EDUCATOR’S PERCEPTION OF DISCIPLINE IN RURAL HIGH SCHOOLS

By

T. M. Nxumalo

KwaDlangezwa

October 2013
DECLARATION

I declare that this dissertation *Educators’ perception of discipline in rural high schools* represents my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

______________________

T M Nxumalo

KwaDlangezwa

October 2013.
ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to the following:

- Prof M S Vos for her unfailing guidance, support, motivation and supervision in my endeavour to prepare for and complete this study.
- Prof R D Nzima for granting me the opportunity to conduct this study.
- To my Almighty God and Saviour (and His church) for granting me strength and hope during difficult times and doubts, when I thought I would never succeed. Glory to Him in the highest.
- To my husband Xolani, for believing in me and giving me encouragement when I needed it most. Without your love and patience I would never have succeeded.
- To my children Mphumeleli, Bhambatha, Zuziwe and Nontobeko for their love, patience and support when I had to leave them unattended for the completion of my study.
- To my mother Makhuzwayo and my sisters Phumelele and Pinky Mpungose for their undying love and support.
- My sincere thanks to all the principals and staff of the participating schools who shared information with me to make this study possible.
- The librarians at the Unisa library in Durban for their assistance in the obtaining books required for my research.
DEDICATION

This work is dedicated to my late father, Joel Mpandla Mpungose, who believed in the power of education.
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## SUMMARY, FINDINGS AND RECOMMENDATIONS

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SUMMARY

The aim of this study was to pursue an investigation into educators’ perception of discipline in rural high schools. To establish educators’ perception of discipline in high schools and to investigate the role code of conduct of learners plays in exercising effective discipline in secondary and high schools.

From the literature study it became clear that the purpose of discipline is to maintain order by assisting learners to realise the value and necessity of obeying disciplinary rules and to accept responsibility for their behaviour. The purpose of discipline rules in schools (code of conduct for learners) is to establish an orderly, safe and productive school environment, devoted to a culture of teaching and learning. Therefore, effective implementation of discipline rules will promote positive discipline, self-discipline and exemplary conduct as learners learn by observation and experience.

For the purpose of the empirical investigation a self-structured questionnaire completed by educators in secondary and high schools, was utilised. The questionnaires were analysed by means of descriptive statistics.

In conclusion, a summary was presented on the findings of the literature and empirical study and the following are some of the recommendations that were made:

- Preventative approaches to manage discipline in the classroom. Emphasis to be placed on positive discipline which teaches learners self-discipline, tolerance and accountability.
- Techniques of discipline, procedures to deal with discipline; alternatives for punishment.
- Workshops that will cater for all educators in identifying forms of discipline be organised.
- Short courses that focus on strategies to exercise discipline in the classroom be conducted.
- School environment should take advantage of technological advances and install security cameras that assist to detect learner indiscipline as educators cannot be everywhere at any given time.
CHAPTER 1

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The South African high school scenario presents some of the most difficult discipline challenges. Mestry and Khumalo (2010:98) say that notwithstanding the requirement that every public school should have a disciplinary policy or a learner code of conduct to ensure a disciplined teaching and learning environment there is a perception amongst stakeholders that learner discipline is a serious problem rendering many schools as ineffective institutions of teaching and learning. A study conducted by Rossouw (2003:413) revealed that there has been a decline in the level of discipline in schools in recent years. Masekoameng’s (2010:79) comprehensive study into discipline in primary and secondary schools in South Africa confirmed that there is a breakdown in discipline in many schools. She also found that in secondary schools the situation is worse than in primary schools the reason being that the learners, as adolescents, at this stage become aware of their rights to privacy, freedom of religion, beliefs, opinions, expression etc.

Discipline must start at home within the family environment where most children will spend their preschool years. Mabeba and Prinsloo (2000:36) maintain that if a child fails to understand and accept discipline in a tight structure like the family, it is unlikely that he will do so when he comes into contact with wider and less structured contexts in society in which discipline is less applicable. The family forms the arena of the child’s first encounter with rules and regulations of discipline and obedience to establish authority and if the child does not grasp and act upon these principles he would struggle to survive in a society with order (Van Wyk, 2001:199).
The learner behaviour problems have, for years been a major concern for educators, administrators and parents. More than ever before, educators are faced with critical problems in their classrooms, confronted on daily basis with unacceptable learner behaviour and threatening situations (Volschenk 2007: 2). The South African Schools Act, Act no. 84 of 1996 (RSA, 1996:8) stipulates that schools must adopt a code of conduct for learners in order to establish a disciplined and purposeful school environment dedicated to improving the learning process. To ensure that effective teaching and learning take place it is critical that a safe, secure and positive school environment is created (Joubert & Squelch, 2005:23). A disciplined environment is free of any disruptive behaviour, which mostly relates to behaviour and action by learners that may negatively affect their education or may interfere detrimentally with an atmosphere conducive to learning in the classroom (Mestry & Khumalo, 2012:97).

In research done by Van Wyk (2001:52) many educators in rural secondary schools reported that they experience serious discipline problems and are disempowered to deal with the disruptive behaviour of learners in class. A lack of discipline may seriously hamper the teaching and learning process, and few ideals for education can be realised if disruptive behaviour prevails in the classroom (Nxumalo, 2001:77). It is an indisputable fact that good and positive discipline in school is an important factor for effective teaching and learning (Jones, 2010:24). Learners learn best and educators teach best in an orderly and safe environment. Lack of discipline contributes largely to the erosion of a culture of learning and teaching in schools and without this culture effective education becomes a myth (Deventer & Kruger, 2008:12).

According to Geiger (2000:383) most of the high school educators he interviewed expressed their frustration over the time and energy they spend in controlling learners in the classroom, time and energy that could have been used for teaching and learning. Kalloway (2007:9) also indicates that educators spend a great deal of time in their classes struggling with learners’ disciplinary problems. Educators are in agreement with the fact that the lack of discipline in schools makes it impossible to teach effectively (Bowman, 2004:3). Research conducted by Mestry and Khumalo (2012:105) in rural schools found that lack of respect for educators’ authority and disruptive behaviour was the causes of the erosion of discipline.
1.2 ANALYSIS OF THE PROBLEM

According to Wearmouth, Glynn and Berryman (2005:29) lack of discipline can be seen as an unmet need of the learner who misbehaves in class. If the learner’s need of discipline is not adequately met he might develop unacceptable behaviour in the school or classroom which will bring him into conflict with educators. Mestry and Khumalo (2012:98) say that disruptive behaviour in South African schools has been widely reported and is said to include learners armed with dangerous weapons, learner on learner violence, learner on educator violence, vandalism, theft and learners in possession of prohibited substances such as drugs and alcohol.

Research done by Joubert and Squelch (2005:15) found that many schools in South Africa are plagued by disciplinary problems. They reported fighting, bullying, assault, playing truant, absconding, disruption of lessons, insolence, vandalism, theft, extortion, use of alcohol and drugs, carrying of dangerous weapons, late coming, sexual misconduct, contravention of dress code, intimidation and misbehaviour during school excursions and school function as the most common disciplinary problems.

Masekoameng (2010:2) refers to incidents involving learners calling educators foul names and making obscene gestures when educators give them instructions or try to restore order in the classroom. In Wheldall’s (2002:31) view not even a well-planned lesson guarantees the presentation thereof without any disruption while an unprepared, disorganised educator does not only have discipline problems but chaos in class. Farrant (2001:33) says that often educators become frustrated because they spend time in developing what they believe are exciting lessons only to have misbehaving learners destroy the experience for everybody in class.

Ntebe (2006:70) reports that unruliness in township and rural high schools as mainly emanating from boys. Most of the female educators in Ntebe’s (2006:71) research indicated that they were afraid of older boys in the school. In rural high schools there are often “over aged’ boys attending school (Msimang, 2011:4).
These older boys bully their younger classmates, disrupt classes due to late coming, noise-making and failure to participate in class.

1.3 STATEMENT OF THE PROBLEM

The problem that will be investigated in this study is the educators’ perception of discipline in rural high schools. The following are the questions that require answers:

- What do educators view as the purpose of discipline in schools?

- What are educators’ perceptions of the most prevalent discipline problems in rural schools?

- What are the requirements for disciplinary rules to be effective in the maintenance of effective discipline in schools?

1.4 ELUCIDATION OF CONCEPTS

This study concerning educators’ perception of discipline in rural high schools covers a wide spectrum of concepts. To ensure a clear understanding of the problem to be investigated it is deemed necessary to explain certain concepts.
1.4.1 Gender

In this study references to any gender include references to the other gender.

1.4.2 Code of conduct

Boshoff and Morkel (1999: 18) say that a code of conduct for learners contains rules prescribing the kind of behaviour expected from learners and the standards of behaviour a school seeks to maintain (Ntebe 2005:9). Code of conduct must aim at establishing a discipline and purposeful school environment, dedicated to the improvement and maintenance of the quality of learning process. A code of conduct must contain provisions safeguarding the interests of the learners and any other party involved in disciplinary proceedings (SASA, 1996: B 38)

Mestry and Khumalo (2012:98) describe a code of conduct for learners as a form of subordinate legislation that reflects the democratic principles of the Constitution of the Republic of South Africa supporting the values of human dignity, equality and freedom. The code of conduct spells out clearly rules regarding learner behaviour and describes the disciplinary process to be implemented concerning transgression by learner (DoE, 2008:1).

According to Jourbet and Bray (2005:28) a code of conduct is a consensus document and its drafting process should be characterised by the involvement of parents, learners, educators and other stakeholders in the school. The code of conduct for learners is a motion (document) of rules and principles concerning the discipline in schools (Bray, 2005:133). The code of conduct aims at establishing and maintaining a disciplined school environment, which is conducive to teaching and learning.

1.4.3 Discipline

According to Louw, Griessel and Swart (1996:143) the term discipline derives from the Latin disco to (learn, to instruct) and disciplina (instruction, knowledge and learning communicated to disciples or pupils). Discipline connotes not only external discipline, but a personal or inner discipline promoted by spiritual acceptance of disciplined behaviour.
Jenkin (1999:56) states that discipline must be maintained in the school and the classroom to ensure that education of learners proceed without disruptive behaviour and offences. Its goal is to teach and lead learners to self-discipline.

Van den Aardweg and Van den Aardweg (2000:62) describe discipline as the system by which order is maintained in the home, the school and community. One of the prerequisite for all children is that they learn how to behave at home and in school and community. Mabeba and Prinsloo (2000: 36) say in the school situation the aim of discipline is to guide and direct the learner towards self-discipline, a good moral character and emotional security. Deventer and Kruger (2008:28) state that discipline is an educator-directed activity which seeks to lead, guide, direct and manage and confront a learner about behaviour that disrupts the aim of teaching and learning. It is used as a means to direct learners towards self-control and personal accountability.

Wheldall (2002:7) maintains that discipline is often inaccurately conceptualised as being what educators do when learners misbehave at school or what educators do to stifle misbehaviour when it occurs and that discipline must rely on elements of fear backed by force to be effective. Farrant (2001:34) says discipline has two main goals, namely, to ensure the safety of school staff and learners and to create an environment conducive to teaching and learning. Fuentes (2003:19) describes discipline as a process that uses teaching, modelling and other appropriate strategies to maintain behaviour necessary to ensure a safe, orderly and productive learning environment by changing unacceptable behaviour to acceptable behaviour.

According to Ntebe (2006:29) it is important for schools to have a common understanding of what discipline really entails and he divides discipline at school into two domains, namely:

- **Classroom discipline:** This discipline relates to managing discipline problems within the classroom where educators can structure the learning environment more or less unaided.
• **School site discipline:** This discipline refers to managing discipline problems outside the classroom where educators are highly dependent on the collaboration of colleagues for success.

If a learner has to conform to the expectations of society and be able to control his actions the following need to be learned (Chadsey & McVittie, 2006:3):

- Moral concepts which include the functioning of laws, regulations, rules and codes of conduct to show the learner the limits within which they may function.

- Expecting punishment for misdemeanour for it serves to discourage repetition of an offence and it spells out clearly the consequences of undesirable behaviour.

### 1.4.4 Education

Louw, Griessel Swart (1996:60) describe education as a human act directed at a fellow human being who meaningfully designs his own world by means of particular norms. The word “education” is derived from a Latin root “educare” which means “to draw forth or within” (Farrant, 2001:33). Education is a universal phenomenon limited to human beings. Van den Aardweg and Van den Aardweg (2000:71) describe education as the process in which the practice of education is involved where a responsible adult leads, helps, supports and accompanies a child to self-actualization and ultimate adulthood.

Formal education is a process of teaching and learning and usually takes place at school, college or university. Landman and Bodenstein (1994:366) define education as a pedagogic, purposive intervention by an adult in the life world of a no-adult to bring him to independence. Therefore education as a pedagogic assistance is the positive approach of influencing of a no-adult by an adult, with specific purpose effecting changes of significant values. Education thus refers to the help and support which the learner receives from an educator with a view of attaining responsible adulthood.
**1.4.5 Educator**

Educator is the one who educates, takes the responsibility of leading the educand (learner) up into adulthood, Van den Aardweg and Van den Aardweg (1993: 77). Baldwin (1998: 11) says that the primary educators are parents who, from the earliest moment of the child’s life are involved in his education. Jones (2010: 19) agrees with Baldwin (1998:11) that parents are primary educators. While the parents retain the responsibility, the secondary educators (school teachers and other concerned adults) supplement the primary educator’s effort as they together purposefully lead the child in every aspect of his becoming and through each stage of development.

According to Van den Aardweg and Van den Aardweg (2000: 73) a school educator is more than a mere teacher of a subject but seeks to impart to the learner qualities which will enable him to reach responsible adulthood successfully. Self-discipline can only be instilled in the learner if the educator exercises effective discipline in his class.

**1.4.6 Secondary / high school learner.**

The term learner refers to any person receiving education or is obliged to receive education in terms of the South African Schools Act, Act no. 84 of 1996 (RSA, 1996:14). A High School (Secondary School) is a school that offers education to learners from Grade 8 to Grade 12. Usually learners enter Grade 8 at the age of 13–14 years and leave at the age of 18–19 years if they complete Grade 12 successfully. According to Van den Aardweg and Van den Aardweg (1993: 75) learner is the child or adolescent who needs to be educated.
1.4.7 Perception

The Business Dictionary (2010:111) defines perception as the process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (on reality) information, perception is equated with reality for most practical purposes and guides human behaviour in general.

Bernard (2003:167) describes perception as the act of receiving information through the senses (sight, sound, touch and smell). It is an activity which involves the organising and interpreting of information received through senses. Perception is an individual’s personal theory of reality, no matter how remotely an individual’s reasoning to respective dialogue is. Furthermore perception is the brain’s process of organising and interpreting sensory information to give meaning (Kern, 2008:371). It is also the way the brain interprets feelings to make them meaningful.

