipline Research Recommendation

The following sub statement will provide the major recommendation of the study

5.3.1 Discipline in School

South African society had undergone major social, economic and political changes over the past few years as it had sought to establish a democratic and humane nation. One of the changes was the banning of corporal punishment at schools, which has impacted negatively on the school on the school environment and many schools are now faced with severe discipline problems. Therefore, it is recommended that schools give priority to discipline issue and develop proper structures to handle such issues. Schools need to have a code by which members of their environment (Blandford, 1998: 165). Moreover, learners need to be taught and guided by educators how to take responsibility for their behavior. Hence, learners must be actively involved in their education through the RCL/perfect/SGB representatives and more opportunities must be created by the school to involve learners in the management of discipline. According to Gootman (1997:2), good discipline requires that students experience the consequences of their misbehaviour and that discipline should help children develop self-control. Furthermore, parents need to become actively involved in their children's education. However, many parents do not have the necessary parenting skills. Thus, according to Porteus et al (2001:88), the school has an important role in providing parents with ideas and new ways of thinking about discipline in the home. Schools should organize workshops for parents to discuss what they can contribute to a more effective partnership with parents.

5.3.2 Dealing with misconduct

The importance of effective management cannot be overstated. A shared understanding of education management will enable school to design, implement and review a

discipline policy that works within the school and reflects the needs of learners, educators, support agencies and the community (Blandford 1998:37). Thus, schools must have proper structures in place for dealing with misconduct. For example, a code of conduct is vital for the smooth and efficient running of the school. When the school's code of conduct is drawn up, all major stakeholders including learners must be involved to ensure that democratic principles are being included in important procedures. Furthermore, according to Sacred Heart College R&D (1999:70), the code of conduct should provide appropriate channels for learners to air their grievances, as well as a basis for disciplinary procedures. Moreover, according to Wheldall (1992:46) educators have had little or no specific training in classroom management. The majority of educators claim that they have learned to manage classes on the job or by trial and error (Wheldall 1992:46). Thus, it is recommended that educators be trained to use positive techniques on how to deal with disruptive behaviour at schools. Blandford (1998:9) suggests that initial teacher training course should include specific practical training related to motivating and managing learners, and dealing with those who challenge authority. Moreover, educators can create a positive environment by nurturing their learners, self-esteem and encouragement and support are effective tools in the management of discipline (Blandford 1998:165).

5.3.3 Disciplinary structures at school

Learners are supposed to be the main focus and most important persons in schools and therefore must be included in management structures at schools. Heystek (2001:45). In agreement, Furtwenger (1996:38) argues that student leaders are a major factor in overall school improvement, fostering discipline in less effective schools and supporting appropriate behaviour in more effective schools. Therefore, it is important for every school to have proper structures in place for learner involvement in education. Moreover, learners serving on the RCL must be selected fairly and democratically. It is also highly recommended that the Department of Education creates more structures, guidelines and support to schools to make learner involvement a success. The schools

and Education Department must co-operate together in this regard, as learner involvement in education has become an important factor in the life of schools and research indicates that it can be very beneficial for the management of discipline in schools. (Heystek 2001:45).

5.3.4 Lack of communication and collaboration

Communication is essential in the development and implementation of an effective discipline policy (Blandford 1998:166). Therefore, in order for learners to become actively involved in the management of discipline there must be sufficient communication and collaboration among school management, educators and RCL. It is recommended that principals as head of schools should be the driving force behind the RCL structure and ensure that there is sufficient communication and collaboration among all role players to ensure the success of learner involvement in educational management. Principals who know their learners are indispensable in the management of discipline in schools. According to Blandford (1998:166), communication is essential in the development and implementation of an effective discipline policy. Furthermore, educators should play key roles in helping to develop learners become responsible, self-discipline and self-controlled. Educators must create opportunities where learners can become involved in helping to deal with discipline with the classroom. Therefore learner involvement in education can only run successfully if all stakeholders play their roles effectively and take full responsibility for their tasks. Moreover, relationships with everyone are critical and educators, managers and learners need to relate to each other positively.

5.3.5 Training

For learner involvement in the management of discipline at school and to be successful, every role player should be adequately trained to perform his/her role effectively and efficiently. It is therefore recommended that the school management, TLOs, educators

and learners (RCLs) should be adequately trained to be fulfilling their roles. While school management, TLOs and educators need training on how to guide and help learners to carry out their duties effectively, learners need to be trained to fully functional in the management of discipline within the school environment. Heystek (20001:216) argues that the training of learners should not be seen as a single event aimed at the year in which learners are serving as representatives. He adds that training should be given to learner leaders in all grades over a number of years to enable them to grow in the democratic process of participatory decision-making. To ensure that all role players receive appropriate training, it is important that the Department of Education should form a partnership with institutions of higher learning and use afternoons, weekends and school holidays for in-service training programmes. The department of education should make incentives available to principals and educators who undergo these programmes, moreover, private providers should be encouraged to maximize their support to schools. They should be encouraged to support schools by training educators, supplying them with teaching and learning material and providing financial support. Their activities should be co-ordinated with the department's programs. (Heystek, 20001:216)

5.3.6 Challenges faced by the RCL/SGB representatives

Learner involvement in educational management is still a fairly new one and very much in its early stages of development. Thus, learners involved with the RCL have many challenges to overcome. However, it is very important that proper structures are in place at schools to help these learners to overcome major challenges. Support structures for the RCLs are an absolute necessity and school management, educators and TLOs must ensure that they provide learners with the necessary support that is required to make their tasks more manageable and enjoyable. Initially learners must be made aware of the various challenges and responsibilities they will be faced with. Moreover, educators can and should play key roles within the classroom in supporting and helping the RCLs become successful. Educators must try and develop good relations with the

RCLs and work closely with them to make a positive contribution to the teaching and learning environment. Furthermore, educators should be guided to be out-standing role models to learners and set good examples for them to follow. This influences learners positively. Hence, in order to improve the effectiveness of the RCL, structure, everybody must contribute and put more effort into the process.