1.4.8 Punishment

Punishment refers to as a process in which the consequences of behaviour result in a future decrease in the occurrence of that behaviour Wordsworth (2004: 112). SASA (1996: B-3) defines punishment as a corrective measure or penalty inflicted on an offender, who has to suffer the consequences of misconduct in order to maintain the orderly society of the school.

In the school situation punishment is an action taken against a learner or a group of learners as a consequence of deviation from the school rules (Chadsey & McVittie, 2006:2). According to Van Wyk (2001:196) punishment is regarded as a procedure for decreasing deficient or dysfunctional learner behaviour. Allan (2010:1) says punishment serves as the purpose of identifying learners’ behaviour that is unacceptable. Effective punishment reduces the frequency of the undesirable learner behaviour.

Harber and Davies (2009:44) emphasises that if an educator wishes to discourage a type of misbehaviour he should attempt to discover the cues leading to that behaviour and then
arrange a situation so that the undesired behaviour will not occur in the presence of those cues.

Jacobs and Gawe (2000:357) say the main function of punishment is to discourage misbehaviour that defies the preventative measures taken by the educator to create an environment that makes maximum teaching and learning possible.

1.4.9 Theory of discipline

Discipline in the context of this study refers to the way in which adults (educators) at school try to form a learner’s character, self control and moral behaviour. The learner being educated is drawn towards formativeness, thus towards being disciplined and orderly, towards obedience to authority, towards freedom and responsibility (Sprinthall, Sprinthall & Oja, 1994:579)

Discipline signifies restraint by means of positive guidance, by indicting the correct method and by ensuring adherence to the correct way. The ultimate goal is to help the individual to become independent, self-directed and be able to function in a democratic society. Discipline must be reasonable and cooperative rather than arbitrary and autocratic and must also not be exercised as a portrayal of power by educators (Donnelly, 2000: 2)

According to Van Rensburg, Landman and Bodenstein (1994:554) a theory:

- is a mental view formulated to explain a behaviour or learning;
- attempts to create some order, pattern or generalization to explain a phenomenon;
- is scientifically arrived at and presents a unified system of principles, definitions, postulates and observations organised to most simply explain the relationship among variables; and
- is a system of ideas attempting to explain a phenomenon or a group of phenomena.
According to Bernard (2003: 207) theory of discipline should be characterised by the following considerations:

- The recognition of the inherent rights and dignity of a person.
- It should be based on humanitarian ideals of freedom, justice and equality.
- The ultimate aim of discipline should be self-direction and self-discipline rather than unquestioning obedience.
- Discipline should also have a clear understanding of the goals at which discipline is directed.

The above theory will form the foundation on which this study is based.

1.5 AIM OF THE STUDY

The objectives of this study are:

- To establish educators’ perception of discipline in rural high schools in Illembe district.
- To undertake an empirical investigation into educators’ perception of discipline in rural high schools.
• To investigate the role code of conduct for learners plays in exercising effective discipline in secondary and high schools.

• To determine, in the light of the findings obtained, certain guidelines which can assist principals and educators to implement and maintain effective discipline in schools.

1.6 METHOD OF RESEARCH

Research with regard to this will be conducted as follows:

• A literature study of available relevant and relevant literature.

• An empirical survey comprising a self-structured questionnaire to be completed by educators from secondary schools.

The research method to be followed in the study will be explained in Chapter 3.

1.7 THE FURTHER COURSE OF THE STUDY

Chapter two will be a literature review of educators’ perception of discipline in rural high schools.

In Chapter three the planning of the empirical research will be explained.

A presentation and analysis of the research data will be given in Chapter four.

A summary of the study, findings and recommendations will be presented in Chapter five.
1.8 SUMMARY

An explanation of the problem, statement of the problem and the aims of the study were given in this chapter. The method of research was mentioned and certain relevant concepts were defined. Finally the further course of the study was set out.

In the next chapter a literature review of educators’ perception of discipline in rural secondary and high schools will be given.
## LITERATURE REVIEW

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

For effective teaching and learning to take place the circumstances that make it possible must be present in the school and classrooms. Research has found that discipline is one of the most important requirements for successful teaching and learning in school (Sprick, 2006:11). According to Pienaar (2003:268) the most common complaint from educators is that they cannot teach effectively because of classroom disruption and learner misbehaviour.

Ntebe (2006:9) states that good discipline maintains order and harmony in the classroom and provides a climate in which educators can teach, and learners can learn without disruptions. Donnelly (2000:2) says that discipline makes learners aware that there is order in society and that certain behaviours are controlled through rules and regulations. In order to promote good behaviour a school must have a policy on discipline which includes details of the school rules, expected behaviour and the consequences of deviating from the school rules (Mestry & Khumalo, 2012:99). Ideally the goal of discipline is to reduce the need for educator intervention over time by assisting the learners to develop self-control, self-direction and social responsibility (Squelch, 2000:23)

Educators throughout South Africa share the same sentiment, namely that the lack of learner discipline in schools hamper effective teaching and learning (Shezi, 2012:17). Disciplinary problems differ from one school to another, from one grade to another and also between classrooms (Chapman & Corwin, 2005:84). Factors which may determine the types of problems experienced by schools are, for example, the size of the school, the managerial
skills of the principal, the socio-economic background of the learners and so forth (Zulu, 2005:12).

In this chapter the aspects of discipline, purpose of discipline, discipline problems and discipline rules for learners will be discussed. This chapter will serve as the theoretical framework for all other aspects of the investigation.

2.2 ASPECTS OF DISCIPLINE

Effective discipline is an important characteristic of a successful school. Educators teach best and learners learn best in an orderly and safe environment. To achieve effective discipline a school must deliberate on the following aspects of discipline that are pertinent to establishing a safe and productive school environment:

2.2.1 Judicial aspect

In terms of common law parents and educators have authority over minor children and thus also disciplinary powers (Bezuidenhout & Joubert, 2003:27).

These disciplinary powers are prescribed by legislation, for example punishment of learners is determined by a statute of law in the South African Schools Act, act no 84 of 1996 (RSA, 1996:62).

In meting out punishment the constitutional rights of learners should not be violated. Bray (2005:137) states that severe punishment, for example expulsion may not be applied unless a full, thorough and proper investigation into the offence committed is undertaken. However, learners also have no right to deliberately contravene the schools’ rules and regulations and if a learner is found guilty corrective disciplinary measures must be implemented.
2.2.2 Cognitive aspect

Cognitive development focuses on how children learn and process information. Kendra (2005:37) describes it as the development of the thinking and organizing systems of a child’s mind. It involves language, thinking, reasoning, problem solving, memory and mental imagery.

According to Bernard (2003:54) fixed and regular patterns of cognitive development occur in every learner and learners from different cognitive development phases may not be disciplined in the same manner even though they have committed the same offence. Fuentes (2003:19) says that disciplinary actions must commensurate with a learner’s level of cognitive development. Chadsey and McVittie (2006:19) emphasize the importance of taking into account the cognitive developmental level of a learner in deciding on appropriate punishment.

2.2.3 The Advancement aspect

One of the characteristics of an effective school is that the educators do what seems necessary for the development of the learners (Zulu, 2005:29). This implies that all decisions taken must be for the benefit of the learners. Madlala (2002:22) says in a democratic school environment learners must have an active input in decision-making processes concerning them which include formulating discipline rules (code of conduct for learners). Authoritarian decision-making must be avoided because it may result in learners not feeling, trusted and accepted and subsequently misbehave out of frustration. Jacobs and Gawe (2000:358) maintain that disciplinary rules in a code of conduct for learners must the developed and formulated with participation of the educators who are to enforce them and the learners who are to obey them.

2.2.4 Ethical aspect

In the context of this study the term “ethical” refers to learner behaviour which conforms to the accepted professional standards of conduct in their society (Martin, 2004:108).
Learners should learn to distinguish between right and wrong by the positive guidance, support, instructions and example of their educators. According to Kern (2008: 52) learners should learn what acceptable behaviour is and what unacceptable behaviour is. Therefore disciplinary rules must be clearly stated and explained to learners to eliminate any possibility of ignorance or misunderstanding of the rules.

### 2.2.5 Social aspect

Socialization is the learning process related to the growth of social relationships and social behaviours which encourages the assimilation of an individual into society (Bottaro, Visser, Dilley & Cohen, 2006:53). Social education should take place according to the norms and values which are accepted in the society of which a learner is a member; learning of customs and codes of conduct acceptable and customary in a particular society (Whelldall: 2002:61)

According to Jones (2010:76) the peer group serves as a socializing agent and meets learners’ needs for friendship. Acceptance by the peer group is very important and therefore a rejected learner may display improper behaviour. Bezuidenhout and Joubert (2003:39) say that in varying degrees deviant learners face social ridicule, isolation and often even abuse. It is necessary that these learners be disciplined in such a way that they will not suffer further ridicule and harassment. They must be disciplined in such a manner that they feel accepted and be able to emulate the good behaviour of their friends and other role models in the community (Jacobs & Gawe, 2000:359).

### 2.2.6 Authority aspect

Without adult authority a child will not learn to obey the authority that is essential for acceptance in society or attain the freedom to live harmoniously with other people (Lemley, 2005:39). Without authority there cannot be an educational situation. The educator exercises authority when the learner strays from the expectations of society and behaves indecently or improperly (Harber & Davies., 2009:72).
An educator should intervene when a learner misbehaves by means of appropriate disciplinary actions in order to correct what is improper. Jacobs and Gawe (2000:359) says that for this authoritative intervention to be meaningful the learner must trust and respect the educator.

### 2.2.7 The learner aspect

Learners bring into schools attitudes and values which may be negative and damaging and many learners suffer all sorts of unspecified ways of behaviour because of broken homes, dysfunctional families or poverty (Farrant, 2001:85). In the classroom this may cause the educator to lack adequate control over learner behaviour and thus disciplinary problems.

In many aspects learners, in their roles as learners, often behave in unnatural ways and engage in activities that they are unlikely to perform in adult life. In these instances an educator has to exercise his authority in such a manner that harsh discipline is avoided and acceptable behaviour is encouraged (Matseke, 2008:31).

### 2.2.8 The negotiation aspect

Flynn (2008:15) is convinced that in a democratic education dispensation learners should be involved in decisions concerning all school programmes and activities, as these programmes and activities are instituted for their benefit. Learners should be involved in policy-making, decision-making, conflict resolution, school discipline, formulation of a code of conduct for learners and so forth. The South African Schools Act, Act no 84 of 1996 (RSA, 1996:18) stipulates that learners from grade 10 to 12 must be selected as members of the school governing body. This representation gives learners the right to participate in the formulation of discipline rules (code of conduct for learners).
2.2.9 The trial aspect

Madlala (2003:30) pointed out that judicial provisions and principles regarding discipline and disciplinary measures are contained in legislation, the common law and the case law. The Department of Education provides schools with guidelines in respect of the more serious disciplinary measures such as suspension in the South African Schools Act, Act no 84 of 1996 (RSA, 1996:60).

2.2.10 Punishment aspect

Farrant (2001:197) says punishment should be used consciously and deliberately as part of educators’ treatment of repeated misbehaviour but must be a last resort. Educators must guard against using punishment inconsiderately or arbitrarily as a way to get even with a learner or to teach the learner a lesson.

Jacobs and Gawe (2000:359) emphasize the importance of punishment that must commensurate with the offence. Minor offences should not be dealt with as severely as serious misdemeanours. Punishment should not be aimed to attack learners personally because they might respond with anger, resentment and a desire to strike back (Kimberley & Salim, 2000:14). Punishment must be a management technique and a disciplinary lesson that will teach learners the correct behaviour (Martin, 2004:107).

2.3 PURPOSE OF DISCIPLINE

The purpose of discipline in schools is to maintain order by assisting learners to discover the value, utility and necessity of obeying reasonable rules and procedures and to accept responsibility for their behaviour (Mtsweni, 2008:26). A disciplined learner has orderly habits, is able to observe rules of conduct and can exert self-control in learning duties (Wheldall, 2002:35).
2.3.1 Respect for educators

Bueno (2012:23) describes respect as a positive feeling of esteem or deference for a person or other entity and also specific actions and conduct representative of that esteem. People that have important roles in society, such as educators, deserve respect from the learners they teach. Bernard (2003:79) maintains that society expects a learner, as a young person, to respect all persons who are elders, since they have generally more experience in life. Educators deserve respect as they are trying to pass on essential knowledge to the learners in their care. To earn respect an educator has to be above reproach in dealing with young learners, being trustworthy and able to give guidance to social problems such as discipline (Seeman, 2000:54).

According to Williams (2012:6) learners should respect educators as adults with authority and recognizes that their educational training and experience can be beneficial to them. Learners must show respect to their educators at all times and give their wholehearted cooperation in all reasonable assignments which they receive from their educators.

2.3.2 Safety (security)

Prinsloo (2005:10) states that a safe school is a prerequisite for successful teaching and learning and that good discipline is the most important characteristic of such a school. Squelch (2000:49) regards safe schools as schools that are physically and psychologically safe and allow educators, learners and other staff to work without fearing for their lives. Indicators of safety include good discipline, a culture conducive to teaching and learning, professional conduct by educators, and good management and governance practices (Harber, 2000:2650).

A safe school environment is therefore a place where educators teach, learners learn and non-educators work in a warm, friendly and welcoming environment (Masitsa, 2011:5). According to Bottaro et al. (2006:132) educators protect learners through the maintenance of school discipline because good discipline protects the learner against unruly behaviour of fellow learners as well as protecting the learner against his waywardness. In this regard Pienaar (2003:265) says that for their own safety learners must adhere to the safety rules,
that have been drawn up for laboratories and workshops, while moving between classrooms, on the school grounds and on the sport field.

2.3.3 Atmosphere conducive to teaching and learning

Curzon (2002:71) maintains that for education in school to be effective, the environment needs to be conducive to teaching and learning, allowing educators and learners a safe space and time to interact in the teaching and learning process. Creating and maintaining a stimulating learning environment can be achieved through effective classroom organization which is characterized by good discipline. A class atmosphere conducive to learning is (McLaughlin, 2010:1 – 7):

- A classroom with a warm, safe, caring environment that allows learners to engage in learning, regulate their behaviour and are aware of what they want to achieve.
- A classroom in which effective discipline is exercised so that the learners feel safe, and where learners’ individual differences and strengths are respected.
- Educators that relate to the learners. Be someone they could confide in, make learners comfortable to ask questions and avoid labelling learners.

2.3.4 Respect for other people’s rights

Squelch (2000:39) refers to a “human rights friendly school” as a school where human rights are learned, practiced, respected, protected and promoted. Wheldall (2003:71) says education is a means of instilling the knowledge, skills, attitudes and values that can foster respect for the rights of others. An orderly, disciplined school atmosphere is one in which all learners understand and value the rights of others, where the values of equality, dignity, respect, non-discrimination and participation exist.

Weeks (2012:334) maintains that although learners are aware of the fact that they have certain rights at school they should also realize that others have similar rights and they have to respect the rights of other people.
Learners must recognize in particular the dignity and equality of all persons and must exercise their rights in such a manner that others are not prejudiced by their actions (Madlala, 2003:83). The South African Schools Act, Act no. 84 of 1998 (RSA, 1996:24) indicates the following as rules concerning respecting other people’s rights:

- Learners should respect the inherent dignity of other people.
- Learners should show respect for the convictions and cultural traditions of others.
- Learners should behave with courtesy, tolerance and consideration towards others.

2.3.5 Educational goals

According to Curzon (2002:131) educational goals are the ends that society sets for the education system it operates. Sometimes these goals are expressed in broad political, cultural and economic terms such as citizenship, democracy or national unity, but it also refers to more specific aspects of education such as life-long learning or equal opportunity. Educational aims express goals in narrower and more specific terms and these aims can be perceived at different levels and considered (Farrant, 2001, 21 – 22):

- The personal development of learners including intellectual and spiritual growth.
- Vocational preparation of learners in terms of necessary practical skills and character qualities.
- Social training in which learners are initiated into society at local and national levels.

2.3.6 Self-discipline (self-control)

Self-discipline or self-control is the condition arrived at when the individual, through his own will (volition), is alone able to control his behaviour (Mtsweni, 2008:270). According to Bottaro et al, (2001:51) self-discipline implies the development within individual learners of the necessary personal control to train them for adult life and develop their own personalities.
Wheldall (2002:44) maintains that good discipline assists learners in acquiring positive characteristics such as self-control, self-discipline and persistence. Discipline can be regarded as a means of teaching learners’ self-control and self-direction and thus sharpening their appreciation of what is right and wrong (Jacobs & Gawe, 2000:38).

2.3.7 Standards of social conformity

Chadsey and McVittie (2006:28) state that discipline in school is indispensable to maintain a certain standard of social conformity so that the community can function in an orderly and fearless manner. Learners are not born with social skills and educators should assist them to become self-reliant and responsible adults in their society. Nxumalo (2001:32) maintains that discipline is to teach learners an acceptable degree of social conformity that is truthfully and judiciously handled, keeping in mind the individuality of learners as well as the severity of any misdemeanour. Discipline should aim at mental and moral training and must strive towards the restructuring of behaviour in accordance with the established rules and norms of society.

In the education situation educators should act as the representatives of society, especially as responsible adult members of the community (Kimberley & Salim, 2000:32). Educators should ensure that the values that are deemed important by the society, from which the learner comes, are passed on to them. Through discipline the learner will realize the necessity for order in the society and to maintain order certain behaviours are abhorred while others are praised (Kern, 2008: 47)

2.3.8 Respect for school property

According to Allen (2010:9) learners should appreciate school buildings, the contents of classrooms and other physical facilities that have been provided for their use. Learners have to make use of the schools facilities in a responsible manner and as much as it is in their ability, to contribute to the maintenance thereof.
Seeman (2000:42) maintains that in a school characterized by good discipline the learners will show respect for the school property. Learners must treat textbooks, library materials, and classroom furniture and school buildings with respect. In such a school learners will refrain from causing damage to the school property or even prohibit fellow learners from committing acts of vandalism. De Wet (2004:206) says that well-cared school facilities, furniture and equipment and clean toilets are characteristic of a healthy teaching and learning environment.

2.4 DISCIPLINE PROBLEMS

Discipline problems can be described as the disruptive behaviour that significantly affects learners’ fundamental rights to feel safe, to be treated with respect and to learn (Mabeba & Prinsloo, 2000:34). Although schools across the spectrum have problems with learner behaviour and thus discipline problems, research has shown that discipline issue seems to be more acute in large schools and schools situated in areas characterized by poverty (Vogel, 2004:2). The most prevalent disciplined problems experienced in schools will receive attention in the discussion to follow.

2.4.1 Disrespect towards educators

According to Rossouw (2003:423) research has established that the most commonly reported problem is learners’ disrespectful behaviour towards educators that manifests itself in numerous forms. Learners disrespect for the authority of educators includes the following (Maphosa & Mammen, 2011:185):

- using foul (abusive) language;
- swearing at educators;
- repeating what educators say;
- mocking educators;
- flouting educators’ instructions;
2.4.2 Disruptive behaviour

Marais and Meier (2010:1) define the disruptive behaviour of learners in class as inappropriate behaviour and the most common, day-to-day disruptive behaviours are:

- Verbal interruptions like learners talking out of turn, calling out, name calling and back chatting.
- Inattentiveness such as daydreaming, fidgeting, doodling, tardiness and doziness
- Physical movement for example walking around in class without educator’s permission, passing notes or throwing objects.

Martin (2004:111) views the above forms of disruptive behaviour existing to some extent in all classrooms and are called “surface behaviours” because they are usually not caused by more deep-seated problems but part of the normal development behaviour of learners. According to De Wet (2004:208) more serious disruptive behaviour, such as conflict degenerating into physical violence, is by far the most challenging misbehaviour educators have to deal with in class. The aim of the discussions that follow will be to establish possible causes for more serious disruptive behaviour in classrooms in high schools.
Overcrowded classrooms

Researchers found the following with regards to overcrowding in schools:

Netshitahame and Van Vollenhoven (2002:314) found that most of the rural schools in their survey do not have enough classrooms to accommodate all learners and as if the size of a class increases so disciplinary problems multiply. The larger the group the less able is the educator to satisfy the demands of all the learners.

Mokhele’s (2006:154) research showed that overcrowding in classrooms makes the job of controlling learners extremely difficult. Educators reported that it is difficult to pay attention to individual learners in a large class with the result that effective discipline cannot be exercised.

According to Mestry and Khumalo (2012:106) educators are unable to check all learners’ homework and class work in a large class during the allocated period. The outcome of this lack of control is that learners are not productively involved and they tend to become noisy and unruly.

In research conducted by Maphosa and Mammen (2011:189) educators claim that it is simply impossible to stop disruptive behaviour and noise in an overcrowded class because learners seem to have the attitude that the educator cannot identify the culprits.

Harber’s (2000:262) investigations established that in large classes learners talk or shout while learning content is being explained, throw objects around, eat, and ignore educators’ instructions to restore order and walk or run around aimlessly.
(2) Lack of learning resources

According to Jacobs and Gawe (2000:177) the inadequacy of teaching and learning materials and equipment in a school, in terms of meeting the needs of learners, is often attested by their unruly behaviour in the classroom. Without sufficient learning resources educators find it difficult if not impossible to keep learners productively involved without sufficient teaching and learning material which causes boredom and consequently disruptive behaviour.

Many rural schools have limited teaching aids or none at all, for example, if there is no electricity in the classroom an overhead projector cannot be utilized, no duplicating facilities and so forth (Msimang, 2011:13). Therefore educators often fail to create a stimulating environment during lesson presentation and learners lose interest, do not pay attention and engage in disruptive activities (Harber & Davies, 2009:51).

Surty (2011:9) maintains that because of the low economic status of the area in which a school is situated most of the learners are unable to afford the required learning material. They have to share textbooks and it is not uncommon to see a single textbook for a given subject shared by the whole class. While learners wait for a textbook or other learning material they become bored and become disruptive by talking, walking around and disturbing other learners. Msimang (2011:13) says that photocopiers, duplicating machines, overhead projectors and computers that have become part of the standard equipment for schools are not available at many high schools situated in rural areas. The non-availability of these teaching aids has a negative effect on teaching and learning, for example without a duplicating machine notes cannot be duplicated for distribution to learners.
(3) Attention seeking

Bottaro et al. (2006:59) maintain that most children receive the attention and care they need at home or in school in normal positive ways. However, according to Ntebe, (2006:40) some learners feel that misbehaving in class is the best way to get attention and they are the ones who constantly speak out without permission, arrive late or make strange noises which forces educators’ attention. As a result of the AIDS epidemic many learners live with their grandparents, in single mother families or in child-headed households (Surty, 2011:12). Most of these households are dysfunctional as far as caring and the exercising of effective discipline is concerned. This results in learners misbehaving in school in order to receive the attention they do not receive at home.

Marais and Meier (2010:46) found in their research that many learners misbehave because they are starved for attention. They contribute to the problem mainly to the disparity between the English proficiency of previously disadvantage African learners and the proficiency required of them in order to master all the learning areas through the medium of English. According to Vogel (2004:23) when learners do not understand or are unable to follow a lesson in class because it is presented in English, in which their linguistic capital is low, they resort to disruptive behaviour in order to receive attention.

4. Drug abuse

In research done by Martin (2004:106) alcohol and other drug use was the second most frequently reported misbehaviour problem by educators in urban high schools and the fourth most serious problem identified by educators in rural high schools. Learners who are under the influence of alcohol or other drugs often behave aggressively or have emotional outbursts and this behaviour is disruptive in the classroom. According to Mtsweni (2008: 85) the use of drugs by learners during school hours is another factor that contributes to learners’ undisciplined behaviour in class. Learners under the influence of alcohol or drugs become a threat to learners and educators because they become violent.
South Africa is the world’s third largest producer of cannabis and it is thus no surprise that cannabis is the most widely consumed illicit drug in South Africa with particularly high use among the youth (SANCA 2003:4). Research by Bezuidenhout and Joubert (2003:75) showed that the prevalence of cannabis use among high school learners were higher than that of any other drug with alcohol in second place.

They also found that the prevalence rate for the use of drugs are higher for boys than for girls but for both boys and girls there was a trend for the rates to increase between grade 9 and grade 12.

2.4.3 Vandalism

De Wet (2004:206) describes school vandalism as the purposeful damaging, violation, defacement or destruction of school property by amongst others, vindictive, bored, malevolent, frustrated or ideology-driven learners. According to Harber (2001:262) research showed learner vandals primarily break windows, draw graffiti, damage furniture and books in classrooms and ruin bathroom equipment. Learners sometimes deface and destroy their own schools to such an extent that it causes the collapse of teaching and learning, and may pose even a health risk.

Prinsloo (2005:8) refers to research that found that more than half (52%) of the acts of vandalism in schools are committed by boys in the school and that types of vandalism at schools mainly include the following:

- Vandalising of learner bathrooms and toilets.
- Breaking of classroom windows and doors.
- Graffiti on desks.
• Vandalism on play grounds (e.g. uprooting plants) or sport fields (e.g. breaking sports equipment).

• Scratching staff members’ cars or punching the tyres.

2.4.4 Stealing (theft)

According to Matsek (2008:51) theft is a common tendency in schools and poses a daily problem to educators. Research by Crutsinger (2008:2) showed that learners steal each other’s lunch boxes, tuck-shop money, stationary, clothes and cellular phones. His research also reveals that the most common victimization experience reported by high school learners was having something stolen from them. Masekoameng (2010:25) says educators also experience the negative consequences of theft when they are required to resolve theft issues during class time. He further says that to effectively cope with learners who display unacceptable behaviour, such as stealing, required extra time, energy and patience from an educator that could have been used for teaching.

Educators are also victims of theft. In their investigation Marais and Meier (2010:51) found that educators reported handbags and jewellery as the most frequently stolen items followed by outerwear such as jackets and coats. Other items mentioned included cellular phones, money and bank cards. The majority of educators feel that theft by learners is disruptive and that controlling learners who have serious or persistent behaviour problems was the main cause of low morale and stress among them (Crutsinger, 2008:9).

Mtsweni (2008:85) reports that stealing by some high school learners form part of a larger constellation of addictive behaviours that include smoking and alcohol and drug use. Learners vandalise and steal in order to obtain money for drugs or alcohol because stolen items were traced to taverns (De Wet, 2004:210). In research conducted by Crutsinger (2008:7) reasons for stealing with the highest frequency were, for the excitement of it, to get something for nothing, to see if you can get away with it, friends are doing it, don’t have money to buy the item or to sell the item for money.
2.4.5 Bullying

According to Harber (2000:265) another serious form of disruptive behaviour that negatively affects both emotional and physical experiences of learners in the school is bullying. Bezuidenhout and Joubert (2003:35) describe bullying as intentional, hurtful words or acts or other behaviour repeatedly instituted upon a child or children by another child or children.

Masitsa’s (2011: 5) research found that bullying in schools is a serious problem, especially on the playground, where it takes the form of name calling, teasing, taunting, mocking as well as intimidation. He further reported that the incidences of bullying have shown that boys are mostly involved in physical bullying while girls are more involved in verbal bullying.

Bezuidenhout and Joubert (2003:36) and Marais and Meier (2010:44) cite the following types of bullying:

- Physical bullying like hitting, kicking, pushing and shoving.
- Verbal bullying such as name-calling, insulting and teasing.
- Emotional abuse for example terrorizing, humiliating and corrupting.
- Sexual abuse that includes touching, harassing and rape.

Furman (2012:3) says since electronic technology has become available to most people, including learners at school, cyber bullying is on the increase in schools. Examples of cyber bulling include mean text message or emails, rumours sent by email or posted on social networking sites, embarrassing pictures, videos or false profiles on websites. Smillie (2012:1) claims that school bullies have no gone hi-tech. He refers to a study that involved 3371 high school learners which found that one out of four learners experienced a form of cyber bullying while a quarter (25%) admitted to have cyber bullied someone.
2.5 DISCIPLINARY RULES

Disciplinary rules (code of conduct for learners) inform learners of the manner in which they should behave themselves at school in preparation for their conduct and safety in the society they live (Chadsey & McVitties, 2006:8). According to Madlala (2003:18) school discipline rules set a standard of moral behaviour for learners and equip them with expertise, knowledge and skills they would be expected to evince as worthy and responsible citizens.

2.5.1 Consultation in setting rules

Ntebe (2006: 46) maintains that for discipline rules to be effective in a school it must be formulated by all the stakeholders, namely parents, educators, learners and community members. Seeman (2000:51) says the discipline rules of a school should outline the conduct that is expected, as well project values that should be exemplified by learners. Squelch (2000:26) emphasizes the importance that a disciplinary policy for learners should be developed in the school community through consensus. According to Bray (2005:135) the governing body of a school must consult with learners, parents and educators of the school before adopting a code of conduct.