5.4 Recommendations for further Research

The findings of this research on the role of Parent and Educators in the management of discipline in Primary and Secondary schools suggest the following areas be further explored:

It is firstly recommended that the use of a qualitative research methodology should be further explored, as it allows participants the opportunity to discuss issue that they consider to be important from their own perspectives. This method is appropriate because it seeks to understand human and social behaviour as it is lived by participants in a particular social setting and participants are regarded as the prime source of information. Therefore, it is recommended that a qualitative methodology be used in a situation where the aim of a study is to determine the perceptions of the participants. Moreover, a qualitative study is relevant for the discovery of important themes as it allows participants the opportunity to define the topics and questions to be pursued in larger research projects

Due to the research on the role of the Parents and Educators in the management of discipline in Primary and Secondary schools, many aspects still require further more detailed research thus; the following areas are suggested for further research:

- Strategies to improve parent support/involvement in their children's education and disciplinary issues at school
- Implementation of proper structures at school to handle discipline problems.

- Strategies to implement an effective communication system among all role players involved with disciplinary issues within the school.
- Training of Parent for their tasks/responsibilities within SGB.
- Training of Principal, Senior Management, educators and TLOs on ways of supporting and guiding Parent who are tasked with discipline issue at schools.

5.5 Conclusion

The responses in both the interviews and questionnaires revealed that many learners in the researched schools did not have much knowledge of their school rules, and many learners commented on teachers who were not consistent when it came to discipline. While positive school rules are imperative for effective schools, it is vital that rules should be clearly understood by learners, teachers and parents, and be openly discussed. In addition, codes of conduct and school rules seem meaningless to learners, parents and educators when it is not written in a language everyone can understand.

Schools should also keep in mind that it is important to keep the founding values of the Constitution, namely human dignity, equality and freedom in mind when exercising learner discipline in schools. When there is a clear understanding of what is expected from the learners as stated in the school rules and code of conduct, learners seem to accept the consequences of their actions. Furthermore, school rules seem worthless to many learners if they are not implemented consistently by the teachers in charge. Often learners know the consequences of unacceptable behaviour, but because of the inconsistency of teachers when administering punishment, many learners ignore the rules, because they know they will get away with bad behaviour anyway.

Once the rules have been communicated, fair and consistent enforcement is necessary to maintain learners' respect for the school's disciplinary system. Educators should also

support principals by ensuring that the learners know the school rules as stated in their code of conduct, and be held responsible for any misbehaviour.

BOOKS

Despite being a small-scale study, it does demonstrate two important issues. First, is that corporal punishment has been abolished long time ago but the study shows that it's still being used by educators and learners themselves if they have done something wrong they still choose to be beaten by educators because they fear their parents. Secondly, not all teachers use corporal punishment. This should be taken as a hopeful sign of change. The challenge is to encourage male teachers who seem to use corporal punishment more often and more fiercely, to resist from beating children and, at the same time to develop more humane forms of discipline in family contexts. Teachers are educated and knowledgeable people, thus they are powerful agents of change in so far as promoting the Constitution of the country. Educators should know that though they can justify corporal punishment thousand times, it will remain child abuse. Educators must always comply with the Constitution of the country as the supreme law of the country, with regard to the management of discipline of learners in schools.

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Table 4.1: Distribution of respondents by gender

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Table 4.3: Marital status of the respondents

Married	
Unmarried	
Widow	
Widower	
Divorced	

ANNEXURE A: BIOGRAPHICAL INFORMATION

Table 4.1: Distribution of respondents by gender

Male	
Female	

Table 4.2: The frequencies and percentage of respondents by parents' education level

University	
College	
Secondary school	
Primary school	
Do not go to school	

Table 4.3: Marital status of the respondents

Married	
Unmarried	
Widow	
Widower	
Divorced	

Table 4.4: Respondent Age

Under 30	
31-40	
41-50	
Over 50	

ANNEXURE B: QUESTIONNAIRE SURVEY

Please complete all questions Mark with an "x" Mark from Strongly Agree to Strongly Disagree

	Strongly agree	agree	Neutral	disagree	Strongly disagree
Poor discipline is the major cause of the bad results in schools					
Various types of disciplinary problems prevail in my school					
Bad behavior emanate from poor parenting at home					
The lack of discipline in public schools is a main concern					
Lack of preparation exacerbated misbehavior in learners					
The impact of disciplinary problems on educator morale					
Tight disciplinary measures by management can worsen violence in schools					
Too much schools work gives to learners is one of disciplinary measure to combat violence in schools					
Teachers are contributing to disciplinary problems in					

schools					
The school policy and codes of conduct comply with the learner's rights to learn, according to the constitution of the RSA, Act 108 of 1996					
Parents do support effectively the educators in managing discipline in schools					
Disciplinary committee is executing its duties effectively in disciplining learners					

What are the School rules and codes of conduct?

What are the affects disciplinu problems that occur the most in schools?

What is the disciplinary procedure and punishment in schools?

THANK YOU FOR YOUR PARTICIPATION

ANNEXURE C: INTERVIEW QUESTIONS

What are factors influencing educator's morale in Dzondo circuit?

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What is the role of the educators on the disciplinary problem?

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What are the School rules and codes of conduct?

.....

.....

.....

What are the effects discipline problems that occur the most in schools?

.....

.....

.....

What is the disciplinary procedures and punishment in schools?

.....

.....

.....

THANK YOU FOR YOUR PARTICIPATION