Pentz (2010:68) states that a code of conduct in which all stakeholders took part is more likely to be more effective than one that was imposed on learners by the principal or the school governing body. Rossouw (2003:433) says that learner participation at secondary school level in the development of a code of conduct inculcates the values of democratic school processes. Weeks (2012:336) is convinced that if learners are consulted in their own affairs they will be more willing to conform to decisions that are made in this regard.
2.5.2 Clearly formulated rules

The wording of discipline rules are of the utmost importance. Bray (2005:135) says that the discipline rules in a school are legal rules and must be straightforward, clear and unambiguous so that the learners who have to obey the rules must understand what is expected of them. Pienaar (2003:266) considers the following as guidelines for the formulation of discipline rules:

- Rules should be short, simply worded and to the point. An effective discipline rule is positive and to-the-point.
- Rules must be positively stated for example, “raise your hand” and not negatively such as “do not shout out answers”.
- Each rule must be clearly formulated and address a single issue.
- Discipline rules must be appropriate to the development level of the learners, for example rules that are applicable to Grade 8 (13 – 14 year old learners), will differ from that for Grade 12 who are 17 years and older.
- No jargon, slang or abbreviations should be used in the formulation of discipline rules.

2.5.3 Appropriate punishment

It is important that educators select a form of punishment that fit the misdemeanour to avoid being accused of injustice. According to Jacobs and Gawe (2000:359) one of the skills of exercising effective discipline is the educator’s ability to decide which form of punishment will be the best in curbing a particular form of misbehaviour. The function of punishment is to correct a learner’s wrong doing and not to antagonize or humiliate the learner (Kern, 2008:79).

When punishment is necessary it must be meted out fairly and in proportion to the transgression for which it is given and must not been seen by learners as a display of power by an educator (Chadsey & McVittie, 2006: 15).
Choosing appropriate punishment for learners depends on the age and developmental level of the learner and works best when it is age-appropriate. A young learner (foundation phase) may not understand a long lecture about the consequences of their actions but will respond to a firm “No” or removal from the situation (Bottaro et al., 2006:45).

2.5.4 Accessibility of discipline rules

Disciplinary rules must be easily accessible at any time. Disciplinary rules for the classroom, playground and school excursions should be displayed in places where learners can easily consult them so that they are aware of the kind of behaviour that is expected from them (Marais & Meier, 2010:54). Rules should be displayed throughout the school premises, on notice boards in hallways, corridors, classrooms and in bathrooms and toilets. Pentz (2010:65) says that learners should read out disciplinary rules aloud on a daily basis, for example at assembly or in the class during register period. Therefore, there should not be too many rules and they must be easily understood.

2.5.5 Record keeping

Vogel (2004:13) says that when the behaviour of a learner threatens the health or safety of educators or other learners, causes the destruction of school property or the general disruption of good order, the school has the power to punish the learner. Learner discipline procedures are covered in the South African Schools Act, Act No 48 of 1996 (RSA, 1996:16) and stipulate that accurate records must be kept of misdemeanours and disciplinary actions.

Keeping a record of a learner’s misdemeanours is needed to keep track of a learner’s history of misdemeanour’s (Masitsa, 2011:8). Schools are usually doing a satisfactory job in responding to minor violations of the disciplinary rules, such as disrespect for authority, late coming, truancy and the like (Mtsweni, 2008:34). In the more serious discipline cases a complete record of a learner’s misbehaviour might be needed in the case of special hearings where witnesses are called and lawyers are present).
According to Farrant (2001:266) the purpose of recordkeeping is to protect the learners from unreasonable punishment and to protect educators from exaggerated reports of punishment given. A well-kept record will provide information of the behaviour history of “difficult” learners if needed.

2.5.6 Reviewing of rules

In the research done by Pentz (2010:68) most of the educators and learners were unsure about the manner in which the code of conduct for learners in their school was developed because it happened before they came to the school. This emphasizes the importance of regularly reviewing the content of a code of conduct. The review should look at how the particular aspects in the code are working and use the information to strengthen an aspect that is not functioning well (Seeman, 2000:39)

Pentz (2010:68) says the review and revising of discipline rules must also be a participatory process, similar to the original drafting of a code of conduct in which all stakeholders of the school must be involved. A code of conduct for learners should be reviewed and revised periodically to ensure that the disciplinary rules are still relevant; that it is dealing with all the major issues confronting the school; and the contents is consistent with current legal principles and legislative amendments;
2.6 SUMMARY

 Certain aspects concerning discipline, the purpose of discipline, discipline problems and discipline rules in schools were discussed in this chapter. The purpose of discipline is to maintain order by assisting learners to realize the value and necessity of obeying disciplinary rules and to accept responsibility for their behaviour.

 Discipline problems can be described as disruptive behaviour that affects learners’ fundamental rights to feel safe in the school and to learn. The purpose of discipline rules in school (code of conduct for learners) is to establish an orderly, safe and productive school environment, devoted to a culture of teaching and learning. The effective implementation of discipline rules will promote positive discipline, self-discipline and exemplary conduct as learners learn by observation and experience. A code of conduct (discipline rules) informs learners of the way in which they should behave themselves in order to prepare them for their conduct and safety in the society in which they live.

 In the next chapter the empirical research method followed in this study will be explained.
# CHAPTER 3

**PLANNING OF THE EMPIRICAL RESEARCH**

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CHAPTER 3

PLANNING OF THE EMPIRICAL RESEARCH

3.1. INTRODUCTION

In the preceding chapter a literature study was made of the educators’ perception of discipline in rural high schools in the iLembe District. The literature study revealed that discipline starts at home where parents play a major role in establishing the nature and the quality of instructive education. It also revealed that discipline is closely bound to teaching and instruction, and good discipline can be measured through good teaching and teaching skills.

This chapter will focus on the planning of the research in discussing the questionnaire as research instrument and the processing of data.

3.2. SELECTION OF RESPONDENTS

The empirical investigation was conducted in iLembe District. For the purpose of this study high schools from the above mentioned district were selected. From the selected schools 150 educators were randomly selected as the research group. Out of 150 questionnaires distributed 120 (80%) were returned. The researcher’s aim was to understand the educators’ perception of discipline in rural high schools. Purposeful sampling provided the researcher with a sample of 150 respondents from iLembe district in the KwaZulu-Natal North-coast.
All the questionnaires were returned to the researcher and they were considered as adequate for reliable data analysis by means of descriptive statistics.

3.3 RESEARCH DESIGN

3.3.1 Quantitative research

The purpose of research design is to provide the most valid, accurate answers possible to research questions. McMillan and Schumaker (1997:34) say that since there are many types of research questions and many types of designs, it is important to match the design with the questionnaires. Quantitative research methods collect data to be translated into a statistical format. The responses of the respondents to the questions in a questionnaire are recorded in coded format, presented in frequency tables, graphs and/or chart forms, analysed and interpreted (De Vos, 2001:208). The simplest form of data analysis is univariate analysis, which means that one variable is analysed, mainly with the view to describing that variable (Bless & Higson-Smith, 1995:100). It can thus be stated that where information is required by a first time researcher, quantitative data collection and analysis seem to be the most important method. The researcher selected the quantitative approach because:

- It is more formalised;
- and better controlled;
- Has a range that is more exactly defined; and
- Uses methods relatively close to the physical sciences.

3.3.2 The questionnaire as research instrument

A questionnaire can be described as a set of questions dealing with some topic or related group of topics, given to selected group of individuals for the purpose of gathering data on a problem under consideration (Van Rensburg, Landman & Bodenstein, 1994:504).
According to Van den Aardweg and Van den Aardweg (1990:504) the written questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information.

Data is any kind of information that researchers can identify and accumulate to facilitate answers to their queries (Van Wyk, 1996:130). The written questionnaire is regarded as the most widely used survey data collecting technique (De Vaus, 1990:80). A well designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem, generating hypothesis, and so on. A questionnaire is not simply thrown together. A poorly designed questionnaire can invalidate any research results, notwithstanding the merits of the sample, the field workers and the statistical techniques (Schntler, 1993:77).

In their criticism of questionnaires, Berchie and Anderson (Schnelter, 1993:61) object to poor design rather than to questionnaires as such. A well designed questionnaire can boost the reliability and validity of the data to acceptable tolerances (Schumacher & Meillon, 1993:42).

It therefore stands to reason that questionnaire design does not take place in a vacuum. According to Dane (1990:315-319) the length of individual questions, the number of response questions, as well as the format and wording of questions are determined by the following:

- The choice of the subject to be researched.
- The aim of the research.
- The size of the research sample.
- The method of data collection.
- The analysis of the data.
Against this background the researcher can now look at the principles that determine whether a questionnaire is well designed. It is thus necessary to draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and the validity and reliability of questions.

### 3.3.3 Construction of the questionnaire

Questionnaire design is an activity that should not take place in isolation. The researcher should consult and seek advice from specialists and colleagues at all times during the construction of the questionnaire (Van den Aardweg & Van den Aardweg, 1990:198). Questions to be taken up in the questionnaire should be tested on people to eliminate possible errors. A question may appear correct to the researcher when written down but can be interpreted differently when asked to another person.

There should be no hesitation in changing questions several times before the final formulation whilst keeping the original purpose in mind. The most important point to be taken into account in questionnaire design is that it takes time and effort and that the questionnaire will be re-drafted a number of times before being finalised. A researcher must therefore ensure that adequate time is budgeted for in the construction and preliminary testing of the questionnaire (Wolhuter, Van der Merwe, Vermeulen & Vos, and 2003:45). All of the above was taken into consideration by the researcher during the designing of the questionnaire for this investigation.

A questionnaire has to engage the interest of people, since participation is voluntarily. If the topic of research is considered as important by the participants, it will encourage their cooperation and elicit answers as close as possible to the truth (Cohen & Manion, 1994:93). An important aim in the construction of the questionnaire for this investigation was to present the questions as simply and straightforwardly as possible.
The researcher further aimed to avoid ambiguity, vagueness, bias, prejudice and technical language in her questions.

The aim of the questionnaire (Appendix A) was to obtain information regarding educators’ perception of discipline in rural high schools. The questionnaire was sub-divided into the following sections:

- Section one, which dealt with the biographical information of the respondents, namely educators’ perception of discipline in secondary and high schools and consisted of questions 1 to 9
- Section two contained questions regarding the purpose of discipline.
- Section three contained the disciplinary problems.
- Section four contained the rules for effective discipline.

3.3.4 **Characteristics of a good questionnaire**

- During the construction of the questionnaire the researcher had to consider the characteristics of a good questionnaire in order to meet the requirements necessary for the research instrument to be reliable. The characteristics of a good questionnaire that guided the researcher are, according to Van den Aardweg and Van den Aardweg (1990:190), Wolhuter, Van der Merwe, Vermeulen and Vos (2003:15), the following:-
- The questionnaire has to deal with a significant topic, one the respondent will recognize as important enough to warrant spending his or her time on. The significance should be clearly and carefully stated on the questionnaire and in the accompanying letter.
• It must be as short as possible, but long enough to get essential data, long questions frequently find their way into the waste paper basket.

• Questionnaire should be attractive in appearance, neatly arranged and clearly duplicated or printed.

• Directions to answer questions must be clear and complete and important terms clearly defined.

• Each question has to deal with a single concept and should be worded as simply and straightforwardly as possible.

• Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate as they are in a court of law.

• Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. An orderly grouping of questions helps respondents to organise their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature.

3.4 Advantages and disadvantages of the questionnaire

Data can be gathered by means of a structured questionnaire in, inter alia, the following ways: a written questionnaire that is emailed, delivered or handed out personally, personal interviews or telephone interviews. Each mode has specific advantages and disadvantages which the researcher need to evaluate for their suitability to the research question and the specific target population being studied, as well as relative cost. The researcher used the written questionnaire as research instrument taking into consideration the following advantages:
3.4.1 Advantages of written questionnaire

The written questionnaire as a research instrument, to obtain information, has the following advantages (Bless & Higson-Smith, 1995:110; Wolhutoer, Van der Merwe, Vermeulen & Vos, 2003:16):

- Written questionnaires are the least expensive means of data gathering because they can save the researcher time and money.

- Interviewer bias is precluded in written questionnaires. The way the interviewer asks questions and even the interviewer’s general appearance or interaction may influence a respondent’s answers. Such biases can be completely eliminated with a written question.

- A written questionnaire permits anonymity. If responses are given anonymously, it would increase the researcher’s chances of receiving responses which genuinely represent a person’s beliefs, feelings, opinions or perceptions.

- Completing a questionnaire in his own time permits a respondent a sufficient amount of time to consider answers before responding.

- Questionnaires can be given to many people simultaneously, that is to say a large sample of a target population can be reached.

- Written questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.
• Generally the data provided by questionnaires can be more easily analysed and interpreted than the data obtained from verbal response, Cohen and Manion (1994:111-112).

• A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a written questionnaire than in face to face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire.

• Respondents can complete questionnaire in their own time and in a more relaxed atmosphere.

• Questionnaire design is relatively easy if the set guidelines are followed.

• The administrating of questionnaires and the coding, analysis and interpretation of data can be done without any special training.
3.4.2 Disadvantages of the questionnaire

The researcher is also aware of the fact that written questionnaire has important disadvantages. According to Van den Aardweg and Van den Aardweg (1990:190) and Bless and Higson-Smith (1995:112) the disadvantages of the questionnaire are, inter alia, the following:-

- Questionnaires do not provide the flexibility of the interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondents, the validity of the information obtained is jeopardized.

- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.

- The written questionnaire does not make provision for obtaining the views of more than one person at a time.

- Answers to written questionnaires must be seen as final. Re-checking of responses cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done about it because the written questionnaire is essentially inflexible.

- In a written questionnaire the respondent examines all the questions at the same time before answering them and the answers to the different questions can therefore not be treated as ‘independent’.
Researchers are unable to control the context of question answering, and specifically, the presence of other people.

Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent’s own private opinions are desired.

Written questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

3.5 **Validity and reliability of the questionnaire**

There are two concepts that are of critical importance in understanding issues of measurement in social science research, namely, validity and reliability (Huysamen, 1989:1-3).

All too rarely do questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This is one of the reasons why so many questionnaires are lacking in these two qualities Cooper (1989:15). Questionnaires have very limited purpose. In fact, they are often one time data gathering devices with a very short life, administered to a limited population.

There are ways to improve both the validity and reliability of questionnaires.

Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, does the item sample a significant aspect of the purpose of
the investigation? Terms must therefore be clearly defined so that they have the same meaning to all respondents, Cohen & Manion (1989:111-112).

Kidder and Judd (1989:53-54) mention the fact that although the reliability and validity are two different characteristics of measurement, they “shade into each other”. They are two ends of a continuum but at points in the middle it is difficult to distinguish between them. Validity and reliability are especially important in educational research because most of the instruments attempted in this area are obtained indirectly. Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependably what it is intended to measure (Van den Aardweg & Van den Aardweg, 1990:198). It is essential, therefore, to assess the validity and reliability of these instruments. Researchers must therefore have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability.

3.5.1 Validity of the questionnaire

Van Rensburg, Landman and Bodenstein (1994:560) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed.

It also refers to the extent to which it correlates with some criterion external to instrument itself. Validity is that quality of a data gathering instrument or procedure that enables it to determine what it was designed to determine. In general terms validity refers to the degree to which an instrument succeeds in measuring what it has to measure.

• Content validity, where content and cognitive process included can be measured. Topics, skills and abilities should be prepared and items from category randomly drawn.

• Criterion validity, which refers to the relationship between scores on a measuring instrument and an independent variable (criterion), believed to measure directly the behaviour or characteristic in question. The criterion should be relevant, reliable and free from bias and contamination.

• Construct validity, where the extent to which the test measures a specific trait or construct is concerned, for an example, intelligence, reasoning ability, attitudes, etc.

The validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some ‘real’ ability, attitude or prevailing situation that the researcher can identify and characterize (Schnelter, 1993:71). If the ability or attitude is itself, and if a respondent’s answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990:158).

The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which interpretations of the instrument’s results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipates that potential arguments that sceptics might use to dismiss the research results (Cooper, 1989:120).
The researcher employed the questionnaire as an indirect method to measure educators’ views of discipline as an integral part of a code of conduct for learners. Because of the complexity of the respondents’ attributes one is never sure that the questionnaire devised will actually measure what it purports to measure. Items in the questionnaire cannot be measured like height, mass, length or size. From the interpretation of the results obtained and the sureness with which conclusions could be drawn, the researcher is convinced that the questionnaire, to a great extent, did serve the purpose of the research which was designed for.

3.5.2  Reliability of the questionnaire

According to Mulder, (1989:209) and Van Rensburg, Landman and Bodenstein (1994:512) reliability is a statistical concept and relates to consistency and dependability. Consistency refers to obtaining the same relative answer when measuring phenomena that have not changed.

A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. Van den Aardweg and Van den Aardweg (1990:194) and Kidder and Judd (1986:47-48) distinguish between the following types of reliability:-

- Test-retest reliability (coefficient of stability) – consistency estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of the results on one occasion and on another occasion.

- Internal consistency reliability – this indicates how well the test items measure the same.
- Split–half reliability – by correlating the results obtained from two halves of the same measurement instrument, one can calculate the split-half reliability.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given reflect the respondent’s true feelings Dane, (1990:256). A demonstration of reliability is necessary but not conclusive evidence that an instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error.

Sources of error that effect reliability are, inter alia, the following, Mulder (1989:209:-

- Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.

- Variation in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.

- Differences in scoring or interpretation of results, change differences in what the observer notices and errors in computing scores.

- Random effects by respondents who guess or check off attitude alternative without trying to understand them.
When the questionnaire is used as an empirical research instrument there is no specific method, for example, the ‘test-retest” method, to determine the reliability of the questionnaire. Therefore, it will be difficult to establish to what extent the answers of respondents were reliable.

The researcher, however, believes that the questionnaires in this investigation were completed with necessary honesty and sincerity required to render the maximum possible reliability.

Frankness in responding to questions was made possible by the anonymity of questionnaire. In coding of the questions it was evident that questionnaires were completed with necessary dedication.

3.6 PILOT STUDY

A pilot study is an abbreviated version of a research project in which the researcher practises or tests the procedures to be used in the subsequent full-scale project, De Vos, (2001:178). The pilot study is a preliminary or ‘trial run’ investigation using similar questions and similar subjects as in the final survey. Kidder and Judd (1986:211-212) say that the basic purpose of a pilot study is to determine how the design of the subsequent study can be improved and to identify flaws in the measuring instrument.

A pilot study gives the researcher an idea of what the method will actually look like in operation and what effects (intended or not) it is likely to have. In other words, by generating many of the practical problems that will ultimately arise, a pilot study enables the researcher to avert these problems by changing procedures, instructions and questions. The number of participants in the pilot study or group is normally smaller than the number scheduled to take part in the survey.
Participants in the pilot study and the same for the final study must be selected from the same target population. For the purpose of this study the researcher conducted a pilot run on ten colleagues.

According to Plug, Meyer, Louw and Gows (1991:49-66) the following are the purposes of a pilot study, and these were also the aim of the researcher in this survey:-

- It provided the researcher with the opportunity of refining the wording, ordering and layout and it helped to prune the questionnaire to a manageable size.

- It permitted a thorough check of the planned statistical and analytic procedures, thus allowing an appraisal of their adequacy in treating the data.

- It greatly reduced the number of treatment errors because unforeseen problems revealed in the pilot study resulted in redesigning the main study.

- It saved the researcher major expenditures in time and money on aspects of the research which would have been unnecessary.

- Feedback from other persons involved were made possible and led to important improvements in the main study.

- The approximate time required to complete the questionnaire was established in the pilot study.
- Questionnaire and/or instructions that were misinterpreted were reformulated.

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- Feedback from persons involved were made possible and led to important improvements in the main study.

- The approximate time required to complete the questionnaire was established in the pilot study.

- Questions and/or instructions that were misinterpreted were reformulated.

Through the use of the pilot study as ‘pre-test’ the researcher was satisfied that the questions asked complied adequately to the requirements of the study.

3.7 ADMINISTRATION OF THE QUESTIONNAIRE

If properly administered the questionnaire is the best available instrument for obtaining information from widespread sources or large groups simultaneously, Cooper (1989:39). The researcher personally delivered questionnaires to the purposefully selected respondents and collected them again after completion. This method of administration facilitated the process and the response rate. An excellent return rate of 100 % was obtained with all distributed questionnaires completed and collected (150).
3.8 THE PROCESSING OF DATA

Once data was collected, it had to be captured in a format which would permit analysis and interpretation. This involved the careful coding of the 150 questionnaires completed by the purposefully selected respondents (educators). The coded data was subsequently transferred onto a computer spread sheet using the excel programme.

The coded data was analysed using the same programme in order to interpret the results by means of descriptive statistics.

3.8.1. **Descriptive statistics**

Descriptive statistics serve to describe and summarise observations, Van Rensburg, Landman & Bodestein (1994:355). Frequency tables, histograms and polygons are useful in forming impressions about the distribution of data. According to Van den Aardweg and Van den Aardweg (1990:65) frequency distribution is a method to organise data obtained from questionnaires to simplify statistical analysis. A frequency table provides the following information:

- It indicates how many times a particular response appears on the completed questionnaires.

- It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.

- The arithmetic means (average) can be calculated by adding all the scores and dividing it by the number of scores.
3.8.2. Application of data

The questionnaire was designed to determine educators’ perception of discipline in rural high schools. In order to obtain the information needed for the purpose of this study the questionnaire was subdivided into two parts:

- The first part required information about the educators and included items 1 to 9.

- The second, third and fourth gathered information regarding the educators’ perception of discipline in rural high schools.

- Rules for effective discipline in school

- The purpose of effective discipline in school

3.9 SUMMARY

In this chapter the planning and design of the empirical research was discussed and a comprehensive description of the questionnaire as a research instrument was given.

The data obtained from the completed questionnaire will be analysed and presented in the next chapter.
# CHAPTER 4

## PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

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<td>63</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Respondents’ qualifications</td>
<td>64</td>
</tr>
<tr>
<td>4.2.4</td>
<td>Years of experience</td>
<td>65</td>
</tr>
<tr>
<td>4.2.5</td>
<td>Post level of respondents</td>
<td>66</td>
</tr>
<tr>
<td>4.2.6</td>
<td>Type of post held by respondents</td>
<td>66</td>
</tr>
<tr>
<td>4.2.7</td>
<td>Class size</td>
<td>67</td>
</tr>
<tr>
<td>4.2.8</td>
<td>Workshop attendance</td>
<td>68</td>
</tr>
<tr>
<td>4.2.9</td>
<td>Code of conduct</td>
<td>68</td>
</tr>
<tr>
<td>4.2.10</td>
<td>Purpose of discipline</td>
<td>69</td>
</tr>
<tr>
<td>4.2.11</td>
<td>Disciplinary problems</td>
<td>74</td>
</tr>
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<td>Rules for effective discipline</td>
<td>77</td>
</tr>
<tr>
<td>4.3</td>
<td>SUMMARY</td>
<td>80</td>
</tr>
</tbody>
</table>
CHAPTER 4

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

4.1 INTRODUCTION

In this chapter the data that was collected from the completed questionnaires will be analysed, findings will be interpreted and commented on. The data comprised of biographical information of the respondents and their perceptions of aspects on discipline in schools.

4.2 DESCRIPTIVE RESEARCH

De Vos (2000:19) maintains that basic professional research, whether it’s objective, explorative or descriptive, is a scientific inquiry into a relevant problem that provides an answer contributing to an increase in the body of generalizable knowledge about the particular profession. According to Bless and Higson-Smith (2000:42) the purpose of research is to gain insight into a situation, phenomenon, community or person.

Descriptive research is one of the methods of research used to study a person or persons scientifically in the educational situation and is concerned with the description and/or summarisation of the data obtained. (Crawford & Brandburn, 2008:49). According to Leedy and Ormrod (2005:37) descriptive research attempts to describe the situation, as it is, thus there is no intervention on the part of the researcher and therefore no control.

In this study descriptive research was employed with the aim of describing the respondents’ (educators’) perceptions of the nature and degree of existing situations concerning discipline in schools.
4.2.1 Gender of respondents

Table 1 Frequency distribution according to the gender of the respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>31</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

According to Table 1 the research sample consists of twenty four percent (24%) more female than male respondents. Statistical data of the Department of Education shows that seventy per cent (70%) of the teaching staff at schools is females (DoE, 2002:10) and the Education Labour Relations Council also pointed out that schools in KwaZulu-Natal are overstaffed by female educators (ELRC, 2005:1).

4.2.2 Age of respondents

Table 2 Frequency distribution according to the age group of the respondents

<table>
<thead>
<tr>
<th>Age group</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-25</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>26-30</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>31-35</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>36-40</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>41-45</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>46-50</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>51-55</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>57-60</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Table 2 shows that the larger percentage (30%) of the respondents who partook in the research are in the age group 36 to 40 years while the majority of respondents are 40 years or younger. In research done by Prinsloo (2005:7) it was found that learners’ undisciplined behaviour can be attributed to the experience and age of educators. Lack of experience by
young educators can be associated with the disciplinary problems they encounter. On the other hand the rigidity and being out of touch with the values and behavioural standards of a younger generation causes disciplinary problems for older educators.

4.2.3 Respondents’ qualifications

Table 3  Frequency distribution according to respondents’ qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Academic qualifications only</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>2 Professional qualifications only</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>3 Academic &amp; professional qualifications</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>4 Grade 12 only</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to Table 3 the larger percentage (34%) of the respondents in the research sample possesses academic and professional qualifications which are generally perceived as the best qualifications for the teaching profession, especially at secondary school level (Lemmer, 2002:27). However, the finding that one fifth (20%) of the respondent are unqualified is very worrying and might also contribute to disciplinary problems in schools. Some of the unqualified educators do lack techniques of discipline and procedures to deal with discipline.

Curzon (2002:51) points out that the quality of education also depends to a large extent on the educator’s ability to exercise effective discipline, which together with relevant and adequate qualifications, will promote efficiency in the classroom. Continuous professional development that includes aspects of discipline will also help educators to keep pace with the increased demands imposed on them (Bernard, 2003: 41).
4.2.4 Years of experience as an educator

Table 4  Frequency distribution according to respondents’ years of teaching

<table>
<thead>
<tr>
<th>Completed years of service</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  0-5 years</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>2  6-10 years</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3  11-15 years</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>4  16-20 years</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>5  21-25 years</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>6  26-30 years</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4 reveals that the larger percentage (30%) of the respondents that partook in the research has been teaching for less than 6 years. Teaching experience together with adequate training and commitment is required to be a successful educator, one that can exercise effective discipline (Jones, 2010:13). The more experience an educator has, the more confidence and expertise he will have acquired to be an effective educator. Jacobs and Gawe (2000:347) maintain that an experienced educator will be able to exercise effective discipline in the classroom by careful planning of classroom activities in advance.

They also refer to research findings that founded that an experienced educator is able to minimise disruptive behaviour in the classroom by well planned lessons that prevent unproductive behaviour; a variety of lesson activities in a lesson that will prevent boredom and possible disruptive behaviour.
4.2.5 Post level of respondents

Table 5 Frequency distribution according to the post level of the respondents

<table>
<thead>
<tr>
<th>Post levels</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Principal</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2 Deputy principal</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3 Head of department</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>4 Level one educator</td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the frequency distribution in Table 5 the majority (80%) of the respondents that participated in the research are post level one educator. This percentage can be explained by the staff composition of schools, which consists mainly of level one educator while promotion posts (management posts) form the minority of the staff. Generally level one educator comprises more than 70% of a school’s teaching staff (DoE, 2002: 11).

4.2.6 Type of post held by respondents

Table 6: Frequency distribution according to the type of post held by the respondents

<table>
<thead>
<tr>
<th>Type of post</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Permanent</td>
<td>45</td>
<td>90</td>
</tr>
<tr>
<td>2 Temporary</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The majority (90%) of respondents that partook in the research are on the permanent staff (Table 6). This high percentage can be seen as a favourable situation in a school as it ensures stability in the school (ELRC, 2003:27).

Being a member of the permanent staff also includes benefits like a housing subsidy, contributions to a pension fund and membership to a subsidised medical aid.

24.7 Class size

Table 7 Frequency distribution according to the average number of learners in class

<table>
<thead>
<tr>
<th>Average number of learners</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Less than 20 learners</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>2 20-30 learners</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3 31-40 learners</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>4 41-50 learners</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>5 51-60 learners</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>6 61-70 learners</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>7 71-80 learners</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 7 shows that the larger percentage (32%) of respondents in the research sample indicated that they teach classes with between 30 and 40 learners. However, the majority (40%) has to cope with classes with more than 50 learners. Research has found that classes with a large number of learners one of the aspects contributing to ineffective discipline (Lockhead & Verspoor, 2001:44). The more learners are in a class, the more incidences of misbehaviour. Large classes are also characterised by being very noisy which hinders teaching and learning.
4.2.8 Workshop attendance

Table 8 Frequency distribution according to the number of workshops on discipline attended by respondents

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>One</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Two</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 8 shows that the majority of the respondents (62%), that participated in the research, indicated that they have not attended any workshops on discipline. An educator’s pre-service training may often not be adequate to meet all the challenges faced in the classroom, especially the diversity and varying of discipline problems encountered (Lockhead & Verspoor, 2001:1). They maintain that well organised and productive workshops on school discipline can play an important role in helping educators to acquire skills to exercise effective discipline in school.

4.2.9 Code of conduct

Table 9 Frequency distribution according to the availability of a code of conduct at the respondents’ schools

<table>
<thead>
<tr>
<th>Code of conduct</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Code of conduct is available</td>
<td>50</td>
<td>1005</td>
</tr>
<tr>
<td>2 No code of conduct</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

According to section 8 of the South African Schools Act, Act no 84 of 1996 the governing body of a public school must adopt a code of conduct for the learners of the school (RSA, 1996:12). The effective enactment and enforcement of a code of conduct for learners
promotes positive discipline in a school, self-discipline in learners and exemplary conduct (ELRC, 35).

4.2.10 Purpose of discipline

Table 10 Frequency distribution according to respondents’ perceptions of the purpose of discipline in schools

<table>
<thead>
<tr>
<th>Question number</th>
<th>Effective discipline in school is essential:</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>To be respectful towards learners</td>
<td>42</td>
<td>2</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>84%</td>
<td>4%</td>
<td>12%</td>
<td>100%</td>
</tr>
<tr>
<td>2.2</td>
<td>For a safe and secure school environment</td>
<td>43</td>
<td>3</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86%</td>
<td>6%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>2.3</td>
<td>For an atmosphere conducive to learning</td>
<td>44</td>
<td>3</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>88%</td>
<td>6%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>2.4</td>
<td>To respect other people’s rights (e.g. Other learners culture)</td>
<td>43</td>
<td>3</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86%</td>
<td>6%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>2.5</td>
<td>For achieving the goals of education</td>
<td>42</td>
<td>4</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>82%</td>
<td>8%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>2.6</td>
<td>To internalise self-discipline in learners</td>
<td>40</td>
<td>2</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80%</td>
<td>4%</td>
<td>16%</td>
<td>100%</td>
</tr>
<tr>
<td>2.7</td>
<td>To protect learners</td>
<td>40</td>
<td>2</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80%</td>
<td>4%</td>
<td>16%</td>
<td>100%</td>
</tr>
<tr>
<td>2.8</td>
<td>For learning the standard of conformity</td>
<td>38</td>
<td>2</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76%</td>
<td>4%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>2.9</td>
<td>To show respect for school property</td>
<td>49</td>
<td>1</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>98%</td>
<td>2%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2.10</td>
<td>Obeying the authority of educators</td>
<td>43</td>
<td>3</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86%</td>
<td>6%</td>
<td>8%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The frequency distribution of the responses in Table 10 shows that the majority (average of 85%) of the respondents in the research sample have agreed with the statements concerning the purpose of effective discipline in school. This postulation can be substantiated by the following:

**Respect for educators (2.1)**

More than eighty per cent (84%) of the participants in the research agreed that the purpose of discipline in school is to teach learners to show respect for educators. Rossouw (2003:423) emphasises the importance of learners showing due respect to their educators and the implementation of a disciplinary rule to this effect should be top priority in schools (cf. 2.3.1).

**Safe (secure) school environment (2.2)**

The majority (86%) of the respondents acknowledged that effective discipline in school is essential to create a safe school environment.

Kern (2008:41) is convinced that successful teaching and learning can only take place in a safe and orderly school which provides an environment where learners can learn without disruption and disturbances (cf. 2.3.2).

**Atmosphere conducive to learning (2.3)**

Close to ninety percent (88%) of the respondents in the research sample indicated that effective discipline is required for an atmosphere conducive to learning. McLaughlin (2010:75) confirms that a disciplined and orderly classroom is enjoyable and stimulating for learners and thus conducive to learning. A good educator is able to create and maintain a classroom climate conducive to learning which is characterized by order, the minimum or no disruptions, and mutual trust and respect (cf. 2.3.3).
Respect for people’s rights (2.4)

A human rights friendly school is founded on principles of equality, dignity, respect and non-discrimination (Weeks, 2012:235). The majority of respondents (86%) that partook in the research said that discipline is needed to respect other people’s rights. A disciplined school environment enables learners to understand their rights and responsibilities and to respect the rights of others based on values equality, non-discrimination, inclusion, respect and participation (cf. 2.3.4).

Educational goals (2.5)

According to the responses of eighty four percent (84%) of the respondents the purpose of effective discipline is to achieve the goals of education. Research has shown that learners learn best and educators teach best in a safe and orderly classroom which will ensure the attainment of the goals of education (cf. 2.3.5). The ten per cent (10%) of the participants that indicated that they are uncertain about the statement might be explained by respondents’ misinterpretation of the question or their perceptions that discipline does not play a role in obtaining educational goals. This perception does relate to their educational level, because it shows that the educators do lack skills and information hence in an unruly atmosphere goals are unattainable.

Self-discipline (2.6)

The majority of the respondents (80%) in the research sample were in agreement with the statement that effective discipline in school will help learners internalize self-discipline. Bernard (2003:65) says an educator can instil self-discipline in learners by praising good behaviour, reprimand or punish bad behaviour and by setting a good example of self-discipline (cf. 2.3.6).

Protection (2.7)
Eighty percent (80%) of the respondents agreed that the purpose of discipline in the school environment is essential to protect learners. According to Mtsweni (2008:30) an orderly and disciplined school environment governed by law, protects learners against ill-disciplined and deviant behaviour of other learners, educators and their own behaviour.

Possible reasons for the sixteen percent (16%) of the respondents that did not agree with the statement are that the term “protection” in the school situation is unfamiliar to them or the perception that learners do not need protection in school. Out of (16%) , the (20%) of respondents were unqualified.

**Social conformity (2.8)**

Social conformity refers to the compliance with prevalent social norms, values and traditions as well as the rules of community conduct (Bottaro, et al., 2006:57). More than three quarters (76%) of the participants in the research agreed that discipline is a requirement for learning the standards of social conformity. As a result of the learner’s need to be accepted socially he conforms to the values, norms, traditions prescribed by the society in which he lives (cf. 2.3.7). One fifth (20%) of the respondents expressed their uncertainty with the statement which might be explained by their failure of understanding the question.

**Respect for property (2.9)**

Research has revealed that one of the consequences of a lack of effective discipline in school is destructive behaviour by learners (Van Wyk, 2001:197). Close to hundred percent (98%) of the respondents in the research sample agreed that discipline is important for learners to show respect for school property (cf. 2.3.8). According to Masekoameng (2010:11) learners will vandalise, damage or destroy school property when they are not productively occupied in the classroom, educators’ failure to teach learners respect for other peoples’ property and ineffective discipline and punishment.
**Obedience of authority (2.10)**

The majority of the respondents (86%) said that the purpose of effective discipline in school is so that learners can obey the authority of educators. A successful educator has authority along with empathy and authoritative guidance and the learner should acknowledge, obey and accept such authority (cf. 2.3.9).
### 4.2.11 Disciplinary problems

#### Table 11 Frequency distribution according to respondents’ perceptions of disciplinary problems

<table>
<thead>
<tr>
<th>Disciplinary problems at my school are:</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Learners disrespect educators</td>
<td>47</td>
<td>3</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>94%</td>
<td>6%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3.2 Learners misbehave and disrupt the class because of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.1 An overcrowded classroom</td>
<td>34</td>
<td>14</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>68%</td>
<td>28%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>3.2.2 Shortage of learning materials</td>
<td>42</td>
<td>4</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>84%</td>
<td>8%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>3.2.3 Attention seeking</td>
<td>40</td>
<td>8</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>16%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>3.2.4 Drug abuse</td>
<td>32</td>
<td>15</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>30%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>3.3 Vandalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.1 Breaking desks, carving and writing on desks</td>
<td>49</td>
<td>1</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>98%</td>
<td>2%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3.3.2 Breaking toilets and washbasins in learners' bathrooms</td>
<td>38</td>
<td>12</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>24%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3.3.3 Breaking of windows</td>
<td>44</td>
<td>6</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>88%</td>
<td>12%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>3.3.4 Damaging educators; cars</td>
<td>13</td>
<td>34</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>68%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>3.4 Stealing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4.1 Learners steal from learners</td>
<td>34</td>
<td>12</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>68%</td>
<td>24%</td>
<td>8%</td>
<td>100%</td>
</tr>
<tr>
<td>3.4.2 Steal from staff members</td>
<td>30</td>
<td>15</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>3.4.3 Steal from school property</td>
<td>25</td>
<td>16</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>32%</td>
<td>18%</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to the frequency distribution of the responses (Table 11) the majority of respondents who participated in the research experienced similar discipline problems in their schools. Top of the list of discipline problems reported by the respondents was learners’ disrespectful behaviour towards their educators (cf. 3.1). The majority of research studies reviewed in the literature study also found disrespect towards educators to be the major disciplinary problem encountered by educators. (cf. 2.3.1). These statements are substantiated by the following:

**Learners disrespect educators (3.1)**

More than ninety percent (94%) of the respondents in the research sample agreed that learners disrespect educators in school. Learners seem to lack respect for educators when they disregard their authority in the classroom, on the school grounds and during school excursions (cf. 3.2.1). The disrespectful behaviour of learners towards educators range from their defying educators’ instructions to swearing at educators and using foul language.

**Disruptive behaviour (3.2)**

On average more than three quarters (76%) of the respondents that partook in the research indicated that learners’ misbehaviour that disrupts the class was a problem at school. Sixty eight percent (68%) contributed learners’ misbehaviour to an overcrowded classroom, 82% to a shortage of learning materials, 80% to learners who seek attention in class and 64% to the effect of drug abuse on learners. Learners’ misbehaviour in class has a negative impact on teaching and learning (cf. 2.3.2). Apart from being disruptive learners’ acts of misbehaviour also require time to restore order in the class, time that could have been used for teaching and learning.
**Vandalism (3.3)**

The majority of participants in the research acknowledged that vandalism by learners pose a discipline problem at school. Nearly all the respondents (98%) said learner vandalism include breaking desks and carving and writing on desks, 76% said learners vandalize their own bathrooms and toilets, 88% viewed breaking of windows and doors as vandalism a smaller percentage (26%) said learners damage educators cars.

Vandalism in school has a negative impact on effective teaching and learning. Learners’ vandalism can make the school environment unsafe for learners and educators and interrupt teaching and learning when vandalized structures must be repaired (cf. 2.3.3).

**Stealing (theft) (3.4)**

Most of the respondents involved in the research confirmed that stealing by learners causes discipline problems. The largest percentage (68%) said that learners steal from other learners, 60% said that staff members are victims of learner theft and 50% said learners steal school property. According to most researchers theft by learners is a common practice in schools and is a daily aggravation for educators because of its disruptive behaviour and discipline problems (cf. 3.4).
4.2.12 Rules for effective school discipline

Table 12  Frequency distribution according to the respondents’ perceptions of the rules for effective discipline in school

<table>
<thead>
<tr>
<th>Rules to be considered for effective discipline (code of conduct for learners are:)</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Educators should set rules in consultation with learners</td>
<td>42</td>
<td>2</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>84%</td>
<td>4%</td>
<td>12%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4.2 Rules must be clearly formulated (e.g. language must be understood by everyone)</td>
<td>40</td>
<td>3</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>80%</td>
<td>6%</td>
<td>14%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4.3 Rules should be formulated for the classroom, playground and school activities</td>
<td>44</td>
<td>4</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>88%</td>
<td>8%</td>
<td>4%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4.4 Provision must be made for appropriate punishment for misbehaviours</td>
<td>47</td>
<td>2</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>94%</td>
<td>4%</td>
<td>2%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4.5 Disciplinary and punishment rules must be made available to each learner</td>
<td>44</td>
<td>3</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>88%</td>
<td>6%</td>
<td>6%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4.6 Discipline rules must be displayed in each classroom</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4.7 Rules should be accepted by learners’ parents (guardians) (e.g. they must sign for a copy of the rules when enrolling learners)</td>
<td>44</td>
<td>4</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>88%</td>
<td>8%</td>
<td>4%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4.8 Records of learners and the misdemeanours they have committed must be kept</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>4.9 Rules should be reviewed regularly (e.g. annually and amended if necessary)</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The frequencies of responses in Table 12 reflect that the majority of respondents selected to participate in this research agreed with the statements concerning the rules for effective school discipline. The following substantiates this statement:
Consultation (4.1)

According to section 8(1) of the South African Schools Act, Act No 84 of 1996 (RSA, 1996:60) parents, educators and learners must all work together in drawing up a code of conduct for learners. The majority of respondents (84%) in the research sample agreed that discipline rules should be set in consultation with learners. The drafting and implementation of a set of rules for effective discipline in school is an essential requirement to create an atmosphere conducive to teaching and learning. When learners are involved in setting discipline rules they are more likely to abide by them than when it is enforced on them by higher authorities (cf. 2.4.2)

Clear formulation of rules (4.2)

Eighty per cent (80%) of the respondents that partook in the research indicated that discipline rules must be clearly formulated. Rules must be formulated by using plain and simple words and a language that is understood by everyone. If rules are not clearly stated or ambiguously worded learners might get confused in following them. If discipline rules are not in the learner’s mother tongue they should be translated with the possibility of improving learners’ better understanding of the rules (cf.2.4.2)

Different rules (4.3)

Nearly ninety percent (88%) of the respondents said that different rules should be formulated for the classroom, school grounds and school activities. Most rules about learner behaviour in school are expected to be obeyed within the entire school environment for example to respect school and personal property. Chadsey and McVittie (2006:54) refer to the importance of having rules that are specified for learner conduct in the classroom, on the sports field, during school excursions and on the playground during break time. Rules only applicable to assemblies, bus trips and the tuck shop can also be included in a code of conduct for learners.
Appropriate punishment (4.4)

More than ninety percent (94%) of the participants in the research agreed that provision should be made for appropriate punishment for misdemeanours. Learners must know that sanctions or punishment will be used if they do not adhere to the rules as stipulated in a code of conduct and these must be clearly spelled out together with the relevant discipline rule. Punishment should be fair, reasonable, lawful, and consistent and in accordance with the offence (cf. 2.4.4).

Availability (accessibility) (4.5)

More than (88%) respondents in the research sample agreed that disciplinary and punishment rules must be made available to each learner. Each learner should have a copy of the discipline rules (code of conduct) of the school and it should be explained to them to ensure that they understand them (cf. 2.4.5).

Displaying of rules (4.6)

The South African Schools Act, Act No 84 of 1996 stipulated that after completing the formulation and listing of the discipline rules by all the stakeholders these rules must be prominently displayed in each class so that learners are made aware of them all the time (RSA, 1996:61). All the respondents (100%) that were involved in the research acknowledged that discipline rules should be displayed in each classroom. If rules are displayed where learners will always have access to them, they cannot plead ignorance when a rule is broken.

Acceptance of rules (4.7)

Nearly ninety percent (88%) of the participants in the research said that rules should be accepted by learners’ parents (guardians).
To Bray (2005:141) the acceptance of disciplinary rules must be an informed acceptance which means parents must have a clear understanding of the rules and the relevant punishment. Parents or guardians must read and understand the rules before endorsing them with their signature (cf. 2.4.5)

**Record keeping (4.8)**

Hundred percent (100%) of the respondents in the research sample indicated that records must be kept of each learner who has committed a misdemeanour and the nature of it. According to the South African Schools Act, Act No 84 of 1996 (RSA, 1996:62) when an educatorpunishes a learner it must be recorded. Although it is important to record all misdemeanours and the punishment meted out, it is especially required in the case of a serious incidence of misbehaviour. A record of a learner’s history of misbehaviour plays an important role when a learner is referred for a disciplinary hearing and possible expulsion from school (cf. 2.4.6).

**Reviewing of rules (4.9)**

Research has found that educators and learners in many schools were unsure about the manner in which the code of conduct for learners in their school was developed because it happened before they came to the school (cf. 2.4.7). All the respondents (100%) in the research sample said that disciplinary rules should be regularly reviewed. Reviewing a code of conduct should be part of a continuous cycle arising from its use and circumstances that change (Seeman, 2000:390).
4.3 SUMMARY

In this chapter the researcher’s aim was to give some order to the range of information provided by the respondents in their answers to the questions in the questionnaire. Some of the collected data were of a demographic nature which enabled the researcher to construct a broad profile of the sample that was randomly selected for the investigation. The data collected that dealt with educators’ perception of discipline in high schools situated in rural areas were organised in frequency tables to simplify the statistical analysis thereof. The frequency of the responses were interpreted and commented on.

The last chapter of the study will consist of summaries of the literature study and empirical investigation and certain recommendations will be made.
# CHAPTER 5

## SUMMARY, FINDINGS AND RECOMMENDATIONS

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CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this final chapter of the study the summary of the previous findings from the research will be given and some of the most important findings from the research will be discussed. This will be followed by recommendations, criticism that emanates from the study and a final remark.

5.2 SUMMARY

5.2.1 Statement of the problem

In essence this study investigated the educator’s perceptions of discipline in rural high schools. Learner behaviour problems have been a major concern for educators, administrators and parents. More than ever educators are faced with critical problems in their classrooms, confronted on daily basis with unacceptable learner behaviour and threatening situations. The most threatening disciplinary problems are absenteeism, neglecting homework, disruption of lessons and misbehaviour at school during formal gatherings at school, disrespecting the school visitors during sports. The most serious problems reported include bullying, discrimination amongst learners, assault, extortion, stalking, use of drugs and alcohol, sexual harassment, beating educators, truancy and carrying of dangerous weapons in the school premises.

In most of the time educators are devastated when they supposed to utilize their time by initiating, presenting and interpreting the learning content.
Their enthusiasm in learning is jeopardized by the learners who always display undesirable behaviour in class instead of performing their duties; they are expected to maintain order in class.

5.2.2 Literature review

Reviewed discipline as a system by which order is maintained in school and community. Research has found that discipline is one of the most important requirements for successful teaching and learning. Effective teaching and learning occur in a harmonious and peaceful environment. Discipline provides a climate which educators can teach and learners can learn without disruptions.

Discipline makes learners aware that there is order in the society and that certain behaviour are controlled through rules and regulations. In order to promote good behaviour a school must have a policy on discipline which includes the details of the rules (code of conduct). Discipline reduces educators’ need for intervention over time by assisting the learners to develop self-control, self-direction and social responsibility, thus sharpening his or her conscience regarding right or wrong.

When code of conduct and regulations are spelled out clearly, learners become aware and automatically behave in a disciplined manner. The code of conduct and policies play an integral part when promoting school discipline. A well-disciplined learner always displays a healthy character. Proper mutual cooperation between educators and learners in the education situation succeed only if both parties are on the pursuit of the values and principles of discipline rules.

Although educational institutions are engulfed with disciplinary problems, these problems differ from one school to another, from one grade to another and also between classrooms.
The type of discipline problems experienced by school may be determined by the size of the school, the area in which the school is located, the managerial skills of the principal, the educator and learner ratio, the socioeconomic background of the learner and so forth.

Rural areas are characterised by various factors that negatively influence the delivery of quality education, namely poverty, lack of basic infrastructure and electricity. Insufficient resources in rural schools contribute to disciplinary problems. Educators find it difficult to create a stimulating learning environment in the classroom with inadequate physical, human and teaching resources. The under-resourced educational environment results in ill-discipline and low academic achievement.

Discipline problems in schools can be described as the disruptive behaviour of learners that affect their fundamental rights to feel safe, to be treated with respect and to learn. When rules of discipline are effectively implemented, positive discipline, self-discipline and exemplary conduct as learners learn by observation and experience are promoted. Positive, constructive discipline should promote the development of self-discipline. This can be achieved if educators can model true discipleship for the learners to emulate.

Discipline is described as the set of rules, rewards and punishment administered to teach self-control, increase a desirable behaviour and decrease undesirable behaviours in learners. Discipline is a function of classroom management. The purpose of discipline is to develop and entrench desirable social habits in learners, the ultimate goal is to foster sound judgement and morals, so the learner develops and maintains self-discipline the rest of his/her life.

Discipline rules in a code of conduct inform learners of the manner in which they should behave to ensure their own safety as well as that of others.
School discipline rules must set a standard of moral behaviour for learners and equip them with the expertise, knowledge and skills they are expected to evince as worthy and responsible adults.

5.2.3 Planning of the empirical research

This study utilised a self-structured questionnaire as research instrument to obtain information concerning educators’ perception of discipline in rural high schools. The information sought was not available from any other source and had to be acquired directly from the respondents, namely educators. In a situation like this the most appropriate method of data collection is the questionnaire as it is easily adapted to a variety of situations.

5.2.4 Presentation and analysis of research data

The purpose of chapter 4 was to discuss the collected data from the questionnaires completed by fifty educators and to analyse and interpret the findings. At the outset an explanation and description was provided as to the methods employed in the categorisation of the responses and the analysis of the collected data. Calculating the data in percentage, known as relative frequency distribution followed this. This was done in order to simplify the presentation of data in that it indicates the proportion of the total number of responses that were obtained for a particular statement question. The findings from the frequency distribution were analysed and interpreted.

5.2.5 Aim of the study

The researcher formulated specific aims (cf.1.5) to determine the course of this study. These aims were realised through the literature study, together with an empirical survey comprising a self-structured questionnaire. On this premise the certain findings are now given.
5.3 FINDINGS FROM THE RESEARCH

5.3.1 Findings from literature review

The following are some of the significance findings from the literature review:

- Statistical data of the Department of education shows that seventy percent of teaching staff are females. Labour relations council also pointed out that school in KwaZulu-Natal are overstaffed by female educators (cf.2.2.1).

- Undisciplined behaviour can be attributed to the experience and age of educators. Lack of experience by young educators can be associated with disciplinary problems they encounter. On the other hand the rigidity and being out of touch with the behavioural standards of a younger generation causes disciplinary problems for older educators (cf.2.2.2)

- The one fifth (20%) of the educators are unqualified is very worrying. Educators who lack experience also encounter disciplinary problems since they do not have proper techniques of discipline and procedures to deal with discipline. The quality of education depends on the extent on the educator’s ability to exercise effective discipline, which together with relevant and adequate qualifications will promote efficiency in classroom (cf.2.2.3). Continuous professional development that includes aspects of discipline will also help educators to keep pace with the increased demands imposed on them.

- Teaching experience together with adequate training and commitment is required to be a successful educator, one that can exercise effective discipline (2.2.4). The more experienced an educator has, the more confidence and expertise he will have acquired to be an effective educator. The experienced educator is able to minimise disruptive behaviour in the classroom by well planned lessons that prevent
unproductive behaviour; a variety of lesson activities in a lesson that will prevent boredom.

- Research has found that classes with large number of learners are one of the aspects contributing to ineffective discipline. The more learners are in a class the more incidents of misbehaviour (cf.2.3)

- Majority of respondents (62%), that partook in the research indicated that they have not attended any workshop on discipline. An educator’s pre-service training may often not be adequate to meet all the challenges faced in the classroom, especially the diversity and varying of discipline problems encountered, therefore a well organised and productive school discipline can play an important role in helping educators to acquire skills to exercise effective discipline.

- Each school must have a code of conduct (discipline rules) for learners to inform them of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society (cf.2.2).

5.3.2 Findings from the purpose of discipline

- Discipline in schools should teach learners to show respect for educators. It is important that learners show respect to their educators and that disciplinary rule implementation should be a top priority in schools (cf.2.3.1)

- Successful teaching and learning can only take place in a safe and orderly school which provides an environment where learners can learn without disruption and disturbance (cf.2.3.2).

- Discipline is required for an atmosphere conducive to learning. A disciplined and orderly classroom is enjoyable and stimulating for learners and thus conducive for learning. A good educator is able to create and maintain a classroom climate
conducive to learning which is characterised by order, the minimum or no disruptions, and mutual trust and respect (cf.2.3.3).

- A disciplined school environment enables learners to understand their rights and responsibilities and to respect the rights of others based on values equality, non-discrimination, inclusion, respect and participation (cf.2.3.4).

- Discipline reflects that learners learn best and educators teach best in a safe and orderly classroom which will ensure the attainment of the goals of education (cf.2.3.5).

- Effective discipline in school will internalize self-discipline in learners. Educators can instil self-discipline in learners by praising good behaviour, reprimand or punish bad behaviour and by setting a good example of self-discipline (cf.2.3.6).

- Discipline in schools is a requirement for the standard of social conformity. A learner needs to be accepted socially he conforms to the values, norms, traditions prescribed by the society in which he lives (cf.2.3.7).

- Lack of discipline in schools, educators leaving learners unattended, ineffective discipline and punishment, prompt learners to vandalise, damage or destroy school property, vindictive, feeling of boredom and malevolent (cf.2.3.8).

- The purpose of effective discipline in schools is that learners can obey the authority of educators.
  A successful educator has the authority along with empathy and authoritative guidance and the learner should acknowledge, obey and accept such authority (cf.2.3.9)
5.3.3 Findings from the empirical study

The following are some findings from the empirical study:

- More than (94%) of the respondents in the research sample agreed that learners disrespect educators in schools. Learners seem to lack respect when they disregard the educators’ authority in the classroom, on the school grounds and during school excursions (cf. 3.2.1).

- More than three quarters (76%) of respondents indicated that learners’ misbehaviour that disrupt the class was a problem at school.

  Sixty eight percent (68%) contributed to learners’ misbehaviour to overcrowded classroom, 82% to a shortage of learning materials, 80% to learners that seek attention in class and 64% to the effect of drug abuse on learners. Learners’ misbehaviour in class has a negative impact on teaching and learning (cf. 2.3.2).

- The majority (92%) of respondents that partook in the research said that learner vandalism include breaking desks and carving and writing on desks, 76% said learners vandalise their own bathrooms and toilets, 88% viewed breaking of windows and doors as vandalism, a smaller percentage (26%) said learners damage educators’ cars. Learners’ vandalism can make the school environment unsafe for learners and educators and interrupt teaching and learning when vandalised structures are repaired (cf. 2.3.3).

- The majority of respondents (84%) in the research agreed that discipline rules should be set in consultation with learners.

  When learners are involved in setting the rules they are more likely to abide by them when it is enforced on them by higher authorities (cf. 2.4.2. If
discipline rules are not in mother tongue they should be translated with the possibility of improving learners’ better understanding of the rules.

- More than ninety percent (94%) of the participants agreed that provision should be made for appropriate punishment for misdemeanours. Learners must know that sanctions or punishment will be used if they do not adhere to the rules as stipulated in a code of conduct and these must be clearly spelled out together with the relevant discipline rule. Punishment should be fair, reasonable, lawful, consistent and accordance with the offence (cf.2.4.5). Parents or guardians must read and understand the rules before endorsing them with their signature (c.f.2.4.5).

- Hundred percent (100%) of the respondents in the research sample indicated that records must be kept of each learner who has committed a misdemeanour and the nature of it. A record of a learners’ history of misbehaviour plays an important role when a learner is referred for disciplinary hearing and possible expulsion from school (cf.2.4.6).

- Research has found that educators and learners in many schools were unsure about the manner in which the code of conduct for learners in their school was developed because it happened before they came to the school and the learners are not included when the code of conduct drawn (cf.2.4.7).

All the respondents (100%) in the research sample said that disciplinary rules should be regularly reviewed. Reviewing code of conduct should be part of the continuous cycle arising from its use and circumstances.
5.4 RECOMMENDATIONS

5.4.1 Inculcation of good behaviour

(1) Motivation

Discipline in the classroom is a prerequisite if any meaningful learning is to take place (Lewis 1999). No meaningful learning can take place in a chaotic environment and Lewis (1999) further observes that of all the activities that comprise the role of an educator, ‘classroom discipline is one of the most significant’. The educator’s role is made more problematic if classrooms and schools become more unmanageable. Educators may waste notional time attempting to settle disciplinary problems.

Roger (1998) also observes that some learners exhibit bad behaviours such as answering back, arguing, challenging, procrastinating, talking ‘out of turn’, getting out of seats ‘without permission’, and general rowdiness.

Disruptive behaviour in the classroom can be described as inappropriate or misbehaviour. Forms of disruptive behaviour that is prevalent in some extent in all classrooms including some rural secondary schools are:

- Using foul (abusive) language
- Swearing at educators
- Repeating what educators say
- Mocking educators
- Flouting educators’ instructions
- Verbal confrontation and
- Refusal to do assigned work.
Overcrowding in classroom makes the job of managing learners extremely difficult. Educators find it difficult to pay attention to the individual learner in a large class to such an extent that effective discipline cannot be exercised. (cf 2.4.2)

Educators are unable to check all learners’ homework and class work in a large class during allocated period. The outcome of this lack of control is that learners are not productively involved, they tend to become noisy and unruly. It has been established that in large classes, learners talk or shout while learning content is being explained, throw objects around, eat, and ignore educators’ instructions to restore order and walk or run around aimlessly. Teaching experience together with adequate training and commitment is required to be a successful educator, one that can exercise discipline. The more experience an educator has, the more confidence and expertise he will have acquired to be an effective educator.

The inadequacy of teaching and learning materials and equipment in rural high schools, in terms of meeting the needs of learners is often attested by their unruly behaviour in the classroom. Educators find it difficult if not impossible to keep learners productively involved without sufficient learning material which causes boredom and consequently disruptive behaviour. When learners experience physical discomfort because of unpleasant temperature or uncomfortable seating they become restless and disruptive. Some learners feel that misbehaving in class is the best way to get attention and they are the ones who constantly speak out without permission, arrive late or make strange noises which forces educators’ attention.

Maphosa and Mammen’s study (2011:191) found that bullying, substance abuse, threatening and assault of educators and fellow learners as well as theft, viewing of pornography and graffiti were among common major forms of learner indiscipline. It is confirmed that many secondary school learners attend school while they are drunk. It is when learners are drunk that they are prone to committing other forms of indiscipline.
Some learners would take their juice and muffins laced with intoxicants in front of unsuspecting educators.

Maphosa and Mammen also found that a form of indiscipline behaviour is caused by the issue of learners having love and sexual relations with their educators.

This confirms that educators may be a source of learner indiscipline in schools if they fail to behave properly and in *Loco parentis*.

(2) Recommendation

The recommendations are that in order to inculcate good behaviour in learners the Department of education and tertiary institutions must:

- Include a compulsory module on discipline in the curriculum of education students which should cover, *inter alia*, the following aspects
  - Preventative approaches to manage discipline in the classroom. More emphasis should be placed on positive discipline which teaches learners self-discipline, tolerance and accountability.
  - Techniques of discipline
  - Procedures to deal with discipline; and
  - Alternatives for punishment.

- Organise workshops that will cater for all educators in identifying forms of discipline and relevant procedures to deal with discipline.

- Ensure that students who with different qualifications and wish to pursue teaching register for PGCE which will equip them with necessary educational disciplines.

- Conduct short course that focus on strategies to exercise discipline in the classroom.
• School environment should take advantage of technological advances and install security cameras that assist to detect learner indiscipline as educators cannot be everywhere at any given time. Security cameras may enhance student safety in school.

• Random searching of learners is important in school to ensure that learners do not carry and use dangerous weapons on the school premises.

• Learners should be empowered to report observed cases of indiscipline in order to deal with cases of indiscipline before they lead to injuries or fatalities.

• Learner watch committees could be formed in schools and mandated to be on the lookout for learners engaged in mischief.

• Educators should set a proper and imitable behaviour standard.

• Educators should not use their position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offence. (Sadker and Sadker 2003)

5.4.2 Code of conduct for learners

(1) Motivation

The purpose of the code of conduct is to establish discipline and purposeful school environment, dedicated to the improvement and maintenance of the quality learning process. A code of conduct for learners contain rules prescribing the kind of behaviour expected from them and standards of behaviour a school seeks to maintain.

The research shows that 100% of schools have the code of conduct, although indiscipline still prevails. That implies the code of conduct in some schools is imposed to learners and parents without being internalized and conceptualized. According to section 8 of the South
African School Act, Act no 84 of 1996 the governing body of a public school must adopt a code of conduct for learners of the school (RS,1996: 12)

An important condition for the effectiveness of a code of conduct rests in its enforcement, namely the extent to which code violations can be properly sanctioned. However, in many rural schools the governing body tend to overlook the enactment and enforcement of a code of conduct for learners because they are not adequately empowered to perform the required function. Lack of confidence and illiteracy among parent-governors contributes to their inefficiency and impinges them from accessing relevant information.

Although they lack confidence, they also fear that misunderstanding and conflicts might develop to those parents who overprotect their learners. The needs of the school are compromised due to lack of expertise.

(2) Recommendation

The recommendations are:

- A code of conduct must be drawn by the governing body of the school.

- The code of conduct must reach the consensus on a uniform disciplinary structure that is, in spirit and practice, fair, consistent and positive.

- The code of conduct must give the expression to the norms and values that are prescriptive and applicable to learners’ behaviour, actions and functioning within that specific school.

- A code of conduct (as prescribed by section 8 (2) of the South African Act) must aim at establishing:
- a disciplined (learner have characteristics such as self-control, responsibility, obedience, excellence)

- Purposeful environment

- Dedicated to the improvement and maintenance of the quality learning (Volschenk, B 2007:13)

• The code of conduct must include rules relating to school wear (if applicable)

• Must outline how learners who disobey the code of conduct will be punished.

• Must include a process for protecting the learners and any other party involved in disciplinary proceedings.

• Must be a written document which all learners and parents know about and have read.

5.4.3 Further research

(1) Motivation

This investigation has reflected that effective teaching and learning in a school is only possible in a well-disciplined environment.

It is however, common knowledge that a majority of schools encounter discipline challenges for various motives. The exogenous and endogenous factors also contribute to the lack of discipline in secondary schools. This implies that the learners’ personal background, home conditions, parental models and educational endeavours are the factors that may contribute to the discipline challenges in secondary and high schools. Factors such as poverty, lack of basic infrastructure and electricity could negatively affect the learners as well as delivery of
quality education. The educators find it difficult to create a stimulating learning environment in the classroom with inadequate physical human and teaching resources.

This under resourced educational environment results in ill-discipline and low academic achievement.

(2) Recommendation

The recommendation is that a further research of quantitative and qualitative nature must be undertaken in schools with the aim of developing a well-planned strategy to be implemented in secondary and high schools to enhance and maintain discipline.

The strategy should ensure the regular evaluation of the capacity of educators to maintain discipline and present lessons and workshops in order develop quality education at all levels. It is also imperative that research studies be conducted to find the causes of discipline challenges and appropriate solutions.

5.5 CRITICISM

Criticism that emanates from this study includes the following:

- The research focused on a few secondary and high schools in the Ilembe district in KwaZulu-Natal. The findings from schools in other districts and provinces might have reflected different results.

- It can be presumed that some of the respondents in the research sample formed their perceptions of discipline challenges in schools from relevant media reports.
5.6 FINAL REMARK

The purpose of the research was to give educators, school managers, parents and other role players in education insight into educators’ perception of the problems concerning discipline in schools. It is envisaged that this study will play an integral part to all stakeholders in education.
LIST OF SOURCES


Educators’ perception of discipline in rural high schools

Ms TM NXUMALO
October 2013
Dear Educator

QUESTIONNAIRE: EDUCATORS’ PERCEPTION OF DISCIPLINE IN RURAL HIGH SCHOOL

At present I am engaged in a research project towards my Med (Master in Education) degree at the University of Zululand under the guidance of Proff. M S Vos and A D Nzima. The research is concerned with Educators’ perception of discipline in rural high schools.

I have taken the liberty of writing to you, as one of the selected respondents, in order to seek your assistance in acquiring information about your experience relating to the research.

CONFIDENTIALITY

All information will be regarded as CONFIDENTIAL, and no personal details of any educator/ respondent will be mentioned in the findings, nor will any of the results be related to any particular parent or family.

We deeply appreciate your co-operation

Yours sincerely

____________________
Ms TM Nxumalo

____________________
Date
INSTRUCTIONS TO THE RESPONDENT

1. Please read through each statement carefully before giving your opinion.

2. Please make sure that you do not omit a question or skip any page.

3. Please be totally frank when giving your opinion.

4. Please do not discuss statements with anyone.

5. Please return the questionnaire after completion.

Kindly answer all the questions by supplying the requested information in writing, or by making a cross (x) in the appropriate block.
SECTION ONE: BIOGRAPHICAL INFORMATION

1.1 My gender is?

Male

Female

1.2 My age in completed years as at 2010-13-14

<table>
<thead>
<tr>
<th>Age group</th>
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</thead>
<tbody>
<tr>
<td>20-25 years</td>
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<tr>
<td>26-30 years</td>
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<tr>
<td>31-35 years</td>
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<tr>
<td>36-40 years</td>
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<tr>
<td>41-45 years</td>
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<tr>
<td>46-50 years</td>
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<tr>
<td>51-55 years</td>
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<tr>
<td>56-60 years</td>
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<tr>
<td>61-65 years</td>
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<tr>
<td>Older than 65 years</td>
</tr>
</tbody>
</table>

1.3 My qualifications are?

Academic qualification (s) (e.g. BA, Med, etc.)-----------------------------

Professional qualification (s) (e.g. HDE, FDE, PTC etc.)-----------------
1.4 Total number of completed years in the teaching profession as at 2010-12-13

<table>
<thead>
<tr>
<th>Number of years</th>
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<tbody>
<tr>
<td>0-5 years</td>
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<tr>
<td>6-10 years</td>
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<tr>
<td>11-15 years</td>
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<td>16-20 years</td>
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<tr>
<td>21-25 years</td>
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<tr>
<td>26-30 years</td>
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<tr>
<td>More than 30 years</td>
<td></td>
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</tbody>
</table>

1.5 My post level

- Principal
- Deputy Principal
- HOD
- Educator

1.6 Type of post held by me:

- Permanent
- Temporary
1.7 Average number of learners in your class:

<table>
<thead>
<tr>
<th>Category</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Less than 20</td>
<td></td>
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<tr>
<td>Between 20-25</td>
<td></td>
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<tr>
<td>Between 26-30</td>
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<td>Between 31-35</td>
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<td>Between 36-40</td>
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<td>Between 41-45</td>
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<td>Between 46-50</td>
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<td>Between 51-55</td>
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<td>Between 56-60</td>
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<tr>
<td>More than 60</td>
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</table>

1.8 Number of workshops attended on discipline -------------------

Dates of workshops attended (e.g. 2010, 2012-2013—

1.9 Does the school have a code of conduct?
## SECTION TWO: PURPOSE OF DISCIPLINE

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Effective discipline in school is essential</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>To be respectful towards educators</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>2.2</td>
<td>For a safe and secure school environment</td>
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<tr>
<td>2.3</td>
<td>For an atmosphere conducive to learning</td>
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<td>2.4</td>
<td>To respect other people’s rights (e.g. Other learners’ culture)</td>
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<tr>
<td>2.5</td>
<td>For achieving the goals of education</td>
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<td>2.6</td>
<td>To internalise self-discipline in learners</td>
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<td>2.7</td>
<td>To protect learners</td>
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<td>2.8</td>
<td>For learning the standard of social conformity</td>
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<td>2.9</td>
<td>To show respect for school property</td>
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<tr>
<td>2.10</td>
<td>Obeying the authority of educators</td>
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</tbody>
</table>
## SECTION THREE: DISCIPLINARY PROBLEMS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Total</th>
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<tbody>
<tr>
<td>Disciplinary problems at my school are:</td>
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<tr>
<td>3.1 Learners disrespect educators</td>
<td></td>
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<tr>
<td>3.2 Learners misbehave and disrupt the class because of:</td>
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<tr>
<td>3.2.1 An overcrowded classroom</td>
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<tr>
<td>3.2.2 Shortage of learning materials</td>
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<tr>
<td>3.2.3 Attention seeking</td>
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<tr>
<td>3.2.4 Drug Abuse</td>
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<tr>
<td>3.3 Vandalism</td>
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<tr>
<td>3.3.1 Breaking desks, carving and writing on desks</td>
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<tr>
<td>3.3.2 Breaking toilets and/or washbasins in learners’ bathroom</td>
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<tr>
<td>3.3.3 Breaking windows and/or doors</td>
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<tr>
<td>3.3.4 Damaging educators’ cars</td>
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<tr>
<td>3.4. Stealing</td>
<td></td>
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<tr>
<td>3.4.1 Learners steal from learners</td>
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<tr>
<td>3.4.2 Steal from staff</td>
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<tr>
<td>3.4.3 Steal school property</td>
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</tbody>
</table>
# SECTION 4: RULES FOR EFFECTIVE DISCIPLINE

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Educators should set rules in consultation with learners</td>
<td></td>
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<tr>
<td>4.2</td>
<td>Rules must be clearly formulated (e.g. language must be understood by everyone)</td>
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<tr>
<td>4.3</td>
<td>Rules should be formulated for the classroom, playground and school activities</td>
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<tr>
<td>4.4</td>
<td>Provision must be made for appropriate punishment for misbehaviours</td>
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<tr>
<td>4.5</td>
<td>Disciplinary and punishment rules must be made available to each learner</td>
<td></td>
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</tr>
<tr>
<td>4.6</td>
<td>Discipline rules must be displayed in each classroom</td>
<td></td>
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<tr>
<td>4.7</td>
<td>Rules should be accepted by learners’ parents (guardians) (e.g. they must sign for a copy of the rules when enrolling learners)</td>
<td></td>
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<tr>
<td>4.8</td>
<td>Records of learners and the misdemeanours they have committed must be kept</td>
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<tr>
<td>4.9</td>
<td>Rules should be reviewed regularly (e.g. annually and amended if necessary)</td>
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</table>
APPENDIX B : LETTER OF REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

P.O.Box 3490
Stanger
4450
7 July 2012

The Director: Research Strategy, Policy Development and EMIS
KZN Department of Education
Private Bag x9137
Pietermaritzburg
3200

Dear Sir

REQUEST FOR PERMISSION TO DO RESEARCH IN SCHOOLS

I am a student at the University of Zululand. One of my courses requires that I conduct a research essay. I would like to ask for permission to conduct it at ILembe District high schools.

I am interested in learning about the discipline in rural high schools. My topic is “Educators’ perception of discipline in rural high schools”. I have selected this site because it is one of the high schools in a high density population, disciplinary problems seem to be escalating ILembe District (rural areas seem to be a greatest concern among the community, educators and learners.

The sample will consist of educators who will be provided with questionnaires. Ethical issues will be adhered to, for example, topic, matters concerning confidentiality, secrecy, trust and loyalty, freedom of speech, and right to withdraw without any prejudice. Data will be collected through questionnaires and questions will be based on the research topic.

After completion participants will be told about the findings of this case study. This study will benefit them as they will be knowledgeable about code of conduct, disciplinary problems, and rules for effective discipline in schools which will contribute towards the undesirable behaviour modification.

Your assistance in granting me permission will be highly appreciated.

Thanking you in anticipation

Yours truly

Nxumalo Thembile (student) 0835149604

Email thembile.19@gmail.com
APPENDIX C: A LETTER TO SCHOOL PRINCIPALS OF HIGH AND SECONDARY SCHOOLS.

LETTER OF THE REQUEST FOR PERMISSION TO CONDUCT RESEARCH

P.O.Box 3490
Stanger
4450
18 July 2012

The Principal

Dear

REQUEST FOR PERMISSION TO DO RESEARCH IN SCHOOLS

I am a student at the University of Zululand. One of my courses requires that I conduct a research essay. I would like to ask for permission to conduct it at ILembe District high schools.

I am interested in learning about the discipline in rural high schools. My topic is “Educators’ perception of discipline in rural high schools”. I have selected this site because it is one of the high schools in a high density population, disciplinary problems seem to be escalating ILembe District (rural areas seem to be a greatest concern among the community, educators and learners).

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Your assistance in granting me permission will be highly appreciated.

Thanking you in anticipation

Yours truly

Nxumalo Thembile (student) 0835149604

Prof MS Vos (supervisor)

Email thembile.19@gmail.com